

Коханова Алла Николаевна

учитель английского языка

Частный Д/С «Акурпек»

г. Тараз, Республика Казахстан

THE IMPORTANCE OF USING GAMES IN THE ENGLISH CLASSROOM

Аннотация: *игры на занятиях иностранного языка становятся предметом изучения многих методологов. Игра как инструмент обучения развивает мыслительную деятельность учащихся и делает процесс обучения иностранного языка более привлекательным и поддерживает интерес учащихся. Используя игры на занятии, учитель решает следующие цели: развитие речевых навыков, памяти, закрепление лексики и грамматических структур. Игры – это вид деятельности с определенными правилами, целью и элементами забавы, которые необходимо проводить в детских садах с самого начала обучения.*

Ключевые слова: *иностраннный язык, ролевые игры, виды игр, обучающие игры, фонетические игры, развитие навыков, развитие умений, решение различных проблем, интерес к изучению иностранного языка.*

Abstract: *from this article we can get information about the importance of using games at the English lessons in the kindergarten. Here we have some games, which can develop children's wish to speak English. Language game becomes the subject of study for many methodologists: as an instrument of teaching it develops the memory activity of students and makes the process of teaching a foreign language more interesting, attractive and keeps students motivated. Using games, the teacher can solve the following aims of the lesson: to develop speech skills; memory, to consolidate lexis, vocabulary, words; grammar structures. Game is an activity with rules, a goal, and an element of fun, which is much needed in kindergartens from the beginning.*

Keywords: *The key words: foreign language, different kinds of games, solve the problems, develop different skills.*

Over the last years language game becomes the subject of survey of many methodologists who have studied and worked out different types of games at the English

lesson. In order to achieve the high level of learning English, teachers try to find out the most effective methods, supporting the interests to the lesson, giving the pupils the abilities to show their capacities. One of the ways of showing this problem is using games. Game is the instrument of teaching, which develops the memory activity of pupils, which makes the process of teaching a foreign language more interesting, attractive and makes pupils be anxious and motivated. The problem of using games for developing pupil's ability in learning foreign language was investigated by Russian and American scientists, Such as D.B. Elkonin, M.F. Stronin, dedicated themselves to the sphere of play activity. They wrote and published books concerning educational games. A.S. Makarenko wrote: «What child likes in game, so he will be in work, when he grows up. Game has the most important meaning in labor bringing up of the child». As it is known, game is an activity with rules, a goal, and an element of fun. We cannot imagine English lesson without games, because they make it amusing, helpful and interesting. They help to understand a new theme and learn new vocabulary, also to develop their abilities and display great interest to the English lesson. Language teacher must use the games, especially in kindergartens from the beginning, because at that time pupils can utterance their opinions free, even make mistakes without being afraid of the teacher and that is why their teacher must do his best to motivate them. Teacher must try to involve pupils in the games. Games make pupils to practice many skills and the main four are important in teaching English, they are: writing, speaking, listening and reading. Games are not only just time filling activities, they are great educational value.

There are thousands of different games, and they can be classified in many ways. Games can be grouped according to the kind of people, who usually play them, as the children's games, or according to the number of players they require, as solitary games. They may also be grouped according to the object of the game, as in cooperative games, players work together toward a common goal instead of competing to win. Another category of games involves organized competition.

And for those, who asks the question: «What is the role of a teacher during the procedure of a game?» we may answer in the following way: the teacher's role is to

supply the initial enthusiasm, and input of energy and wonderful ideas. Moreover, the teacher's role in the activities is that of monitor and resource center, moving from group to group, listening to pupils, supply any necessary language, noting errors, but interrupting or correcting as this impedes fluency and spoils the atmosphere. It is a good idea to carry paper and pen, and to note any persistent errors or areas of difficulty. On the other hand, teacher has another role in class activities such as: counselor, facilitator, social worker, manager, of course, is Friend.

Games help us to make boring work more interesting and unusual. Some English sounds have difficult pronunciation, especially sounds, which gives letter combination TH. When I teach them these sounds, I'll use jaw and tongue games: for ex. a game «Lapping milk». Have you ever seen a kitten drinking milk? In fact, it doesn't drink it, it laps it. Could you show it? Oh, what nice kittens you are! Now I'll recite a rhyme about it and when I say «lap, lap, lap!», please, make your kittens lap milk.

Little kitty laps her milk, lap, lap, lap!
Her tongue goes out, her tongue goes in,
Lap, lap, lap! Little kitty likes her milk,
Lap, lap, lap! Oh, see her tongue
Go out and in, lap, lap, lap!

Another difficult sound is [w], and you may use this rhyme to pronounce it:

Why do you cry Willie, why do you cry?
Why Willie, why Willie, why Willie why?

This poem is used to train children to pronounce sound [ə]. Look at the goose; it's stretching out its neck and trying to say something. Can you hear anything? No, nothing but hissing. Play a goose.

An old grey goose am I. Th! Th! Th!
I stretch my neck and cry at puppies passing by!
I like to make them cry! Th! Th! Th!
When puppies jump and run. Th! Th! Th!
I think it's lot of fun! I'm sure they'd like to be
An old grey goose like me! Th! Th! Th!

Children like role play games, and while studying the theme «Professions» we can use the voice training games, such as the game «Salesman». You are the man, who sales ice-cream. You always envy this man – he can eat as much ice-cream as he wants. But what if it's winter? And nobody wants to buy ice-cream. He has to talk people into buying his ice-cream cones.

Ice-Cream Cones! Ice- cream cones!
Come and buy my ice-cream cones!
Chocolate ice-cream! Strawberry Ice-cream!
Pineapple ice-cream! Raspberry ice-cream!
Ice-Cream cones! Ice – Cream Cones!
Who will buy my Ice – cream cones?

Sometimes I can use relaxing games. One of them is «A Rag Doll.» Imagine you are all rag dolls. Relax your body, you can hardly stand, because you have no bones; your arms are limp – you can't hold them up, whenever you put them up – they fall by themselves; you can't hold your head up, either, because your neck is limp. You should repeat after me:

I'm a limp rag doll. I have no bones at all.
My arms are limp, my neck is limp, I'm a limp rag doll.

The other one is «The jumping Jack». The rug doll was limp, and the Jumping Jack is stiff, his movements are abrupt, he jerks. Children do everything as in the poem: I have a jolly jumping Jack,

See how well he jumps!
Up and down, from right to left,
He jumps and jumps and jumps.

Summing up the report I came to the conclusion that the use of games during the lesson might have motivated pupils work more on the language on their own, so the game might have only been a good stimulus for extra work. Though the main objectives of the games are to acquaint pupils with the new words or phrases and help them consolidate lexical items, they also help developing the pupils' communicative competence. Having such evidences at hand I wish to recommend the wide use of games in

teaching English as a successful way of acquiring language competence. Therefore, playing games is for the children an authentic opportunity for language use.

References

1. Lee W.R. Language teaching Games and Contests. – USA: Oxford University Press, 1979. – 208 p.
2. Zimmerman E. Rules of play / E. Zimmerman, K. Salen.
3. Vygotskii L.S. Game and its role in the psychological development of a child // Questions of psychology. – 1966. – 340 p.
4. Stronin M.F. Games at the English lessons.
5. [Electronic resource]. – Access mode: [http: 45minut.org](http://45minut.org)
6. [Electronic resource]. – Access mode: [http: www.rusnauka.com](http://www.rusnauka.com)