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Methodology of Teaching English at University: Principles of Game Methods

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ABSTRACT: The purpose of the article is to study the use of game elements in an English class at a university. The prerequisites and conditions for the formation of the game as a teaching method are considered. The analysis of existing classifications of game methods as a means of teaching a foreign language, as well as ways to motivate students using these methods, was carried out. The main provisions that determine the role of the game as a method of teaching in higher education are proposed.

KEYWORDS: Pedagogical psychology, game methods, game situations, motivational sphere, foreign language communication, psychological barrier, communicative tasks.

For our time, the search for new methods of teaching English is characteristic, developing not only the quality of speech skills, but also contributing to the development of the personality of students. In search of effective methods that modern methods of teaching English in universities require from us, we turn to educational psychology, which studies the game as an effective method of teaching and implementing both educational and cognitive and educational tasks.

Many domestic psychologists and educators addressed the study of the game and its psychological principles: outstanding domestic In the well-known study "Psychology of the game" D.B. Elkonin wrote: "The word "game" is not a scientific concept in the strict sense of the word. Perhaps it is precisely because a number of researchers have tried to find something in common between the most diverse and different-quality actions denoted by the word "play", so far we do not have a satisfactory distinction between these activities and a satisfactory explanation of the different forms of play.

The game is a complex socio-cultural phenomenon, which is studied from various philosophical, cultural, psychological and methodological positions. In developing the learning function of a game, many eminent educators rightly pay attention to the efficiency of use.

It is obvious that game forms of work contribute to the creation of a favorable psychological climate in the classroom and intensify the activity of students. In the game, human abilities are manifested especially fully and sometimes unexpectedly.

Speaking about the relevance of our article, we can quote A.E. Brambalov "The game is a specially organized activity that requires the tension of emotional and mental strength. The game always involves making a decision - how to act, what to say, how to win. The desire to solve these questions sharpens the mental activity of students. Despite their obvious attractiveness of game methods, they are not used enough in foreign language lessons, they are not yet one of the full-fledged teaching aids. In practice, games are often an entertaining moment in the classroom, or are used as an element of relaxation. That is why the development of this topic acquires scientific novelty and requires a thorough analysis of the facts of practical application in foreign language classes.

The purpose of this article is a critical analysis of the existing classifications of gaming methods used in foreign language classes. Natural play is a spontaneous orienting activity, by which, thanks to the natural processes of self-learning, a person independently masters new forms and methods of action in a familiar and unusual environment.

There are several groups of games, each of them serves a specific purpose, has its own specifics.

1. Group - object games, like manipulations with objects.

2. Group - creative games, role-playing games. These games are divided into role-playing and simulations (imaginary situations). The first is considered the lowest, and the second - the highest level of this type of educational activity. In a role-playing game, each role is given clear information and a specific role position, while in a simulation, a task is given to be solved, which is reminiscent of an experience from one's own life. This type of gaming activity is especially effective at an advanced stage of learning a foreign language, as it involves spontaneous statements within an imaginary situation.

3. Group - intellectual games. They activate the cognitive activity of students, have a problematic nature of solving problems and can be used in foreign language classes.

4. Group - technical, design games.

5. Group - didactic games - games with ready-made rules that serve to solve educational problems. This group includes linguistic games proper, which are played in foreign language lessons.

According to the number of participants, they are divided into individual, pair and group. At the same time, crossword puzzles, anagrams are classified as individual ones, and games like bingo, combining similar pictures and finding them with the help of questions, filling out an apartment plan, and dictation "in pictures" are classified as paired and group games.

Educational games can be classified according to the level of language proficiency of the intended audience, methods of organization, and pedagogical goals. Role-playing and intellectual, for example, require high knowledge of vocabulary, as they involve spontaneous statements of players. Games can be presented in the form of game elements, situations, exercises, and be directed to other goals. Game methods differ depending on the number of participants, time of holding, and so on, they are often very simple in their organization and do not require special equipment, they can be used in every foreign language lesson, the main thing is that they correspond to the goals and objectives of learning. In a foreign language lesson, you can use game elements ("warming-up activity" through creating problematic imaginary situations, working with game exercises to repeat vocabulary on a topic, and others). The whole lesson can be presented in the form of a game (conducting a role-playing, intellectual game on the topic, playing a game on the material on regional studies, etc.).

