

**METHODOLOGICAL FUNDAMENTALS OF USING LEXICAL GAMES
AND GAMING DEVICES AT THE ENGLISH LESSON**

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Abstract: *This article presents about games that provide a great opportunity to practice communication. And there is illustrated how to utilize of different game activities allowing students to express different communicative intentions and moods, depending on the purpose of communication. Learning games help ensure that all participants understand each other and are motivated in language activities and contribute to the formation and development of intellectual abilities, and develop the personal potential of students.*

Key words: *Lexical games, entertainment, communication, self-awareness and self-esteem, auditory, speech, phonetic games*

English is used in all countries as a means of international communication. Today more and more people agree to this statement because it's necessary to learn English with the development of international technologies and science. We use English as a means of communication and with different purposes. English is one of the important subjects in school curriculums, at colleges, academic lyceums and higher schools as well.

There have been reforms in the curriculums and programmes of the secondary and higher educational establishments now. The requirement for the effective English language teaching is increasing immensely.

The National Programme for Specialist Training and Education puts before the English teachers a lot of actual problems: what methods and techniques are innovative, what methods help to achieve better results and teach all language skills, what methods are more effective in teaching English for pre-school children and adults and what approaches are necessary for them.

Teaching English as a foreign language demands different methods and techniques. In purpose of the cardinal improvement the system of the teaching growing generations to foreign languages preparation specialists, freely mastered them, by introducing the leading methods of the teaching with use modern pedagogical and information-communication technology and on this base of the making the conditions and possibilities for broad their access to achievements of

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the world civilization and world information resource, developments international cooperation and contacts.

Recent years have shown a significant increase of interest in the English language. It is recognized as the language of professional communication in different spheres of activity. The main task of the teacher is to increase the motivation to learn English.

Nowadays, teachers are reviewing the impact on the minds of the arsenal, will and emotions of students for the purpose of their introduction into the world of the rich culture and traditions of the country of studied language. Reviewed ways and means of formation of all language skills: reading, speaking, listening and writing. Boosting the learning process, stimulating cognitive activity contributes to the introduction of the learning process, in addition to traditional classes, gaming technology.

Many outstanding teachers rightly drawn attention to the efficiency of the use of games in the study of lexical vocabulary in the middle stage of English language teaching. And this is understandable: in the game are particularly good and sometimes unexpectedly human abilities of the child in particular.

Game, specific learning and child characteristic type of activity, has been and remains the subject of study, both domestic and foreign scientists. Even in the XIX century by passing part of the intelligentsia, concerned the education of preschool children, teachers and parents encouraged to make full use of the educational role of the game. With the arrival of the child in the school changed its social position, leading the activities of the game turns into a study. Therefore, when meeting with the school play of life contributes to the removal of the barrier between the "outside world of knowledge" and the psyche of the child. The game allows you to learn what causes the advance students' fear of the unknown.

Games offer great opportunities for communicative practice. Reincarnation in the different images allows the students to express a variety of communicative intention and mood depending on the purpose of communication. Educational games help to ensure mutual communication of all the participants and motivate their linguistic activity. [1]

The urgency of this problem is due to the search for new ways of mastering lexical component content of teaching a foreign language through the use of lexical games.

A game is one of the most interesting types of educational activities. Game methods and techniques allow you to master and consolidate new knowledge not with the traditional method of memorization and repeated repetition, but with the help of active, causing increased interest and additional motivation for actions.

The use of gaming technologies in the pedagogical practice of teaching Russian as a foreign language and teaching as a whole has more than once become the subject of understanding for teachers of higher and secondary schools. The game is considered as the basis of the modern lesson, the features of the use and inclusion of the game in the development of new material, the process of preparing the game, some articles on a given topic are based on the development of specific games. [2]

School foreign language course involves practical mastery of the subject. This task requires the foreign language teachers to teach the ability to communicate in the target language. Today, modern school demands for such humanitarian technologies, which help not only would qualitatively train, but first and foremost, to develop personal and cognitive potential of the learner. One of the most important results of education, including foreign language, is the willingness of students to adapt and active development of the situation of social change. In learning a foreign language culture, occupy a special place form of organization of educational process, which ensure active participation of each student, stimulate verbal communication and contribute to the formation of interest and desire to learn a foreign language. These problems can be solved by using gaming technology training.

Games form class created in the classroom using game techniques and situations that act as a means of motivation, stimulation of students.

Fun activities perform the following functions:

- Entertainment (is the main feature of the game - to entertain, to give pleasure, to inspire, arouse interest);
- Communication (development of the dialectic of communication);
- Diagnosis (detection of deviations from the standard of conduct, self-knowledge in the course of the game);
- Game- therapeutic (overcoming the various difficulties encountered in other forms of life);
 - Self-realization (manifestation abilities and hidden features);
 - Interethnic Communication (mastering common to all people of socio-cultural values);
 - Socialization (inclusion in the system of social relations). [3]

Implementation of gaming devices and situations with a portion to form training takes place in the following areas: didactic goal learners in the form of a game task; training activities subject to the rules of the game; Training material is used as its tools in learning activities introduced an element of competition, which

translates to a didactic purpose in the game; the successful implementation of the didactic tasks associated with the game result.

