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## **USE OF GAME TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE AT SCHOOL**

**Аннотация:** в этой статье рассматриваются элементы различных стратегий критического мышления, сопутствующие им ролевые игры, успешное применение которых делает процесс обучения более интересным как для студентов, так и для преподавателей английского языка.

**Ключевые слова:** игра, игровая деятельность, иностранный язык, игровые упражнения, игровые функции, контент, ролевые игры, мотивация.

**Abstract:** this article examines the elements of various critical thinking strategies, communicative, role-playing games, the successful application of which makes the learning process more interesting for both students and teachers of the English language.

**Keywords:** game, game activity, foreign language, game exercises, game functions, content, role play, motivation.

Recently, active measures have been taken in our country to create conditions for learning English. The article examines the elements of various critical thinking strategies, communicative, role-playing games, the successful application of which makes the learning process more interesting for both students and teachers of the English language. E. Passov in his book «The Foreign Language Lesson at School» gives the following definition to the game: «The game is: 1) the activity «in our case – speech»; 2) the motivation, the lack of coercion; 3) the individualized activity, deeply personal; 4) training and education in the team and through the team; 5) the development of mental functions and abilities; 6) «teaching with enthusiasm». Gaming is the most effective property of learning a foreign language. It develops the speech activity of

students in English classes. Gaming exercises contributes to the organization of targeted speech practice of students in a foreign language, as well as training and activation in the monologic and dialogical speech. In addition, the game forms a variety of types of statements. The relevance of the use of gaming technology in the teaching of schoolchildren to a foreign language at the present stage is obvious, taking into account new trends in the education system, which give the teacher the space for innovation and the introduction of their own heterogeneous ideas and solutions. It is the game, as the most unconstrained by conventions and various kinds of framework, that is most acceptable for use in kindergarten. It is in the game that there are unlimited opportunities for the realization of the creative potential of both the teacher and the children. Gaming exercises contribute to the organization of targeted speech practice of students in a foreign language, as well as training and activation in the monologic and dialogical speech. In addition, the game forms a variety of types of utterances: descriptions, messages, information, expression of opinion, consent, disagreement. It is also noted that role-playing games often attract the attention of the teacher, as they enliven the lesson, increase interest in the studied language. In addition, a well-organized game creates conditions for the real use of the language in the class. Together with this game always creates conditions for the repeated use of vocabulary and grammatical structures. In the preparation of a role-playing game, we can distinguish its following stages: the definition of the purpose and language material; compiling a script for the game; distribution of roles in the game; psychological training of trainees. Language games form pronunciation, lexical and grammatical skills. In the educational process, the teacher can use such kinds of games: crossword puzzles, tea handles, the game «Find a word», «Find a proverb», games with letters, games with words, syntactic games, grammar games, rebuses and others. The game should be aimed at developing memory, thinking, attention, because it is these components that underlie the process of mastering a foreign language. When conducting role-playing games, students should be introduced to their role only in a foreign language, with the exception, for example, of any rules. After the game, participants should be commended for the correct use of speech cliches, originality of judgment, creative approach to their role. A great value for students

of any age is the encouragement of students with good grades, as this will stimulate it. It is very important that the teacher encourages and compares his successes with previous results. Then students will have an interest in the language, the desire to participate in the next game is just as good. As a result of the use of gaming techniques, children better learn the material, behave more liberated, in the lesson, which arises depending on the study and the English language, in particular. Children try to think unusual, at home think about what new scenarios are offered in the lesson, and how to formulate them. It can be concluded that games and gaming technologies used in foreign language lessons help overcome the traditional psychological barrier. Gaming techniques give the learning process a practical focus, which helps to maintain the motivation of students to learn a foreign language.

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