To create game situations, drawings, cards, descriptions of situations, instructions, TSO, texts of works of art are widely used. Most authors consider it expedient to play the game at the final stage of working with vocabulary on the topic, since the game makes it possible to use new material in a communication situation. But there are a large number of games, the use of which in the lesson will make the process of mastering new vocabulary an exciting activity. Games can be used at any stage of work on the vocabulary of a foreign language. At the first stages, it is appropriate to use typical game exercises that will make the process of memorizing words an interesting activity. Game methods make it possible to create very real situations of communication between participants. At the final stages of working with new vocabulary, words are used in speech in specific game situations.

We note the following psychological and pedagogical features of the game, which are important in the field of teaching a foreign language:

Z.V. Manuleiko believes that the motivation of activity is of great importance in the psychological mechanism of the game. Game teaching methods use various methods of motivation:

1. Joint solution of game problems stimulates interpersonal communication and strengthens relationships between students (communication motives).
2. In the game, students can stand up for themselves, their knowledge, their attitude to activities (moral motives).
3. Each game has a close result (the end of the game) and stimulates the student to achieve the goal (win) and realize the way to achieve the goal. In the game, students are initially equal, and the result depends on the player himself, his personal qualities. The impersonal learning process in the game acquires personal significance. The situation of success creates a favorable emotional background for the development of cognitive interest. There is a sacrament in the game - an unreceived answer, which activates the student's mental activity, pushes him to search for an answer (cognitive motives).

We tend to agree with the opinion of A.S. Pugachev: "Indication of motives is insufficient. It is necessary to find the mental mechanism through which motives can exert this influence. When performing the role, the model of behavior becomes at the same time a stage with which the student compares his behavior, controls it. The learner in the game

performs, as it were, two functions; on the one hand, he fulfills his role, and on the other hand, he controls his behavior. Arbitrary behavior is characterized not only by the presence of a sample, but also by control over the implementation of this sample. When performing a role, there is a kind of bifurcation, that is, "reflection". But this is not yet conscious control, since the control function is still weak and often requires support from the situation, from the participants in the game. This is the weakness of the emerging function, but the significance of the game is that this function is born here. That is why the game can be considered a school of arbitrary behavior.

Studies have shown that the success of mastering the English language is determined not only by cognitive processes, but also by the emotional sphere of the individual. The humanistic concept of C. Rogers in relation to teaching foreign languages is reflected in the works of C. Curran and other researchers. Among the personality traits that are important for learning a foreign language, they singled out motivation, the level of anxiety and self-esteem, stiffness (looseness) and risk appetite. Motivation is the trigger of any activity. Success in activities increases motivation. Low self-esteem often leads to stiffness, "complexity" and is associated with a fear of making a mistake, which negatively affects language acquisition. In a subtle relationship with self-esteem, stiffness, willingness to take risks is the level of anxiety in learning a foreign language. At the same time, personal and situational anxiety are distinguished. If the first exhausts the body, being a hindrance in learning, then situational anxiety creates intellectual tension, excitement in learning. A thorough analysis of the works of domestic and foreign teachers and methodologists makes it possible to identify the main provisions that determine the role of the game as a teaching method at a university. Game in English class:

- It has an impact on the motivational sphere of students' activity; increases the overall motivation to learn a foreign language and educational material.
- Contributes to the formation of such personal qualities as organization, initiative, the ability to formulate and defend one's point of view in a discussion.
- Performs a cognitive function, contributes to the expansion of horizons.
- Motivates to joint creativity, allows to show different roles in the team.
- Develops imagination and motivates to search for non-standard solutions to problems.
- It relieves fatigue, which is especially important in studying at a university, where the learning process, due to the specialization of the academic discipline in the direction of training, is intensely saturated with grammatical and lexical material.
- Gives the opportunity to influence the effectiveness of teaching a foreign language aspect by aspect, taking into account the level of knowledge and psychological and pedagogical characteristics, both individually and the student team as a whole.
- Serves as a buffer between the layers of work with the text of the direction of preparation and the study of grammatical material, which is also important, given the complexity and richness of the material in a foreign language at non-philological faculties and the insufficient preparation and motivation of the student.
- Helps to overcome the psychological barrier in communicating in a foreign language, and even a non-communicative student in the game can take an active part and become the first.
- Helps to consolidate in speech a certain (formed by the teacher as a goal, laid down in the form of a game condition) grammatical, lexical, phonetic material.

