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ЧЕТ ТИЛИН ҮЙРӨНҮҮДӨ ЗАМАНБУУ ОЮН ЫКМАЛАРЫН КОЛДОНУУ

ПРИМЕНЕНИЕ СОВРЕМЕННЫХ ИГРОВЫХ МЕТОДИК В ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

APPLICATION OF MODERN GAME TECHNIQUES IN STUDYING A FOREIGN LANGUAGE

Аннотация: Бул макалада сабакта чет тилин окутуу процессинде оюн технологияларын колдонууга арналган сереп берилет. Изилдөөнүн максаты чет тилин окутууда оюн ыкмаларынын натыйжалуулугун жана практикалык колдонулушун изилдөө, ошондой эле алардын артыкчылыктарын жана чектөөлөрүн аныктоо болуп саналат. Биринчиден, макала оюн методикасы окуучулардын сабак өтүү ишине катышуусун активдештирүүгө жана алардын чет тилин үйрөнүүгө болгон мотивациясын жогорулатууга өбөлгө түзөрүн тастыктайт. Оюн тапшырмалары жана кырдаалдар ыңгайлуу жана кызыктуу шарттарды түзөт, бул материалды натыйжалуу өздөштүрүүгө жардам берет. Экинчиден, изилдөө оюн технологиясы окуучулардын баарлашуу көндүмдөрүн өнүктүрөт деп табат. Диалогго, маалымат алмашууга жана кызматташууга негизделген оюндар окуучуларга сүйлөө активдүүлүгүн практикалоого жана чет элдик кепти түшүнүүнү жакшыртууга жардам берет. Бирок, макалада ошондой эле чет тилин окутууда оюн технологиясын колдонуунун айрым чектөөлөрү көрсөтүлгөн. Кээ бир окуучулар алган билимдерин реалдуу кырдаалда колдонууда кыйынчылыктарга дуушар болушу мүмкүн, ошондой эле оюн технологиялары үчүн атайын жабдуулардын жеткиликтүүлүгүндө жана колдонулушунда чектөөлөр бар.

Негизги сөздөр: оюн технологиясы, чет тил сабагы, мотивация, айтылыш, лексика, баарлашуу көндүмдөрү.

Аннотация: Данная статья представляет обзор, посвященный применению игровых технологий в процессе обучения иностранному языку на уроке. Цель исследования заключается в изучении эффективности и практической применимости игровых методик

при обучении иностранному языку, а также выявлении их преимуществ и ограничений. Во-первых, статья подтверждает, что игровые методики способствуют активизации участия учеников в урочной деятельности и повышению их мотивации к изучению иностранного языка. Игровые задания и ситуации создают комфортную и интересную обстановку, что способствует более эффективному усвоению материала. Во-вторых, исследование обнаруживает, что игровые технологии способствуют развитию коммуникативных навыков учеников. Игры, основанные на диалогах, обмене информацией и совместной работе, помогают учащимся практиковать речевую активность и улучшать понимание иностранной речи. Однако, статья также указывает на некоторые ограничения применения игровых технологий в обучении иностранному языку. Некоторые ученики могут испытывать трудности с применением полученных знаний в реальных ситуациях, а также возникают ограничения в доступности и использовании специализированного оборудования для игровых технологий.

Ключевые слова: игровые технологии, урок иностранного языка, мотивация, произношение, словарный запас, коммуникативные навыки.