In the course of the game are carried out: a moral choice; self goal setting; a sense of self-worth to other people; overcoming obstacles, requiring manifestation of the will; self-awareness and self-esteem; abandonment of their previous beliefs and adopt new values; awareness of their responsibility for their actions and direction of development of reality. This cooperating game has emotionally - semantic commonality to the subject - subject relationship with the difference of operational structure and activities carried out in this function. Every student has the right and the opportunity for self-set goals and find the means to achieve them. Realize goal formation and make an active learning process, and the values are personal - significant for the students, as filled with meaning, it is manifested in the form of feelings, attitudes, opinions, emotions and feelings.

Classification of games

Classifications of games in the classroom, there are many foreign languages. The fact that there is a certain standard, in which the game would divide into one or another species. Because of this, scientists and teachers systematize games more convenient for them, and featured on the group, which is easier, more convenient and more importantly to work productively. At present the methodical literature, there are a sufficient number of classifications of systematizing the types of educational games in accordance with a classification criterion. But before considering classification of educational games, you need to consider the classification of games in general.

E.I. Passov for the classification of games is repelled by the purpose of their use in the educational process. For example, he highlights of the game:

1. To develop skills;
2. for skills development;
3. To develop the ability to communicate;
4. for the development of abilities and mental functions;
5. for knowledge in the field of geography and language;
6. To store the speech material. [4]

As noted earlier, the classification of games used in the classroom of a foreign language are many, and their use in the learning process emphasized individually, so to say, which of the classifications suggested above is considered to be the standard, it would be wrong. However, more often in practice, there are classification, which is based on aspects of language and linguistic phenomena. In this work will be respected classification, which is based on the goals and objectives of using games in the classroom. Educational game, introduced in the

educational process as a creative learning task, provides the real conditions for an active mental activity of students, contributing to the formation and development of intellectual abilities, and is fertile ground for the realization of personal potential of students, updating their personal functions.

The first step is to divide the game by the activity on the physical, intellectual (mental), labor, social, psychological.

By the nature of the pedagogical process, the following groups of games:

1. Educational, training, monitoring, summarizing;
2. Cognitive, educational, educational;
3. Reproductive, productive and creative;
4. Communication, diagnostic, vocational guidance, psycho.

According to the aims and objectives of learning educational games, used in foreign language classes will be divided into language and speech.

According to the authors E.A Maslyko, P.K Babinski language games designed for the formation of pronunciation, vocabulary and grammatical skills training and the use of language phenomena at the preparatory, pre communicative stage of mastering a foreign language. They divided them into phonetic, spelling, vocabulary, grammar and auditive speech.

Grammatical games set themselves the goal to teach students use speech samples containing certain grammatical difficulties; create a natural situation for the use of the speech sample; develop speech activity and independence of students; [4]

Phonetic games pursue the goal to train students in the pronunciation of the sounds of foreign language; teach students loud and clear to read poetry; learn poems with a view to playing for his roles. These games are based on the dramatization of specially selected children's rhymes.

The purpose of spelling games - an exercise in writing foreign words. Part of the game is designed to train students of memory, while others are based on certain patterns in the spelling of words. Most games can be used to check homework.

Auditory games can help achieve these goals listening as training students understand the meaning of a single utterance; education allocation in the main flow of information; development of auditory memory and auditory reaction. It is important that the students submitted entries reproduced speech of native speakers. Recording also appears once, otherwise the game will be meaningless.

Speech games contribute to the implementation of tasks such as teaching students the ability to express thoughts in their logical sequence; teaching students the practical and creative application of the received speech skills, as well as a verbal response in the communication process.[5]

Students who are focused, engaged, and working collaboratively can seem noisy at times. Teachers should have clear expectations and assign student roles and responsibilities. There will still be noise, but this will be the positive noise of students completing meaningful learning tasks. In addition, some groups will experience conflict and disagreement with their members. Teachers can show ways to deal with conflict and help students learn to manage themselves. [6]

Thus, the game carries a lot of opportunities and can serve as a tool for the design of the space development of the individual. The game incorporated mechanisms of personality development, therefore it can be argued. That's work contributes to personal fulfillment. Lexical game - an activity in terms of situations, aimed at the reconstruction and the assimilation of social experience, which develops and improved self-management behaviors. In foreign language lessons, it is used as an independent technology to develop the content of the subject, as a lesson or part of a larger element technology and as a way of extracurricular activities. Any teaching the game as opposed to a simple pursues a specific purpose and the end result. Its use at the same time solves several methodological problems. It helps to create mental attitude of students to oral communication, allows multiple repetition of language material and trains students in the use of a particular speech sample in a particular situation.

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