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INTEGRATING A GAME-BASED APPROACH AS A MOTIVATIONAL TOOL IN THE ENGLISH CLASSROOM

Abstract: The article discusses effective strategies for learning and teaching vocabulary in the English language, in particular language games for students of practical English classes. The game is a powerful stimulus to language acquisition. Educational game fosters a culture of communication and forms the ability to work in a team. It also arises students' willingness and desire to play and communicate. Nowadays, the use of games as an effective means of increasing a positive emotional state are widely applicable in teaching because it is one of numerous techniques to motivate students to study the language. Based on personal experience the author highlights the issues to consider when preparing language games as an effective tool in helping students to improve their vocabulary building skills. Nowadays the English language learning has become one of the crucial issues in our country.

Key words: the game method, gaming technology, motivation.

Changes taking place today in education requires the advanced level of communicative competence of students who would learn the language as means of communication and synthesis of the spiritual heritage of the countries of the target language and people. In an effort to increase motivation in students to learn a language in my work I used different techniques, different types of exercises and gradually realized that games are the central motivational tool in enhancing learners actively participate in class and thus acquire communicative skills. Working on improving the motivation among students, I sought to use the communicative experiences of students in the classroom, in the preparation of the games, at different stages of foreign language acquisition. As a result, I have concentrated on creating motivation and communicative competence through gaming and game situations. So, what are the benefits of games and why are the teachers recommended to implement games in teaching English. Lets, see the advantages of using games:

- The game activates the desire of children to contact with each other and the teacher.
- Creates the conditions of equality in the speech partnership
- Destroys a traditional barrier between teacher and student.
- Gives the possibility of a timid, diffident students to speak and thus to overcome the barrier of uncertainty.

- In the game, each gets a role and must be an active partner in speech communication
- Games have a positive effect on the formation of interests of pupils, contribute to the conscious development of a foreign language.
- They contribute to the development of such qualities as independence, initiative; fostering a sense of community.
- Games motivates speech activity, as students find themselves in a situation when there is a need to speak, to ask, find out, prove, something to share with someone.

Using games in my lessons, I began to understand that the game is very effective in the learning process. Watching these changes, I tried to use games at different stages of the lesson and when conducting different types of speech activities: grammar, phonetics, vocabulary, writing, listening.

We have a lot of students who are really enthusiastic about learning but as well there are those who need to be motivated. With these kind of students a lot depends on the ability of a teacher. To be exact, if she gives positive feedback that supports students' beliefs that they can do well, if she/ he creates an atmosphere that facilitates learning process where they can feel themselves as a valued members of a learning community in that way only teachers can affect students to learn and to work. According to Fredricks and Blumenfeld [1]. motivation is something that energizes, directs, and sustains behavior; it gets students moving, points them in a particular direction, and keeps them going. Marion Williams and Richard Burden [2] suggest that motivation is 'a state of cognitive arousal' which provokes a 'decision to act' as a result of which there is sustained intellectual and physical effort so that the person can achieve some previously set goal. What do they want to point out that the motivation depends on how much a student really wants to be succeeding in learning? Therefore there must be somebody or some other factors which will direct them to gain positive results. According to Gardener [3] vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases. Graves [4] as states that there are different types of vocabulary: Reading vocabulary which refers to all the words an individual can recognize when reading a text. Listening vocabulary refers to all the words an individual can recognize when listening to speech. Writing vocabulary which includes all the words an individual can employ in writing and speaking vocabulary referring to all the words an individual can use in speech.

One of the main aims of the teacher is to systematically sustain

motivation in class. He or she must foster activities which will arise learners' curiosity and provoke participation. In other words, the English language teacher should try to keep the interest of students in language learning until the end. In the same way, our task is to select appropriate materials appropriate to the levels, so that things are neither too difficult nor too easy. We must also build strong views of students that their teacher really qualified professional. Above all, we need to take into account power in the classroom which has a lot to say about the teacher/ learner relationship. The rights and duties of both teacher and students are related to power. Some teachers think that they have the right to punish students if they misbehave. However it can be crucial. Teachers who respect their students do their best to see them in a positive light. Many factors seem to be important to consider when teaching the vocabulary.

Important points when teaching vocabulary to young learners: classroom observations

To realize what should be taken into account we can rely on the following chart as a tool to help.

Figure 1- Factors affecting vocabulary acquisition



Context: The context you are teaching needs to be natural, understandable, and relevant to their ages, abilities, beliefs, help students to be active, support and encourage the learners to be real members of this context.

Relationship: Positive relationship between teacher and students, students between each other is very important as it facilitates the learning process and makes it enjoyable.

Rewards can be applied as a reinforcing behavior. Rewards makes students become more self-confident.

Creativity. In order to organize optimal conditions for learning, we must include activities involving fantasy, creativity, imagination which can lead to

motivating learners to complete the given task.

Respect. Students treated fairly and with respect to their individuality respond to the teacher in the same way.

