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EDUCATIONAL GAMES IN THE TEACHING FOREIGN LANGUAGE

Annotation: The article provides examples of exercises, the use of which in English classes in primary school will increase the motivation of pupils to learn the material.

Keywords: game technologies, English language, competence.

Game technologies are one of the unique forms of learning that allows you to make interesting and exciting not only the work of pupils at the creative and search level, but also everyday steps to study educational material. Educational standard is based on a system-activity approach that provides active educational and cognitive activity of pupils. But, unfortunately, children are not always active in lessons, it is difficult for them to remember new words and expressions, they do not want to answer questions, they prefer to do work that does not require communication skills, so they have to choose forms of work aimed at developing pupils' competencies, which are necessary not only in school, but also in everyday life (the ability to communicate, make decisions, work with information, analyze various aspects of phenomena, etc.).

Therefore, it is necessary to rely on technologies that contribute to the formation of children's key competencies. Such technologies are gaming technologies. Teachers see the game as an important method of learning for primary school children. The concept of "game pedagogical technologies" includes a fairly extensive group of methods and techniques for organizing the pedagogical process in the form of various pedagogical games, which differ from games in general in that they have a clearly set goal of learning and the corresponding pedagogical result, which in turn are justified, clearly identified and characterized

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by educational and cognitive orientation. The relevance of the game is currently increasing due to the oversaturation of modern school children with information.

The subject - information environment is expanding immeasurably all over the world, and in particular. Television, video, radio and computer networks have recently been showering pupils with a huge amount of information. The actual task of the school is to develop independent assessment and selection of the received information. One of the forms of training that develops such skills is a didactic game that promotes the practical use of knowledge gained in the classroom and outside of school. Features of game technologies.

Game is a natural and human form of learning for a child. By teaching through games, we teach children not how it is convenient for us, as adults, to give educational material, but how it is convenient and natural for children to take it. In people's lives, the game performs such important functions as:

1) entertainment (the main function of the game is to entertain, please, inspire, awaken interest);

2) communication (learning the dialectic of communication);

3) self-realization in the game as a "polygon of human practice";

4) therapeutic (overcoming various difficulties that arise in other types of life);

5) diagnostic (identifying deviations from normative behavior, self-knowledge in the game);

6) corrective (making positive changes in the structure of personal indicators);

7) inter-ethnic communication (assimilation of common socio-cultural values for all people);

8) socialization (inclusion in the system of social relations, assimilation of the norms of human community). The game is valuable only if it contributes to a better understanding of the essence of the issue, clarification and formation of pupils' knowledge. The use of game technologies is justified only when they are closely related to the topic of the lesson, organically combined with educational material that corresponds to the didactic goals of the lesson. One of the most developed is

the theory of the linguist Mikhail Fedorovich Stronin, who divides the games used in English lessons into the following categories:

- lexical games,

- grammatical games,

- phonetic games,

- spelling games,

- creative games. Here are specific examples of games in accordance with the designated classification.

The entertainment of the conditional world of the game makes the monotonous activity of memorizing, repeating, fixing or assimilating information positively emotionally colored and the emotionality of the game action activates all the mental processes and functions of the child. Another positive aspect of the game is that it promotes the use of knowledge in a new situation, so the material that pupils learn goes through a kind of practice, brings variety and interest to the learning process.

The game is really a big deal. If games are used only as a means of entertainment, entertainment, discharge, recreation, then the benefit from them is minimal. The game has such functions, but they are not the main ones.

The game is only a shell, a form, its content and purpose should be teaching, in our case – mastering the types of speech activity as a means of communication. The fact that the game is serious, say its theorists. The main element of the game is the playing role, not so important what; it is important that it helps to reproduce the various human relationships that exist in life. Only if you isolate and base the game on the relationships between people, it will become meaningful and useful. As for the developing meaning of the game, it is inherent in its very nature, because the game is always emotions, there is activity, there is attention and imagination, there is thinking. Thus, the game is:

- activity (in our case – speech),

- motivation, lack of coercion,

- individualized activity, deeply personal,

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- training and education in the team and through the team,

- the development of mental functions and abilities,

- "learning with passion". It should not be assumed that this applies only to children. Although I have little experience, I support the above opinion. In my lessons, high school pupils also learned boring complex grammatical rules of English through a game with a desire. Educational game the child does not set a learning task, but as a result of the game, he learns something." Sets a goal-to relax, switch – there is no need: the nature of the game as such will do its job.

The forms of games are extremely diverse: their entire arsenal, accumulated by the experience of people, is used. Lotto, cards, dominoes, charades, riddles, contests, and children's games and linguistic games, and all sorts of life events – apartment equipment, camping fees, etc., as well as acting out the actions of all sorts of professions and behavior types of people (optimist, grumpy, capricious), and even mnemonics techniques. And now I want to share some pedagogical techniques that give good results in increasing the motivation and interest of pupils in learning English.

In conclusion, I would like to say that it is desirable that such work become a holiday for pupils. A holiday for children is when the game is replaced by a game, when no one thinks that there is such a word "need", but just reaches for the game, lives the game and absorbs every cell of the delight of the game and, not noticeably for themselves, also benefits.

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