GRAMMAR GAMES IN ENGLISH LESSONS

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Abstract: Game technology was used as an experiment. Since the game helps to gather teenagers, even shy and timid ones are attracted to active activities. The educational nature of the game is not implemented by schoolchildren. And from the position of the teacher, we considered it as a form of organizing the educational process for the formation of grammatical skills and the development of speaking skills.

Keywords: educational experience, cognitive motivation, communicative and aesthetic motivation, perception

INTRODUCTION

Games contain the most important grammatical material - verbs be, have, may, can, must, there are construction, progressive verb forms: Simple, Progressive, Perfect, indirect speech, subjunctive. Most games are based on competitive accounts. Games can be held among students in individual championships or in teams. What is expressed to increase the effectiveness of the lesson with the game?

1. The game, although for a short time, contributes to the creation of a language environment in the classroom or outside. The student is mentally transferred from the school wall to the surrounding life and imagines an active participation in it. Thus, he can be "reborn" into a translator, a guide, a tourist, a student who speaks with a foreigner, etc. It gives real pleasure to the children and at the same time helps the teacher to create a language environment in the classroom, i.e. people come closer to the conditions in which they speak a foreign language in a natural environment. And now one of the most urgent tasks before him is to teach foreign languages in high school.

2. Experience shows that when the game is used in foreign language teaching along with visualization, techniques and different methods and forms of teaching foreign language to students, when the types of lessons change, the game is against the pattern is one of the best means of struggle. with the development of the material. It is known that many teachers face great difficulties in working in the classroom to develop students' practical language skills and competences. The main reason is the inability to choose and properly combine different forms of work. The game helps the teacher to overcome the monotony of this work, to conduct speech activities in an interesting and exciting way.

3. Properly organized games arouse and maintain students' interest in learning a foreign language. Young people who are waiting for the joy of the game are happy to go to foreign language classes. When an interesting game is played, students have a desire to learn, memorize and master a foreign language. This is one of the keys to combating student passivity. All three, and especially the lagging game, are an incentive to master the language. However, do not overdo the games. It is necessary to replace them with other different forms and methods of work, otherwise the game will be a simple thing and the interest in it, and therefore the learning of a foreign language, will decrease.

Moreover, as rightly pointed out by K.D. Ushinsky, not all training can be built on the basis of interest, because students need to get a lot of willpower.

4. Even where under normal conditions the teacher has to be content with arbitrary attention, and sometimes he has to take disciplinary measures, the game creates voluntary attention. A game played correctly helps improve discipline. Curiosity, focus, and conscious discipline are the keys to solid learning.

5. Games, especially games with a clear element of play, generate extraordinary student engagement. But the task of the teacher is to direct the activity of students to the right path to achieve the goal. Not slowing down the pace of the lesson, paying enough attention to correcting language mistakes, requiring students to be extremely attentive to the language;

The content of the educational experiment: Experimental training was carried out taking into account the conditions of foreign language teaching at the upper level of the general education school.

Grammar games in English lessons have the following goals: teach students to use speech patterns that contain certain grammatical difficulties; create a natural situation for using this speech pattern; development of speech activity and independence of students.

Preparation stage: Experimental preparation included two stages preparatory and main. The following tasks were set during the preparatory phase: selection didactic material organization of selected material for educational purposes. Selection of didactic material. Two grammatical topics were chosen as language material: "Second condition" and "Present Perfect and Present Perfect Continuous".

Organization of selected material;

In order to conduct experimental training, two sets of exercises were created for students on the topics "Second Condition" and "Present Perfect and Present Perfect Continuous". The ultimate goal of teaching "Second Conditional" and "Present Perfect and Present Perfect Continuous" was the formation of communicative competence and, in particular, its most important component - language competence sufficient to perform communicative actions in a foreign language. In this regard, each manual includes conditional speech and speech exercises (for all types of speech activities) that imitate the natural process of communication. The level of formation of communicative competence, in particular, grammatical skills, was tested using written (tests) and oral (dialogic and monologue statements, role-playing) tasks.

