Gaming Technologies In Teaching Foreign Languages

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Abstract: The article is devoted to gaming educational technologies and their application in foreign language lessons. The functions and value of game forms of training in the educational process in a foreign language are revealed. Particular attention is paid to the classification of language and speech games. Basing on the analysis of existing classifications, the authors propose classification, focusing on creative and role-playing games in foreign language lessons.

Keywords: gaming technology; classification of games; didactic games, role-playing games.

Introduction

Game as a method of training and the transfer of social experience has been used since antiquity. In a modern school game activity is used by teachers such as:
- as an independent technology for mastering the concept, theme and even section of a school subject;
- as an element of a general technology;
- as a lesson or part of it (introduction, control);
- as a technology for extracurricular activities.

G.K. Selevko gave the following definition of gaming technology. Gaming technology – "this is a type of activity where the conditions of situations aimed to reconstructing and assimilating public experience in which self-management develops and improves by behavior" [3].

The concept of "pedagogical game technology" includes a fairly extensive group of methods and techniques for organizing the pedagogical process in the various pedagogical games. A pedagogical game has an essential feature and a clearly defined learning goal and the corresponding pedagogical result, which can be justified and highlighted explicitly and characterized by an educational cognitive orientation [2]. The place and role of gaming technology in the educational process, in the combination of games and in learning elements, largely depend on the teacher's understanding of the functions of educational games such as:

1. Entertainment: a game is strategically – it's only organized in cultural space for the entertainment of the child, where he goes from entertainment to development.

2. Communicative: a game is a communicative activity that allows a child to enter the real context of the most recent human communications.

3. Child's self-fulfillment in the game: the game allows to build and test a project for removing specific life difficulties in the child's practice and to identify shortcomings in their experience.

4. Therapeutic: the game is used as a means of overcoming various difficulties encountered by students in the course of communication or training.

5. Diagnostic: the game provides an opportunity for the teacher to diagnose various manifestations of the students (intellectual, creative, emotional, etc.).

6. Correction: in the game, the process of making changes to the student's personality structure occurs naturally.

7. International communication: the game allows the student to assimilate universal values of the culture of representatives between different nationalities.

8. Socialization: the game is one of the best inclusion of the student in the system of public relations. In our opinion, the pedagogical value of the game is the strongest motivational factor, since the child is guided by personal attitudes and motives. Game technologies contribute to the updating of various motives for educational activities and especially such as:
- motives of communication;
- moral motives;
- cognitive motives.

Motivation for gaming activity is provided by its voluntariness, possibilities, satisfaction of needs, self-affirmation, self-realization and elements of competition. One of the pressing problems of the modern methodology of teaching foreign languages is the organization of teaching children to different ages using gaming technology. The relevance of this problem is caused by a number of factors.

Firstly, the intensification of the educational process sets the task of finding means of maintaining students' interest in the material being studied and activating their activities throughout the lesson and educational games are an effective means of solving this problem.

Secondly, one of the most important problems of teaching and motivating a foreign language is the teaching of oral speech, which creates the conditions for the disclosure of the communicative function of the language and allows us to bring the learning process closer to the conditions of real learning. Involving students in oral communication can be successfully carried out in the process of playing activity.

We propose to classify the games in foreign language lessons into two main groups:

1. Didactic games, which include grammar, lexical, phonetic and spelling games that contribute to the formation of students' speaking skills. In general, a didactic game has an essential feature like a clearly defined goal of training and the corresponding result, which can be justified, highlighted explicitly and characterized by educational-cognitive orientation. In and through a didactic game, players must learn something.

The followings are didactic game:
- a communication with a specific educational purpose;
- the ability to repeat, interrupt or start again any time;
- openness that is the end of the game is not defined exactly;
- following explicit rules can be changed by players;
- satisfaction from participation, lack of "consequences" for the players (this activity should not be evaluated in any way).

In our opinion, the fundamental difference between didactic games, exercises and tasks are:

- The game does not have a given behavior pattern and the participant chooses a possible option for verbal interaction himself and evaluates the result of its implementation. The only limiter of the content and form of the game is the training material (lesson topic, goal, expected results).

- The game, as a rule is competitive. The student entering into relationships with partners in the game and evaluates his strength not only in comparison with other players. The game allows him to objectively evaluate his capabilities.

- In the game, schoolchildren learn to choose the best means of solving (linguistic and non-linguistic) conflict situations, interpersonal and group communication.

- In the game, abilities are formed to correlate and to cooperate their actions with other players actions.

G.Hyde is divided the didactic games using them in foreign language classes into two large groups: 1) "games with language material" and
2) "games in the language" [4].

The first correspond aimed at a systematizing language material in classes. Here a lot of attention is paid to the grammar knowledge rules. Therefore, such games are well suited for training at the initial stage but also for training individual structures. Games with language material can be fully programmed and controlled. Wagner calls such games "transformed exercises" that are not playable in nature but only because of the presence of a competitive element are transformed into games. The author notes, "closed games are the leading role of teachers become the reason for the unsuitability of games of this kind for lessons in conversational practice" [5]. But this does not mean that they cannot be successfully applied for certain purposes. Games with language material are formally introduced for educational purposes and serve both to consolidate structures, grammatical rules and to automate certain speech skills. The purpose of the game and its course can be easily planned in advance and clearly explained. They are suitable for educational purposes in traditional occupations. This kind games are contribute to the systematization of foreign language material in a simple game scheme: bingo-lotto, games in pairs, board games, crosswords, etc. Often, these games are introduced to train spelling or systematizing vocabulary. In the language, didactic games are used to consolidate listening, reading, speaking and writing skills. The didactic communicative game involves in an organization of the joint communicative activity of the teacher and students, during the characteristics of the students' speech behavior are simultaneously manifested and foreign-language communicative skills are formed.

