

## USE OF INTERACTIVE GAMES IN LEARNING FOREIGN LANGUAGES

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**Abstract:** *This article discusses the use of various game methods in learning foreign languages, particularly English and Russian, in modern life and how they positively contribute to developing all learner skills. Additionally, it explores effective methods for teaching new languages not only to young children but also to adults. The article highlights the importance of adapting teaching approaches based on the resources available to students in different educational environments.*

**Keywords:** *Interactive, introvert, principle, complex, audience, electronic projector, smart board, notebook, gamified immersive learning, constructivism theory, virtual learning, immersion, mobile application, web platform.*

In today's modern world, the demand for learning new languages is continuously increasing. Moreover, the working languages of newly developed digital technologies are often English or Russian. Therefore, it is essential to teach foreign languages from an early age, including in preschool institutions, schools, and vocational colleges. Learning new languages can be somewhat challenging, but if lessons are conducted using non-traditional methods, it not only improves lesson quality but also encourages introverted students to participate actively.

Various practical game-based methods can be used in teaching English and similar languages. In many countries, individualized learning games are widely supported. For example, the "Show Me" method is used by educators in several Western educational centers. This method is more effective than traditional teaching, as it encourages children to explain all the information they have understood to their peers. This approach helps reveal each learner's skills and can be conducted in a group setting.

American researcher James Paul Gee studied the significance of games in education and emphasized their potential in language learning. He argued that games create real-life communication environments, enhancing vocabulary and comprehension skills. In his book "What Video Games Have to Teach Us About Learning and Literacy," he discusses educational approaches through gaming. Additionally, scholars such as Paul Nation, Merrill Swain, Lev Vygotsky, and Benny Lewis have also explored similar methods in language learning.

In today's rapidly developing world, games can also be conducted using CDs, players, and computers through interactive communication. Computer-based educational games such as KAHOOT, BINGO, and QUIZ facilitate the memorization of difficult phrases, vocabulary, and complex grammatical rules. These games are

structured around specific topics and use colorful visuals, engaging sounds, and reward-based systems to maintain student interest.

Using various charts is also effective in foreign language learning. For instance, charts help learners construct sentences using different tenses in English. Such methods are particularly beneficial for young children who have no prior knowledge of a foreign language, as they help shape their personal skills from an early age. This, in turn, contributes significantly to their ability to learn independently in the future.

This perspective is supported by the American educator Benjamin Bloom (1913-1999), who emphasized that every student should acquire knowledge at their own pace and that the learning process should be tailored to their individual needs. Similarly, Lev Vygotsky (1896-1934) introduced the Zone of Proximal Development theory, which highlights the importance of individualized learning. According to this theory, students should be taught in a manner that aligns with their personal abilities and needs.

When analyzing this perspective, it becomes clear that each student should receive education in a way that suits their level of knowledge and cognitive abilities. At the beginning of a lesson, teachers should get to know their students briefly, assess their personality traits and learning styles, and assign tasks accordingly. A strong connection between the speaker and listener in the classroom is also crucial, making this method highly beneficial.

However, integrating modern technologies into the teaching process also presents certain challenges. In remote areas, access to electronic projectors, smart boards, and notebooks is very limited. Consequently, conducting comprehensive lessons in such regions is more difficult. As a result, language instruction—particularly for foreign languages such as English and Russian—requires greater responsibility from educators in these areas.

In such situations, using printed materials or oral assignments is highly effective, as these methods do not require electricity or additional financial resources. Moreover, they are convenient for students unfamiliar with digital technologies.

For students who study languages using modern technologies, a gamified immersive learning approach is available. This method integrates immersive techniques into language learning. The main goal is to artificially create a natural language environment and encourage students to participate actively through gaming. Some methodologies that support this approach include Quest-Based Learning, Virtual Reality (VR), Augmented Reality (AR), Constructivism Theory, and Immersion Methods. These approaches can be implemented through mobile applications or web platforms, enabling knowledge-sharing worldwide.

**Conclusion:** In summary, digital technologies and games significantly enhance the effectiveness of foreign language education. Educational technologies help students learn quickly and efficiently. However, it is essential to consider potential distractions and digital disparities. If modern technologies are properly integrated into teaching methods, the learning process can become more productive and faster.

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