

EFFECTIVE GAMES FOR TEACHING ENGLISH AS A SECOND LANGUAGE

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Abstract.

This article concentrates on various interactive games for teaching English lessons as a second language. Because games motivate students to study a foreign languages and influences for the all sides their development: worldview, behavior and consciousness.

Key words: foreign languages, games, bankrupt, computer games, communication games, grammar games, letter hunt.

Introduction.

The study of foreign languages plays an important role in the period of globalization. Learning English as a second language, although it is easier said than done, not only for students but also for highly qualified and experienced teachers, thereby allows students to expand their worldview and erudition, feel the meaning of the language, learn the culture of different peoples', and get direct access to new knowledge and cultures. But in order to study a particular subject, the English teacher runs through lots of efforts, be patient, set certain goals and objectives, use interactive games and effective methods in the course of their lessons. To accomplish the above challenges, it is necessary to rely on the teaching experience of leading teachers and scientists. The main question is that it is not easy to run into newbies who do not know English, and you have to work hard with learners. The students you teach are of different intelligence and levels, in order for everyone to benefit and knowledge from your lesson, you have to use different methods when teaching them English as a second language. Using games in teaching process have lots of benefits.

Based on Carrier (1980) theory, "Games raise the students" He suggested that the games always involve making a decision how to act, what to say, how to win? The desire to solve these issues sharpens the mental activity of students. The use of the game in foreign language lessons is also not new. And, nevertheless, despite the obvious attractiveness of educational games, they are underutilized in foreign language lessons, have not become a genuine teaching tool, part of the general system. Practice shows that games most often serve as an entertaining moment in the lesson, teachers resort to them rather in order to relieve students' fatigue, using them only as a relaxation. And at the same time, the game also has great educational potential. This prompts us to once again focus on some aspects of this problem.

Bankrupt

In a wide variety of educational games, this game occupies a special place, which is suitable for any level of students, mainly used in vocabulary in context lessons. The teacher divides the class into several groups which consist of 4-5 participants. Each group names the team. The teacher prepares 30-40 pieces of paper on which words are written in their native language and students' aim to translate as much as possible words and accumulate points. The cards are hidden from the students. From each group, one by one members of the group choose a piece of paper. If they can translate words from his native language into English the group collects certain scores, otherwise, pupils have nothing. But the interesting point is that among the vocabulary cards they have bankrupt. To the group that gets this card, all the scores are accumulated, this the group are canceled from the game.

At the end, two teams remain and whose team scored more points will receive excellence marks. The game bankrupt improves learners' vocabulary and motivates students to learn more words than they have studied before.

It's not a secret for anyone Recent years have witnessed a sharp increase in interest in the study of foreign languages, in particular the study of English as a means of international communication. It is already recognized as the language of professional communication in various fields of activity, and the advent of computers has placed the use of English in a special position compared to other languages. Currently, no teacher can complain about the lack of interest in children learning English. And our most important task is to keep this interest constant and sustainable.

Computer games

1. Make purchases

The trainees have a list of products they want to buy. Students must find the appropriate store, enter and buy goods. If the store does not have the goods they need, they need to get on the bus and go to the supermarket. Trainees must type complete answers in a foreign language on the screen. The game uses a simple graphic display to represent a chain of stores.

2. London adventure

One of the Most addicting games that uses the London map. Participants travel around London and at the end of the journey must reach the airport with certain purchases. The game is designed for a regular lesson and stimulates the use of a foreign language in a variety of situations.

3. Catch the word

A flock of fish floats on the screen - words, and the fisherman must catch them and arrange them in the right order. The working language of the program is foreign. All kinds of word combinations are allowed, which appear on the screen after each successful attempt.

... Hotel fire

The players must find themselves in a burning hotel and find the right way out. In this case, you need to go through certain rooms, give instructions and collect valuables (by printing all this in a foreign language). The instructor has an optimal evacuation plan.

Communication games in teaching a foreign language

Communicative techniques are used, as a rule, in communicative games, during which students solve communicative and cognitive tasks by means of the foreign language being studied. Therefore, the main purpose of communication games is the organization of a communicative task or problem. Communication games have a high degree of clarity and allow you to activate the studied language material in speech situations that simulate and imitate the real process of communication. Methodically, a communicative game is a learning task that includes language, communication and The solution of a language problem involves the formation or improvement of speech skills in the process of purposeful use of a given language material in speech activity. The communicative task consists in the exchange of information between the participants in the game in the process of joint speech activity, the activity one - simulates the way of joint activity of the speech partners.

This technique involves the distribution of certain objects or phenomena in order of importance of their preference. During the game, discussion usually arises, since there are differences in points of view when ranking information, and communicators explain or justify their choice, working in pairs or groups.

The following options for the game are possible:



- the student works independently, writing down his solution to the problem. These solutions are then discussed in pairs, small groups or the whole group;
- small group learners try to find a common solution, which will have to present and justify in the final general discussion:
- all students whose answer options coincided are gathered in groups to give as many arguments as possible in defense of their ranking option.

