



Diagram 2. Post-test results

The post-test was carried out in the same format as the previous test but 30 days later. The sentences with fill-in-the-blank gaps, though, were altered. Thus, both the words and their context differed from pre-test's context, but the answers required to be typed in were from vocabulary taught via *Memrise's* SRS flashcards. Comparing two results the average percent of the accuracy in the test had grown from 39% to 76%.

To conclude, spaced repetition had been proven to be efficient and can be applied in teaching English at school. The result had shown the sufficient improvement in students' vocabulary that is appropriate to their level. Not only the method can be utilized in Leitner's traditional paper format, but also through various applications that are both convenient for a teacher to monitor and can enhance students' motivation.

#### Literature

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### USING GAMES IN TEACHING FOREIGN LANGUAGES

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The methodological bank of a modern teacher is full of different methods and techniques of teaching a foreign language and often teachers are faced with an important choice of which method to apply to get the best result in a short period of time. The use of games in the educational process is an unconventional method of teaching and rather refers to methods that are a pleasant addition to the lesson, but is increasingly becoming part of the teaching practice. This interest in game-based learning methods is well-founded as indicated by a number of specific reasons.

First, in the conditions of the modern world, the teacher needs methods that contribute to the optimization of the educational process, which indicates the need to find a means to create students' interest in the subject, as well as to activate their cognitive activity. Games serve as such a tool. It is important to note here that games should be correlated with the age and psychological characteristics of students. The teacher needs to select the most appropriate games for certain ages, otherwise there may be a "reverse" reaction of students: high school students will not be interested in that game, while younger students will consider the games too difficult.

Secondly, for a foreign language teacher, the main issue is teaching oral speech. When learning a foreign language, the student must realize that it is not just a school subject, but a means of communication similar to his native language, which he uses from birth. Games in this case create the necessary motivation for communication, which is the starting point in learning a foreign language. Moreover, it helps students to realize the practical significance of the language being studied.

S. A. Mukhiddinova notes that there are different ways to encourage children to be active, but the most effective are games, creativity and curiosity [1, p. 397]. From a psychological point of view, game activity is the leading one among younger schoolchildren, although it gradually fades into the background giving way to educational activities, so the combination of these two types of activity has a positive effect on the learning process. A foreign language lesson at the junior stage of training is most saturated with games in comparison with the middle and senior stages.

One of the great advantages of using games is that all the students work at the same time. Participation in games develops the ability to cooperate, to complete without showing aggression, to be able to lose, to take responsibility.

The game constantly includes making a decision. The desire to solve problems accelerates the mental activity of the players. However, for children, the game is primarily an exciting activity. In the game, everyone must be equal. It should be feasible even for weak students, because almost all students like games that have an element of luck, it adds passion to the game. Games that depend on the skills of students become boring, as the same capable guys win and the enthusiasm of most players decreases. A sense of equality, an atmosphere of enthusiasm and joy, a sense of feasibility of tasks – all this makes it possible for children to overcome the shyness that prevents them from freely using words of a foreign language in speech and has a beneficial effect on learning results. Imperceptibly, the language material is absorbed and with it comes a sense of satisfaction like "it turns out that I can speak on an equal footing with everyone!"

Games with the element of luck include guessing games, dice games and card games. Most games are adversarial in nature, and the winner can be a one person or a team. The use of team and group games helps to reduce the pressure of a single-person competition. Keeping these principles in mind, luck and skill, competition and cooperation, surprise, which are the foundation of all games, the teacher can turn an exercise from a textbook into a game.

Game activity influences the mechanisms of all cognitive processes, such as attention, memory, thinking and imagination. Meanwhile, it is important for teachers to refer to benefits in psychology in order to account for age-related changes in these mechanisms.

S. G. Beglaryan said that the game creates the conditions for full and deep manifestations of human abilities, child characteristics, which positively affects the overall development of students, contributes to their self-realization, and pushes to the right choice of future profession [2, p.77].

The educational game acts as a means of purposeful management by the teacher of the mental activity of students, as well as a means of forming such cognitive structures that provide its participants with the opportunity to independently regulate their mental activity [3, p.5].

A. A. Derkach and S. F. Shcherback see the effectiveness of the game method in the fact that the game can be organized in different forms of work, which is important when teaching a foreign language where changing the forms of work is a normal phenomenon of the learning process. So, the game can be used for individual, pair, group and collective forms of work in the classroom [3, p. 10]. This fact shows how effective the game is in terms of saving educational time.