2. Creative role-playing games are one of the ways to learn foreign languages. Role-playing concepts are often used simulation, drama, and playing interchangeably but in reality they have different meanings. The difference between role-playing games and simulations is the authenticity of the roles performed by students. In the simulation, students play their natural role, in other words, the role that they play in real life (for example, the role of the buyer or booking transport tickets). In a role-playing game students play a role that they do not play in real life (for example, the prime minister or a rock star). A role-playing game can be considered as one of the components or an element of simulation. In this way the role play participants assign roles playing within the script. In the simulation the attention is focused on the interaction of one role with other roles and is not on playing individual roles. In a one or in another way, the role-playing game prepares students for social interaction in another social and cultural context. Thus, role-playing is a very flexible learning activity, with a wide range of opportunities for diversity and imagination. In role-playing games, various communicative techniques are widely used, thereby developing fluency in the language, interaction in the classroom and increasing motivation. A role-playing game improves students' conversational skills in any situation, because almost all the study time in a role-playing game is allotted to speech practice, while not only the speaker,

but also the listener is as active as he needs to understand and remember the partner's remark, relate it to the game situation defining how it is relevant to the situation and the problem of communication and properly respond to it. For shy students, role-playing helps by providing a mask with which students communication difficulties are released. It is also fun and most students will agree that pleasure leads to better learning. In turn, role-playing games can be classified as follows:

1. Short-term role-playing game; which is the simplest and fastest type of game for a duration of 10 to 30 minutes. It can be built on the basis of text or dialogue. An example of this game can be presented in the form of an interview. Students are divided into pairs, after which they are given pictures depicting various problem situations (environmental pollution, deforestation, lack of food in zoos). One of the students takes the role of an interviewer and the other the role of the respondent. The task is to describe the problem and offer its solution. The game component consists in the fact that experts are also appointed among the students, whose task is to draw up a criterion for evaluation and subsequently made to evaluate all the speakers and indicate the mistakes. During this game, there is a high motivation and desire of students to show themselves, because artistry can be one of the evaluation criteria.

2. A full-fledged role-playing game in which students will be given a description of the situation and their roles. The duration of this type of game takes on average one or two lessons. As an example, considering verbal role-playing games. This archetype of games occurs through the speech interaction of participants describing the actions of their game characters and a mentor may be played by a teacher who describes the realities of the game world. One of the most famous board word games is the Mafia. The role-playing game "Mafia" is very popular around the world and allows you to play it. Here both in class and in extracurricular activities using the Internet. Pupils, paying attention to the course of the game, begin to speak spontaneously. Their goal is to convince other players that a particular participant is a mafia / doctor / sheriff. The use of this game as part of a lesson helps students to develop their communicative competence, teaches to defend their point of view, to persuade and encourages to take the initiative.

3. Long-term role-playing games, is a more complex type of games, passing in duration from a series of classes or more. When preparing lengthy role-playing games, the teacher must provide students with handouts, familiarize students with the game setting through Case Study and provide students with a clear definition of the game situation. In this archetype of games, students are given the opportunity to create their own game character. Students can choose gender, race, age, profession, depending on the proposed game. An example of these games is a board role-playing game the Dungeons and Dragons series. In Dungeons and Dragons, students try the roles of fantastic heroes with their skills and characteristics. The teacher takes on the role of a mentor who creates and describes an adventure in which the characters of the students participate, setting goals for them to fulfill and giving rewards for motivation. The goal of the game to get students childhood, solving problems and puzzles that puts the teacher in front of them in the process of exploring the game world. Allow to achieve the main goal of the development of communicative competence. The characters created by the students during this game can be used in subsequent lessons, giving students the opportunity to be who they wish, thereby turning monotonous stories about themselves into fascinating stories.

4. Computer role-playing games. Nowadays it is difficult to imagine a person unfamiliar with computer role-playing games. Moreover, in the XXI century, the children spend most of his free time at the computer. Computer games that can serve as a motivation for a student learning a foreign language and play a huge role in his self-development. For those teachers whose students have free access to the Internet, computer role-playing games can be a good choice. These games give interests students in the opportunity to establish direct contacts with people from all over the world who have common interests, but who must use English for communication, thus emphasizing the value of learning a language in addition to school grades. Most computer role-playing games have the ability to train both listening and reading skills. The games have many stories, dialogues, screensavers, presented in a foreign language. Of course, using a computer role-playing game to study grammar is difficult, but an experienced teacher is quite capable of creating an algorithm for training exercises. An example of a computer role-playing game is Minecraft. This game is made in the style of a sandbox, the participants of which can build and survive, cooperating with other players. Computer role-playing games with the right approach can help students learn not only a foreign language but history, geography and other subjects as well as contribute to the formation of student meta-subject skills.

However, when using computer games, it is important to follow the rules that help to maintain the health and eyesight of students, as well as not to give good enthusiasm to tear them from reality. Thus, gaming technology occupies an important place in the educational process. A wide selection of role-playing games allows you to use them in any part of the curriculum. Moreover, they are a very useful tool that makes teaching a foreign language interesting and memorable. Role-playing games provide a positive emotional state of students and a communicative orientation of the lesson. Game activity is the most attractive for schoolchildren, which affects the effectiveness of teaching a foreign language. Games have a positive effect on the formation of cognitive interests of students, contributing to the conscious development of a foreign language. They contribute to the development of such qualities as independence, initiative, teamwork. Students actively, enthusiastically work help each other by listening carefully to their comrades and the teacher only manages their learning activities.

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