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**THE EFFECTIVE WAY OF USING GAMES IN THE ENGLISH CLASSES
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Annotation

This article focused on the main peculiarities of games in foreign language classes. It describes the correct chosen games in the classroom will be helpful tool in learning process.

Аннотация

Бул макалада чет тил сабактарындагы оюндун негизги өзгөчөлүктөрү берилди. Туура тандалып алынган оюндар сабактын максатына жетүүдө жардамчы инструмент катары кызмат кылаары көрсөтүлдү.

“Playing is learning way of children”, -J.Rodg

By the passing of time when a child gets adult different kinds of problems, troubles of life in many cases force to forget about the joy and happy time. When we make ourselves to remember the happy time everyone thinks about faraway childhood where games and only games were. That means playing games only belongs to a kid. In teaching or learning foreign languages playing is not only the activity which refers only to a child, it cannot depend on age. As the famous professor, JenevivRodg said: *“Playing leads every person to learning, getting knowledge, recognizing, and by this process a human develops, steps to a renovation and will be sure that these things helps him in the future life”* [1].

The teachers and instructors of English language always look for ways of getting the best-expected results from their classes. When we organize the lesson of English language or different foreign languages the main aim should be how to wake up the students’ interests and wills in mastering the language. It’s the requirement of time and very challengeable process. As every teacher knows boring and hard things for learning bring the negative or bad results in process. Resolution of above mentioned problem is the usage of games in the foreign language classes. We should use games as the main instrument, means of teaching not for only children, but also for adults too. Teaching with games will increase the learners’ interests and give better results.

As time has shown both teaching and learning is very hard process. Also our learning will go on every time. Our professional activity give us a great opportunity to adapt and renovate. For example, when we participate in different kinds of trainings, conferences, seminars while we get some information we also get good emotions, striving for knowledge and good future hopes owing to different kinds of games organized by trainers. As practice has shown us to mix lessons with games give us a huge positive result.

We say games and games, but more people, especially teachers hear about games they think that games will waste the time. But here the main peculiar is to choose correct games. We want to say that there are games which do not require much time to preparation and which are not so physically active which leads to chaos. The main goals of English teachers are to teach students to reading, writing, speaking, and giving their thoughts in a correct way. Using games are like the helping instrument in achieving the goals. We should not see only the disadvantages of them, but also their positive sides in teaching. We have to know while students play they unconsciously learn to work creatively. To work creatively means to make a qualified work,

putting a whole soul to some job. If to come up to every activity creatively brings improvement, development in every sphere, not only in teaching. As we know possibility of creative work accelerates not only the improvement of knowledge but also the life improvement as well. Games in teaching foreign languages are the all-round means of involving the students' interests to the course and converting ordinary lesson to favorite activity one. It helps to students who are not good at studying to pay attention to the class and wake up their thinking, resourcefulness skills. Except these, we should remember using games the students will have an active speech involvement. During playing except the knowledge they get resourcefulness and thinking skills.

Working in groups, atmosphere of being busy, and the obstacle of the tasks during this process persuade the learners to speak in this or that language. Also, with the help of games we can arrange the development of students' creative opportunities and the professional potential. While playing students reestablish their attention, assimilation, memory to the discipline and turn above skills into habits. But the question is "how to choose games correctly to every lesson?" We should know how much time it will take, in which part of the lesson to use, and how to give instructions that everyone can clearly catch them.

If the teacher is creative person he can connect the lesson with games in any side of class without troubles and difficulties. For instance, as the practice has proved, we can use games in explaining the new vocabulary and grammar, in warm-up activities or at the end of the lesson to fasten the new theme and when we have revision. Sometimes during explaining if there is a hard grammar we can use games in order to draw the students' attention if we notice that they became tired or boring. But in this case we should be careful not to go far from the new theme. It brings to be hard to the students to come back again to the main subject. Sometimes the usage of games will take a lot of time. That is the time will not be enough to explain the new theme. If you have such kind of problem not to waste time you should train the students' speech skills during the lesson.

The good side of using games while students play, teacher has to carefully observe each of them, their strength and weaknesses, mistakes in their speech. After finishing of game teacher should show their mistakes on the board and correct them in order to be sure that they will not do them again. Here, evaluation and correction mean great. By the observation game lesson teacher evaluates students' strong and weak sides and work on them next time either individually or in group. What we would like to say that during the process, that is during the game we should not correct the students' grammar mistakes. Because if to do it they will not feel free themselves, that's why they will not play free, speak free and give a result what we expect. Of course, if this happens we cannot achieve our aims. As U. Bennet said: "*We have a right not to pay attention to the mistakes in order not to stop a participants' speech activity*".

During the game students will show following activities: when they get the instructions of the game, they do preparing activity, they learn to work in groups, they learn to be polite with each other's opinion, they increase their resourcefulness skills, they learn the ways of presentation and in spite of hard work they will not be tired and of course they will open their actor skills.

If the games at the lesson are as the competition we have a danger of losing the activity of students' who are not good at studying, because if the task is hard it brings them to feel guilty in front of their group or class. They will be shameful and have a feeling of letting their group down. These feelings influence to their further learning. The organizers of such kind of activities can expect dangers as we mentioned above.

In the A.A. Leontiev's opinion "*The game must be choosing well rounded and motivated, it has to consist of communicative and cognitive motivations*" [2]. Every above mentioned saying is

the way of learning. The strongest factors of teaching are the teaching methods, students' assimilation activity and feeling of obtained knowledge and ability of working on exercises free. So, the game lesson must be well adjusted in pedagogic and methodological way. Correct choosing games at the lesson, its connection with different methodological equipment will help to catch the material, to have a qualified knowledge and satisfaction of students' necessity.

Consequently, the games are the main effective way of determining the students' cognitive style. Games give us an opportunity of analyze students' ability and psychological characters. During the game we can take the answers to the didactic questions as "what do they know?", "what would they like to know?", "what did they know before?" Of course, while they play they work together, ask questions from each other, talk what do they know about the theme, and they establish the condition of work in groups. Using games in the language classes bring only successes in achieving the lesson objectives.

References:

1. M. Ratter "Games using manners" p. 48

2. A.A.Leontiev "To bring up children is not easy" p.178

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