Abstract: *This article presents a review devoted to the application of game techniques in the process of teaching a foreign language in the classroom. The purpose of the study is to examine the effectiveness and practical applicability of game techniques in teaching a foreign language, as well as to identify their advantages and limitations. Firstly, the article confirms that game techniques help to activate students' participation in lesson activities and increase their motivation to learn a foreign language. Game tasks and situations create a comfortable and interesting environment, which contributes to more effective learning. Secondly, the study finds that game technologies contribute to the development of students' communicative skills. Games based on dialogues, information sharing and collaboration help students to practice speech activity and improve their understanding of foreign speech. However, the article also points out some limitations of applying game technology in foreign language teaching. Some learners may have difficulties in applying what they have learned to real-life situations, and there are limitations in the availability and use of specialized equipment for game technology.*

Keywords: *game technologies, foreign language lesson, motivation, pronunciation, vocabulary, communication skills.*

Play is a traditional, recognized method of teaching and education. It is a unique means of non-violent learning for children. Play corresponds to the natural needs and desires of the child, and therefore with its help he/she will learn with pleasure. I would like to note the great potentialities of play as a means of teaching English. Game activity in English class not only organizes the process of communication in a foreign language, but also brings it as close as possible to natural communication. The game develops mental and volitional activity. Thanks to games all cognitive processes of students are activated: attention, memory, thinking, creative abilities are developed. Educational games help to relieve fatigue, overcome language and psychological barriers. Their use always gives good results, increases interest to the subject, allows to concentrate attention on the main thing – mastering of speech skills in the process of natural situation of communication during the game. Learning a foreign language requires the development of communicative skills such as speaking, writing and understanding foreign speech. In recent years, game techniques have become an increasingly popular tool in education, including foreign language teaching [7].

1. *Oral speech development.* Game techniques promote the active use of language for communication and problem solving during play. Pupils are forced to express their thoughts and ideas in a foreign language, which promotes oral language development and improves expression skills. Games based on role-playing situations, dialogues or exchanges of information help students practice speech activity and improve their pronunciation and intonation.

2. *Development of written language.* Game-based techniques also contribute to the development of students' writing skills. For example, games based on writing short messages, letters or dialogues require pupils to apply correct grammar, vocabulary and spelling. This helps pupils to improve their skills in written expression and structuring information.

3. *Understanding Foreign Speech.* Games based on listening or reading help pupils to develop their foreign speech comprehension skills. During the game, pupils have to listen to or read texts in a foreign language and understand the content.

Limitations and possibilities of using game technologies in the process of teaching a foreign language in the classroom

A game introduced into the learning process in English classes as one of the teaching methods should be interesting, uncomplicated and lively, contribute to the accumulation of new language material and consolidation of previously acquired knowledge. It should be taken into account that the game process makes the learning process much easier; moreover, a skillfully designed game is inseparable from teaching [17]. There are always moments when students' attention is distracted. Then any spontaneous game increases the attention of children, revitalizes and improves the perception of educational material. Play gives the teacher the opportunity to correct students' mistakes quickly as they go along, without letting them become deeply fixed in memory. Students usually memorize better what they enjoy doing. Therefore, games provide an opportunity to memorize material deeply and permanently. Games increase motivation to learn. Pupils are very active while playing games because no one wants the pleasant pastime to end quickly because of him. Consequently, games make them struggle. The use of games in English lessons helps the teacher to reveal more deeply the personal potential of each student, his/her positive personal qualities (diligence, activity, independence, initiative, ability to work in cooperation, etc.), to preserve and strengthen learning motivation [18].

Game technologies are becoming an increasingly popular tool in education, including foreign language teaching. However, in addition to their many advantages, there are also limitations that need to be taken into account when using game technologies in foreign language lessons [2].

Limitations:

- **Technical limitations.** The use of gaming technology requires appropriate equipment such as computers, tablets, or an internet connection. Some schools or institutions may not have access to such equipment, which limits the use of gaming technology.

- **Financial constraints.** Some gaming technologies may be expensive or require a paid subscription. This may limit accessibility for some institutions or students, especially in countries with limited financial resources.

- **Technical training.** The use of gaming technologies requires some training on the part of teachers. They must be familiar with the software or platforms and be able to integrate them into the classroom. This may require additional time and training for teachers.