Another advantage of using this method of teaching is the universality of games: they can be used at any stage of teaching a foreign language with any categories of students at various stages of the lesson. [4.6] The use of various games at various stages of lessons helps to inspire children with a foreign language, creates conditions for success in learning the language. And students who want to play will definitely want to improve their knowledge of a foreign language. When planning the lessons, the teacher should think not only about the fact that students remember new words or a particular structure, but also strive to create all the opportunities for the development of each child's personality. To support the children's interest in their subject, teachers need to understand what methods of work can attract children. Every teacher of a foreign language should constantly look for reserves to improve the quality and effectiveness of teaching a foreign language, because the main task of a teacher is to ensure that interest in learning a foreign language doesn't disappear. However, at the same time, it is important to take into account the language abilities of students, their age changes, as well as the features characteristic of each stage of education.

The problem of the game has been developed in many fields of knowledge such as philosophy, psychology, pedagogy and methodology. The game was studied by many outstanding scientists such as D. B. Elkonin, M. F. Stronin, N. P. Anikeeva, S. T. Zanko, O. S. Anisimov, A. A. Derkach, I. V. Vygotsky, A. V. Konyshcheva, etc.

However, despite the fact that the problem of the game as a method of learning is reflected in the scientific works of many scientists, there is no consensus about what a game is. D. B. Elkonin explains this by the fact that the word "game" is not a scientific concept [5, p. 14].

According to A. V. Konyshcheva, the concept of game is interpreted in a new way in the practice of teaching as a serious category that requires special attention [6, p. 9].

It is important to note that in the linguodidactic encyclopedic dictionary of A. N. Shchukin, the concepts of "game" and "learning game" are differentiated. A. N. Shchukin characterizes the game as one of the types of human and animal activities in the process of their vital activity [7, p. 74], while the teaching game is characterized by Shchukin from the point of view of the methodology of teaching foreign languages: "A learning game is a situational exercise organized in a special way in language classes, when performing which opportunities are created for repeated repetition of a speech sample in conditions as close as possible to the conditions of real speech communication" [7, p. 166].

According to the definition of M. F. Stronin, "a game is a type of activity in the conditions of situations aimed at recreating and assimilating social experience in which self-management of behavior is formed and improved" [4, p. 4].

M. F. Stronin divides educational games into two large groups and identifies subgroups in them: preparatory games, which include grammatical, lexical, phonetic and spelling games, which contribute to the formation of speech skills, and creative games, which contribute to the further development of speech skills and abilities.

According to M. F. Stronin, games help to solve such methodological problems as forming the student's readiness to communicate in a foreign language; providing natural conditions for repeated reproduction of language and speech material; training students in choosing the right speech option, which is a preparation for spontaneous speech [4, p. 5].

A. A. Derkach and S. F. Shcherback, exploring the problem of developing creative thinking in the learning process, talk about the importance of performing the educational game is characterized by the fact that it is used in the educational process as a task containing an educational task, the solution of which will ensure the achievement of a certain educational goal. [3.4] Besides, A. A. Derkach speaks about such a concept as a "system of educational games" – the hierarchy of the games, which differ in content, complexity, form and methods of impact on pupils for the formation and development of the necessary skills and abilities [3, p. 5].

A. A. Derkach introduces advanced classification of educational games in which games vary in the number of participants in accordance with their function; the type of task; on the purpose and content; the manner and form; the level of complexity of intellectual activity; duration; according to the degree of complexity of the action.

Thus, despite the fact that the effectiveness of traditional teaching methods has been proven by many years of experience, teachers continue to look for the best ways to achieve educational goals implementing various teaching methods in practice, including non-traditional ones which contains game-based teaching methods. The game as a way of human interaction with the world has been known to mankind for a long time and gives its positive results. Within the framework of the educational process, the use of the game methods differs from traditional methods in that it creates the necessary psychological and emotional background on which the learning process is based. It is an indisputable fact that the game does not completely replace traditional learning methods, but it complements them, allows us to achieve higher results where traditional methods do not cope. The teacher should clearly see where the usual tasks can be replaced by game tasks and what benefits this will bring to the educational process. The undeniable advantage of the game method is to increase the interest of students in the subject, develop the motivation of teaching and their cognitive activity. All this makes it possible for students to learn new things in their natural form and show a good learning result. For this reason, the use of game-based teaching methods is necessary when students master a foreign language.

### Literature

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