Game technology was used as an experiment. Since the game helps to gather teenagers, even shy and timid ones are attracted to active activities. The educational nature of the game is not implemented by schoolchildren. And from the position of the teacher, we considered it as a form of organizing the educational process for the formation of grammatical skills and the development of speaking skills.

The game is the main activity of the child. It is inextricably linked with motivation. Using a game as one of the methods of teaching a foreign language facilitates the learning process. The game is an effective teaching tool that activates the mental activity of students, makes the learning process attractive and interesting, and makes students anxious and worried. This is a strong incentive to learn the language. According to psychologists (A.A. Leontiev), the motivation created by the game, i.e. game motivation should be presented along with communicative, cognitive and aesthetic motivation in the educational process.

E.I. Passov identifies six main purposes for using games in foreign language classes;

Formation of specific skills. Development of specific speech skills.

1. Learning to communicate.
2. Development of necessary abilities and mental functions.
3. Knowledge of regional studies and language.
4. Memorizing speech material.

Based on the theoretical and practical part of the work, we came to the conclusion that the game helps to communicate, it helps to transfer accumulated experience, acquire new knowledge, correctly evaluate actions, and develop human skills. such characteristics as his perception, memory, thinking, imagination, emotions, teamwork, activity, discipline, observation, attentiveness.

During the pedagogical practice, we were convinced that the role-playing game stimulates speech activity, because the students get into a situation where the need to say, ask, know or prove something becomes urgent. Schoolchildren are clearly convinced that language can be used as a means of communication. The game activates the desire of children to communicate with each other and with the teacher, creates conditions for equality in speech cooperation, destroys the traditional barrier between the teacher and the student.

In addition, the game gives timid, insecure students the opportunity to speak up and thereby overcome the barrier of uncertainty. In a role-playing game, each person takes a role and must be an active partner in verbal communication. Games in foreign language classes have a positive effect on the formation of cognitive interests, help to learn a foreign language consciously. They contribute to the development of qualities such as independence, initiative, collectivism. Students work actively, enthusiastically, help each other, listen carefully to their friends; The teacher only directs the learning activity.

The same game can be used for different stages of the lesson. However, it all depends on the specific conditions of the teacher's work. It should be remembered that for all the attractiveness and effectiveness of games, it is necessary to show a sense of proportion, otherwise they will tire the students and lose the freshness of the emotional impact.

Getting acquainted with this or that game, the teacher should have a good understanding of its moving spring. If a theatrical action is planned, you should take care of the details of the costume and props - they make the play more complete and reliable. If this is a game exercise, then everything depends on the teacher's emotions. Most games are built on the basis of competition. The place of games in the lesson and the time allocated to the game depends on a number of factors: the readiness of students, the material being studied, the specific purpose and conditions of the lesson, etc. So, let's say, if the game is used as a training exercise in the initial reinforcement, then it can take 20-25 minutes of the lesson. In the future, the same game can be played for 3-5 minutes and will serve as a repetition of the material already passed, as well as a break in the lesson. For example, a series of grammar games can be effective in introducing new material.

Conclusion.

The success of using games depends primarily on the appropriate environment the teacher creates in the classroom. It is important for students to get used to such communication, get involved and become a participant in the same process as the teacher. Of course, a foreign language lesson is not just a game. The general game environment between the teacher and students and the trust and ease of communication created by the games themselves encourage children to have serious conversations and discuss any real situations. The goal of our work was achieved, a set of grammar games was developed, some games were successfully used in the process of teaching practice in English classes at the middle and higher levels of education. We have seen that games have a positive effect on the formation of cognitive interests and serve to consciously learn a foreign language. And yet, despite the obvious appeal of educational games, they are not used enough in foreign language classes, they have not become a real learning tool, a general system. Practice shows that games often serve as an entertainment time in class, teachers turn to them to relieve the fatigue of students and use them only for relaxation. This once again prompts us to focus on some aspects of this problem.

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