Possibilities of using game technologies in the process of teaching a foreign language at the lesson:

1. Motivation and involvement of students. Game technologies can significantly increase students' motivation and involvement in the process of foreign language learning. Games create a fun and interactive environment that encourages participation and active language use. Students are more motivated to learn a language when they see that the learning process is interesting and fun.

2. Individualization of learning. Game technology allows for individualization of foreign language learning. Programs and applications can adapt to the level and needs of each student, offering personalized tasks and exercises. This allows each student to work at their own pace and focus on their weaknesses.

3. Development of communication skills. Game technologies contribute to the development of students' communicative skills. Many games require active communication in a foreign language to achieve the game's goals. This helps students to improve their speaking and writing skills and develop foreign language comprehension skills.

4. Collaboration and teamwork. Game technology can encourage cooperation and teamwork among students. Many games offer tasks that require collaborative problem solving and information sharing among participants. This helps students develop teamwork, communication and cooperation skills in a foreign language.

5. Variety of learning situations. Game technologies allow creating a variety of learning situations that realistically depict real-life situations in which students can use a foreign language. This helps students to develop skills in applying the language in practical situations and increase their confidence in using a foreign language.

Influence of game technologies on students' active participation in lesson activities when learning a foreign language

Game technologies are becoming an increasingly popular tool in education, especially when learning foreign languages. Games create a fun and interactive environment that encourages students to actively participate in class activities. When game applications or programs are used, students become more interested and actively participate in the lesson. They see that the learning process can be interesting and fun, and this inspires them to participate [15]. Game technology also promotes active communication between students and teacher, as well as between students themselves. We play together, communicate and cooperate to achieve the goal of the game. This helps students to actively use the foreign language and develop their communication skills. Each student can work at their own pace and focus on their weaknesses. This helps them feel more confident and actively participate in the lesson. Game technology also creates a competitive atmosphere where students can compete for high performance and earn points. This motivates them to actively participate and strive for success. They try to use the foreign language in the best possible way to achieve better results [5]. Finally, game technology allows us to practice the foreign language in real situations. We can play a real life simulation where students have to use language to solve problems and achieve goals. This helps them to apply the language practically and develop their skills. In general, the use of game technology in foreign language lessons really stimulates the active participation of students. They become more motivated, engaged and ready to use the language actively. It is a great tool that helps us to create effective and interesting learning.

Development of creative thinking and problem-solving skills of pupils through the use of game technologies at foreign language lessons

The use of game technologies in foreign language lessons really contributes to the development of creative thinking and problem-solving skills of pupils. It can be noted that when we use game applications or programs, pupils face various tasks and problems that require creativity and search for solutions. Game technologies stimulate pupils to active and independent thinking, as they often offer non-standard situations and require unusual solutions. Pupils are forced to think, analyze and apply their knowledge and skills to complete the levels of the game or achieve a goal. This helps develop their creative thinking and ability to think outside the box. In addition, game technology promotes pupils' problem-solving and inquiry skills. In games, students are often faced with problems they have to solve or tasks they have to accomplish. They have to search for information, analyze it, make decisions and test their effectiveness. This develops pupils' independent solution-seeking, critical thinking and problem-solving skills [3]. In addition, game technologies contribute to the development of communication skills, as games often require cooperation and communication between students. They have to exchange information, make agreements, and solve problems together. This helps pupils to develop

communication, cooperation and teamwork skills. In general, the use of game technologies at foreign language lessons contributes to the development of creative thinking and problem-solving skills of pupils. They face non-standard situations that require creativity and search for solutions. They also develop skills of independent search for solutions and problem thinking. In addition, game technology promotes communication skills and the ability to work in teams. These are important skills that will help students to successfully cope with various tasks and situations in life [13].