Students are offered 5-6 thematically related nouns and 4-5 adjectives that convey their possible qualities. For example, the adjectives "sweet", "nutritious", "cheap", etc. are selected for nouns on the topic "Food". Lexical material is presented in the form of a table and presented to students:

Food

- Cheap
- Tasty
- Healthy
- Macaroni

Hobbies

- watching TV
- swimming
- reading
- sleeping
- sightseeing

In accordance with the specified criteria, students rank these objects or actions, and then in groups discuss their options. For example, if they think pasta makes the most weight, they put the number 1 in the "macaroni" column. Then they select the product from which they gain weight the least, and put the number 2 in front of it, etc., until all the columns of the table are filled.

In this case, first, all students write down the names of 10 items that they would like to take with them. Then, in pairs, they agree on a list of necessary things. After that, the list is refined in fours, two subgroups, and, finally, the whole group comes to a consensus, accepting a general list of things that are advisable to take on a trip. Communication games based on the deliberate creation of differences in the amount of information among students.

Grammar games

A new look at learning English verbs. To conduct the game, the teacher needs to prepare a textbook.

Three forms of irregular verbs are written on separate cards (one card - one form of a specific verb). If two of the three forms of the verb coincide (for example, think - thought - thought), you should write the repeating form twice (two different cards), and if all three forms of the verb match (for example, cut), then only one card with this verb is made ...

For the game, the participants need to know which form of the verb is written on the card. It is easy to determine when the forms are not repeated (for example, begin - began - begun), but when repetition occurs, it is impossible to say what exactly is meant (for example, by the form of the beat verb, we cannot say without context whether it is an infinitive or Past Simple). In this case, it is recommended to put arrows above the same forms of the verb. The left arrow will represent the first of the two repeating shapes, the right arrow will represent the second. It looks like this:

- dig dug dug
- come came come
- beat beat beaten



Game progress: two teams are formed. One team comes up with a sentence with a given modal verb. The other team must guess the sentence. For this purpose, questions are asked such as: Can you ..? Should you ..? Then the second team performs the same task, and the game continues.

Game progress: two teams are formed. The representative of the first team comes up with a sentence with the learned verb. He tosses the ball to a partner from the second team and calls the sentence, skipping the verb. The person who catches the ball repeats the sentence, inserting the correct form of the verb, throws the ball to the first team partner and calls his sentence, omitting the verb, etc.

Cubes.

Purpose: automation of the use of the structure in oral speech.

The course of the game: for the game, cubes are made, on the edges of which pictures with images of objects or animals are glued. The trainees are divided into two teams. Participants take turns coming to the table, throwing a cube and calling a sentence with a completed construction, corresponding to the plot of the picture on one of the sides of the cube. The team gets a point for each correctly thought-out proposal. The team with the most points wins.

Gifts.

Purpose: consolidation of vocabulary on the topic, automation of the use of the studied verbs in the future tense in oral speech.

Game progress: two teams are formed. Two rows of words are written on the board:

- 1) the name of the gift,
- 2) a list of verbs.

The players should say, using the verbs from the list, what they will do with the gifts received on their birthday. Each participant in the game comes up with one sentence. The winning team is the one that completes the task faster and makes sentences without mistakes.

Letter Hunt 23

To play, you need cards with large English letters written on them. The guys have to make the right word from cards randomly laid out on the floor or on the table.

To play, you need to learn a few expressions:

Go straight on! - Go straight!

Then the left! - Turn left!

To the right! - Turn right!

Pick up) this card! - Take (lift) this card!

Don't stop! - Don't stop!

Turn back! - Turn back!

Rules of the game. Ask the driver to leave the room and place the cards on the floor with the inscriptions up (there should be more cards than the letters in the intended word). Now invite the driver to enter. The guys tell the driver which cards to go to and in which order to collect them.

For example, the word lemon is conceived (the location of the cards is shown in the figure). The driver starts the game at point 1. He goes to the card "E", but, having reached it, receives the order: Stop! Don't take this card! Turn to the right! Go straight on!

If, passing by the "M" card, the driver tries to pick it up, the guys give the command:

Don't stop! Don't pick up this card! Go straight on!



When the driver reaches point 2, he will be prompted:
Stop! Turn to the right and go straight on!
When he gets to L, he will be told:
Take this card, turn to the left and go straight on!
And so on, until the cards are collected in the correct order.

Conclusion

The variety of games that a teacher can use in foreign language lessons is huge. Games in the classroom give us the opportunity to justify the requirement for a child to communicate with a partner in English, which is actually unreasonable for the child; find ways and show the importance of English phrases built according to the simplest models, make the repetition of the same speech patterns and standard dialogues emotionally attractive. Any teacher of a foreign language does not need to be convinced that play is a powerful stimulus to mastering the language, that it leads to development. The developmental significance of play is inherent in nature itself, for play is always emotions, and where there are emotions, there is activity, there is attention and imagination, thinking works there.

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