

According to G. N. Galskova [5, p.128], children in the first grade should know English not only as a means of communication, but also as an element of acquaintance with English culture. To form a regional geography, children can be helped to create correspondence, open correspondence, photos, cassettes for the UK. Of course, for first-graders, this procedure will be quite complex, and the teacher can use it as a substitute for practice. Introducing a child to the world of British culture is the most important task of the teacher, the solution of which contributes to the formation of universal consciousness among children. However, it does not mean that the British culture should be preferred to Kazakh culture, but these two should be taught together by complementing each other.

Finally, I would like to share my small experience that clearly shows the difference between the methods used in offline and online classes. I tried teaching English to the 1st grade students during my industrial internship at Secondary School №22 in Pavlodar. The school had 1 “A” and “B” classes. There were a textbook and notebook published by Express Publishing, which arouses students’ interest in the subject. Students of grades 1B took part in the lessons with interest. Students of this class were disciplined, strictly followed the instructions given by the teacher. During the open lesson on 12.02.2018 on the topic "My favourite toys" that was held in this class students actively participated in the lesson, remembered the words passed, spoke in Kazakh and English. This year I am having teaching practice in the school №4 in Nur-Sultan and it is held totally online. Now I can see the absolutely different attitude of students to the methods that were used by me previously. Students are not that much interested in the classes, open lessons do not arise interest, and students do not want to speak and share their thoughts. I had to change my methods of teaching totally and pay more attention to visual and audio materials, games and other methods mentioned previously in this article.

In conclusion, it is not easy to constantly monitor and manage students so that they are always interested. Both offline and online classes obviously need a large amount of work made by the teacher. However, the methods, assessment criteria, materials and ways of explaining the topics should be cardinally changed and reassessed. Especially for 1<sup>st</sup> graders it needs a special attention. Almost everything that can happen in the classroom can happen in online classes, but in some other ways. Disputes between classmates now happen in Whatsapp chats rather than in school corridors, but they still happen and teacher should be able to resolve such issues and conflicts between children. This requires systematic work of the teacher and some feedback from the students and their parents. Work with the parents is a topic for a separate article, but it is certain that during the era of online classes good contact between the teacher and the parent becomes even more important than before.

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UDC: 372.881.111.1

### **EFFECTIVENESS OF USING GAMES IN TEACHING GRAMMAR**

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Game – specific type of activity in the learning process and characteristic of a child, has been and remains the subject of research by both domestic and foreign scientists. Back in the 19th century, transferring a part of the intelligentsia, concerned about the upbringing of preschool children, urged educators and parents to fully use the educational role of the game. Psychologists and teachers have established that, first of all, the ability to imagination, figurative thinking develops in play. This happens due to the fact that in play the child seeks to recreate wide spheres of the surrounding reality that go beyond the limits of his own practical activity, and he can do this only with the help of conditioned actions. First, these are actions with toys that replace real things. Expansion of the game, the recreation of more and more complex actions and events from the life of adults, their relationships and the inability to realize it only through object actions with toys entails a transition to the use of pictorial, speech and imaginary actions – performed internally, “in the mind.”

It has long been known that game gives children the opportunity to discover their capabilities in a direct setting. Many famous teachers and psychologists have spoken and are still talking about the role of play in the learning process. L.S. Vygotsky said that it is in play that children learn to assimilate social functions and norms of behavior. Play, as he noted, is “the best form of organizing emotional behavior,” and it leads development. The developmental significance of game is inherent in its very nature, since game is always an emotion; and where there are emotions, there is activity, there is attention and imagination, thinking works there. I.A. Zimnyaya, a psychologist who deals with teaching foreign languages at school, defines the place of play in the educational process this way: “At the heart of teaching a foreign language is game, which is a psychological justification for the transition to a new language of instruction.”

Game activity helps to remove not only the difficulties of a morphological and syntactic nature, it is simultaneously aimed at overcoming the difficulties of verbal communication: it helps to remove the syndrome of fear of errors, fosters speech initiative, reduces the psychological barrier, that is, creates all the conditions for the use of the material under study. At the same time, the game should not be allowed to turn into an end in itself, into a game – entertainment. It is important to emphasize that play serves as a means of intensifying the educational process only when it is pedagogically and methodologically purposeful, in other words, when it is a means of teaching a foreign language.

D.B. Elkonin believes that “any game is a test of will, and thus a school of volitional behavior, therefore, a school of personality” [1, 89]. From his point of view, the game performs 4 most important functions. A means of developing the motivational-need-sphere.