It should be pointed out that among students of the first year of study at a university, shyness in the classroom, the fear of appearing ignorant due to the insufficient level of development of the ability to communicate in a foreign language, is a frequent phenomenon. If in subjects that are taught in their native language, a student can start learning from scratch, filling in the gaps on their own, then foreign language classes risk being a complete failure due to the different levels of knowledge students received at school. The game here performs an invaluable methodological task - trying on a role without taking it seriously, the student also easily, without resentment and a sense of his own inferiority, completes the task. Moreover, there is an opportunity to methodically construct the game in such a way that students with a low level of schooling perform easier types of tasks, with a high level, respectively, more complex ones, and neither one nor the other is embarrassed by each other.

It is known that in preschool education and elementary school, the game is used to ensure that the necessary change in the type of activity in the lesson takes place. In middle and high school, the teacher relies on the knowledge that interpersonal communication becomes the leading activity for adolescents, and in higher school, the game at each stage

of the lesson pursues different methodologically determined goals. The educational game gives the teacher a unique opportunity to influence the motivational sphere of the student in such a way that at a certain faculty, in a certain educational team (group, subgroup), in a certain year of study, he can cope with the communicative tasks and requirements of the educational program of his university, harmoniously mastering the material studied foreign language.

What goals can a university teacher set for himself when using the game in his methodology of teaching English? So what is the game for? What goals can be achieved with its help and contribute to the formation and development of what communicative competencies?

- to teach students to understand the meaning of a single statement, to highlight the main thing in the flow of information;

- develop auditory reaction, auditory memory, speech reaction in the process of communication;

– to teach students the ability to express thoughts in their logical sequence.

Under the gaming methodology, we mean certain gaming technologies, elements, motives in educational activities. The game as such is recognized by psychologists as a type of unproductive activity, it exists for pleasure, it cannot impose or force. We must take into account that gaming techniques need to be built on already familiar speech and grammar material, avoiding heaps in instructions.

Before you start weaving game elements into your lesson plan, you need to answer the following questions: What is the purpose of the game, what should the student learn in it? What speech action should he perform: one of how many actions with a word or the creation of an utterance - then which one, according to what model? Does the student know how to construct such a statement, are there any additional difficulties, “pitfalls”?

Having answered these questions, you need to imagine yourself in the place of a student, in what interesting situation a statement of such a model could arise. Further, this situation should be described so that it is quite simple, contains a sufficient number of logical tasks, or tasks for attentiveness or verbal guessing. When introducing elements of gaming activity in a lesson, it must be remembered that the purpose of their use is always to introduce material into speech, improve speaking skills, and not only increase interest and change activities. The game should not be long, drawn out, it should take exactly as much time as all students are able to participate in it as actively as possible. The value of the game task in the development of communicative competence increases due to the strict planning of the time of interpersonal communication of students in a foreign language.

In the future of our research, it is to trace the patterns and algorithms of the influence of certain types and varieties of gaming activities on certain psychological characteristics of students, areas of their motivational sphere and trends in the development of language skills in groups. For example, what game techniques should be used in order to influence the development of spontaneous communication skills in a group with a sufficient level of proficiency in grammatical material. Or, as in a group with a low level of knowledge of grammar, but at the expense of students who are sufficiently proficient in lexical material and motivated to speak, to consolidate knowledge of the principles of grammar in communicative practice. That is, we are striving to point out the ways of influencing the development of speech skills aspect by aspect, in order to suggest how to choose the key to the successful provision of the educational process, taking into account both the psychological and pedagogical characteristics of the group and individual students, and the fact that a foreign language is taught in non-philological faculty and is not a specialized training discipline.

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