Comparative analysis of the effectiveness of traditional teaching methods and application of game technologies in the process of learning a foreign language in the classroom

Traditional teaching methods such as textbooks, dictations and oral exercises have their advantages. They provide structured information and the basics of language. However, these methods can be boring and of little interest to students. They can easily get bored and lose motivation to learn the language. On the other hand, the use of game technology in foreign language lessons brings novelty and interactivity to learning [1]. Games create a fun and entertaining environment that encourages students to actively participate and engage. They can develop various skills such as communication, critical thinking and problem solving. Games also allow learning to be personalized and tailored to each student's needs. Comparing both approaches, it can be concluded that the use of game technology in the process of learning a foreign language in the classroom has a number of advantages. They motivate pupils and encourage their active participation in class activities. Game-based technologies also develop different skills and abilities of students, such as communication, creative thinking and problem-solving skills. They provide opportunities for personalized learning and adaptation to the needs of each student. However, traditional teaching methods also have their value[8]. They provide the basics of language and structured information that can be useful for students in building fundamental knowledge. Thus, it is important to find a balance between using traditional teaching methods and game technologies in foreign language lessons. Both approaches have their advantages and can be used in combination to achieve the best results in foreign language teaching [19].

Using virtual reality in foreign language teaching: advantages and challenges

The use of virtual reality (VR) in foreign language teaching offers many benefits but also comes with certain challenges. One of the main benefits of using VR in teaching is the creation of an immersive environment where learners can immerse and interact with language in real-life situations. They can practice speaking, listening and pronunciation skills in realistic scenarios. This helps students develop their communication skills and increase their confidence in using a foreign language. Virtual reality also provides an opportunity for personalized learning. Pupils can work at their own pace and choose assignments that suit their level and needs. With VR, individualized assignments and scenarios can be created to help students develop their strengths and overcome weaknesses. Another advantage of using VR is the ability to immerse in the culture of a foreign language. Pupils can visit virtual countries and learn about their culture, traditions and history [10]. This helps them to better understand the foreign language and its context and to develop intercultural competence. However, the use of VR in foreign language teaching also comes with some challenges. First, the cost and availability of VR equipment may be limited. This can create problems for educational institutions with limited budgets or for students who do not have access to the necessary equipment. Secondly, some students may find it difficult to adapt to the virtual environment and sense of immersion. They may experience disorientation or discomfort. It is important to provide support and coaching for these learners so that they can maximize the benefits of VR. It is also worth noting that VR cannot completely replace traditional teaching methods. Virtual reality should be integrated into the overall curriculum and used in conjunction with other methods and materials. Overall, the use of virtual

reality in foreign language teaching offers significant benefits such as immersiveness, personalized learning, and cultural immersion. However, challenges such as the cost and availability of equipment, as well as learner adaptation to the virtual environment, must be considered. The use of VR must be meaningful and fit into the overall curriculum to achieve the best results [2].

Game technologies provide unique opportunities for individualizing foreign language learning in the classroom. They help teachers to adapt the learning process to the needs of each student and create a more effective and interesting learning environment. Game technologies allow personalizing learning by taking into account the level of knowledge, interests and preferences of each student. Students can choose assignments and games that are appropriate to their level and needs. This allows each student to work at their own pace and focus on the aspects of the language they need most. Game technology also provides an opportunity for individualized feedback and assessment of student progress. Teachers can track each pupil's progress and provide individualized guidance and support [17]. This helps students to develop their strengths and overcome weaknesses, and increases their motivation to learn the language. In addition, game technology promotes active participation and engagement of students in the learning process. Games create a fun and interactive environment in which students can apply their knowledge and skills to real-life situations. This helps them to develop their communication, listening, reading and writing skills in a foreign language. However, it is important to remember that game technology must be properly integrated into the educational process. Teachers should choose games that are in line with educational goals and contain language tasks. It is also important to strike a balance between gaming and other teaching methods so that students have a variety of experiences and develop different skills. In general, the use of game technologies in foreign language lessons allows individualizing learning and creating an interesting and effective environment for students. They motivate students, allow them to work at their own pace and develop different language skills

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