- motivational and incentive, as it motivates and stimulates the educational and cognitive activity of students;
- educational, since the game is the acquisition of knowledge, as well as the formation of skills in a foreign language in a specific communication situation;
- educational, since it plays a learning influence on the personality, broadens his horizons and develops thinking, creative activity, etc .;
- orienting, since it takes into account finding a way out in a specific situation and selecting the necessary and non-verbal means of communication;

Game is of great importance in the upbringing, teaching and development of children as a means of mental preparation for future life situations. Game is a specially organized activity that requires exertion of emotional and mental strength. The game always involves making a decision – what to do, what to say, how to win. The desire to solve these questions sharpens the thinking activity of the

players and turns abstract and therefore uninteresting for them activity in the lesson into concrete and interesting. The game allows the teacher to organize the activities of students, make it more active, interest them in studying the subject and in finding additional means for obtaining information – that is, create motivation that our students so often lack. The game allows shy and insecure students to speak, overcoming all complexes and indecision. The game promotes the development of such qualities as independence and initiative. Thus, the game is a situational-variable exercise, which creates an opportunity for multiple repetition of a speech pattern in conditions that are as close as possible to real speech communication with its inherent characteristics – emotionality, spontaneity, purposefulness of impact. As for children, playing for them is, first of all, an exciting activity. This is what attracts teachers, including teachers of a foreign language. In the game, everyone is equal. It is available even to weak students. Moreover, a student who is weak in language training can become the first in the game: resourcefulness and ingenuity here are sometimes more important than knowledge of the subject.

The use of game exercises in foreign language lessons helps students to assimilate the educational material, makes it possible to avoid overloading students and contributes to the solid assimilation of the material in an environment that is as close as possible to natural, creates the so-called educational and speech situations in which the speech skills and abilities of schoolchildren are taken into account. But in order for the game to really captivate schoolchildren and to be most effective from a cognitive point of view, it must be skillfully organized on the basis of the correct selected material.

Grammar as one of the aspects of teaching a foreign language is inseparable from teaching speech activity in general and is an integral part of foreign language communicative competence. As historical experience shows, on the one hand, attempts to abandon any grammar, and on the other hand, the exaggeration of its role in the educational process negatively affects the results of practical language proficiency. The selection of grammatical material has its own specifics, since grammar, unlike vocabulary, is a closed system. When teaching grammar, it is of particular importance if the following principles are observed (Passov E.I., Shatilov S.F.): 1) the interdependence of grammar and vocabulary; 2) the dependence of the grammatical phenomenon on the functional-semantic (grammatical-lexical) field; 3) focus on communicative and stylistic conditions; 4) the study of grammar in the text, the creation of the grammar of the text; as well as general methodological principles: the principles of conscientiousness, visibility, accessibility, strength, systematicity, approximation.

There are 3 main stages in the formation of grammatical skills: a) familiarization (primary consolidation); b) training; c) application. S.F.Shatilov gives these stages other names: 1) tentative-preparatory stage, 2) stereotyping-situational stage, 3) varying-situational stage [1, 81]. According to Passov, these are also 3 stages: 1) the formation of grammatical skills, 2) the improvement of grammatical skills, 3) the development of the ability to grammatically correct speech [2, 97]. When working with grammatical material, one should take into account its purpose, the presence of an analogy in the native language and the nature of the material itself. The formed skill must have such qualities as automation, stability, flexibility.

The effectiveness of teaching a foreign language largely depends on how much its methods and techniques are focused on the age characteristics of the psychology of students. Learning grammar using traditional techniques is somewhat monotonous due to the significant number of situations and the repeated execution of them by analogy, necessary for the formation of skills. Middle-aged students, due to their psychological and age characteristics, begin to get bored in such a lesson, they lose positive motivation for the lesson and for learning in general. It is possible to solve this problem by activating learning, making the lesson more interesting and dynamic. The practical experience of school teachers clearly shows that the most important way to include students in educational work is to use non-

standard teaching methods. One of these techniques is a game, which, according to D.B Elkonin, is “a giant storehouse of real creative thought of a future person.” [3, 89]

Didactic play as a specific type of activity in a foreign language lesson sharpens the thinking activity of students, stimulates the active work of all cognitive processes (attention, memory, perception, etc.), performs developmental, educational and educational functions. Many types of games can be used to develop grammar skills. So, for example, at the stage of acquaintance with the grammatical phenomenon, it is possible to use imitative exercises of a game nature, such as “Spoiled telephone” or “Echo”, games with letters, the game “Guess” ; at the training stage – various games with a ball, dolls, competition games, bingo, dominoes, quizzes, etc .; at the stage of application – competition games, story games, dramatization games, role-playing games. Games can also be used at various stages of control.

The place of games in the lesson and the time allotted to them depends on a number of factors: the preparation of the students, the material studied, the specific goals and conditions of the lesson, etc. It is important that the teacher knows how to captivate and infect students with the game. At the same time, it should be remembered that for all the attractiveness of games, it is necessary to observe a sense of proportion, otherwise they will tire students and lose the freshness of the emotional impact. An important place in the games is the use of various visual aids, making the learning process more accessible to the student.

Considering the influence that play has on the development of the most important mental processes of a child, it is not surprising that at present, play in the lesson is widely used in modern teaching methods, being one of the ways to increase the effectiveness of the educational process at school. But when teaching grammar, the game is still quite often underestimated by teachers of a foreign language. This is not to say that games are the best and easiest way to learn for any student. Each game, especially creative or role-playing, requires good preparation of both the teacher and the students. The systematic use of game techniques in the classroom in combination with other methodological techniques contributes to the effective and high-quality assimilation of the material and makes the process of cognition itself joyful, which becomes a need. Grammar-oriented games should be an integral part of the lesson, allowing for intensive language practice.

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UDC 372.881.111.1

## IMPORTANCE OF VARIOUS TYPES METHODS OF TEACHING FOREIGN LANGUAGES

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