Challenge. The activities mustn't be too easy because the learners will get bored and disruptive. But at the same time not too difficult as it can also end up with demotivation. There must be a balance of linguistic and cognitive challenge.

Support. There is no doubt that supportive atmosphere motivates the learner more than other factors and it creates the friendly relationship between the teacher and student. As it was said by a psychologist Lev Vygotsky 'scaffolding learning' is when someone with more knowledge helps the learner to progress. In other words it is an assisted performance where the teacher creates the supportive atmosphere to help the learner to construct the knowledge until he or she is ready to shape the learning styles for themselves. [5]

Once you have set the positive atmosphere following some other simple guides are important. Here is the list: *Try to change the games time-by-time.* Using one and the same games will result in the lack of interest in other words the students will be reluctant to play the game. Provide your learners whether their young or adult learners with choice otherwise there is a belief that the learners can be easily bored with one and the same games.

Concentrate also on speaking practice. Make your learners speak even with mistakes, starting with single words and short phrases, and gradually moving onto longer sentences and questions.

Be flexible. If something is not working then change the game or activity. Or if students seem not to enjoy the game ask for their opinion whether they like the game or not.

Involve shy learners. It is vitally important for the teacher to engage shy students in the process of game but first of all we must think about the causes of their shyness. As educators we must help students socialize, express themselves. The teacher should create a safer environment in class in order to make shy students believe that they don't need to be overwhelmed by inhibitions.

Bring in real objects whenever possible, such as clothes to dress up in, or props for acting out little plays or stories. When you cannot bring in realia use whatever objects are available in your class, and use colourful pictures of real items.

Consider the students interests. Most of the time the teachers do not take interests of students or maybe we just forget. For example, we all know that young people tend to listen to music a lot. So, why not to use their favourite songs to teach vocabulary.

These are not the single factors making the acquisition of words better. The factors described before related to creating positive atmosphere, however, a

lot depends on the way the teacher presents the material. To be precise, teacher must be able to organize presenting the material in the way understandable for students.

Putting new words and phrases into meaningful context is important, otherwise the learners will just have lists of contextless words.

Personalizing new words is also very helpful as an aid to internalising meaning.

Grouping words into topics is often considered helpful. For example, topic based: words connected with food can be divided into words connected with cooking and eating.

Concept- based: for example, different verbs of seeing (gaze, glimps, peer, stare, blink etc.)

Stem words and derived words: for example, words derived from the verb apply, such as application, appliance, etc. *Try to change the games time-by-time.* Using one and the same games will result in the lack of interest in other words the students will be reluctant to play the game. Provide your learners whether their young or adult learners with choice otherwise there is a belief that the learners can be easily bored with one and the same games.

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Word building and word formation can be as well focused: paradigm approach: receive, reception, receptive; affix approach: for example, adjective-noun: calm- calmness; antonyms-using affixes to make opposites.

All the methods discussed above are certainly not the only ones. Some researches or professors can reveal even more. However, these are the ones which I usually try to follow in my teaching process. I can say they really work and besides I can draw positive conclusion from that. Considering myself as a good teacher I accept my responsibility and invest quite a lot of effort in doing so.

Most of teachers agree that we will help students to be responsible for their learning if we show them where they can continue studying outside the classroom. For example, we can point them directions to some useful websites or recommend good CD or DVD resources. It all means that students should take some responsibility for themselves. They need to be able to decide what to do next or ask themselves questions like how they want to be corrected. If they realize what is happening with their learning they will be more motivated. The teacher mustn't in that case forge to give some feedback to them, support and guidance. Real motivation comes from individual, from students themselves. In that way teachers help students to become autonomous. Many educationists and researchers argue that taking charge of one's learning, that is, becoming an autonomous learner, can be beneficial to learning. This assumption is premised on humanistic psychology, namely that 'the only kind of learning which significantly affects behaviour is self-discovered, self-appropriated learning'. Getting students do different kinds of homework is one of the best ways to encourage student autonomy. What is more important the teacher must choose right kind of tasks for the students according to their levels or abilities. [6]

To summarize this, firstly I think that knowing the word and understanding its meaning go hand in hand. Secondly, it is easier to remember concrete words like a chair or a dog than abstract words. Usually, learners often put words together with what they can see, hear or with what they can touch. But as said above they also need to know other aspects of the words they learn. In my opinion, it is important to teach them all these aspects. Of course, we will not

teach them, for example the irregular plural form because they need to know it. I think that if we keep repeating the plural form “mice”, after some time most of them will not say mouse”.

Examining the role of games in learning we can conclude that the effectiveness of language games depends on the objectives set by the teacher. The game is an excellent way to spur students to make them actively work in the classroom. After the hard oral exercise or other strenuous classes fun game is the perfect opportunity to relax.

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ИНТЕГРАЦИЯ ИГРОВОГО ПОДХОДА КАК МОТИВАЦИОННЫЙ ИНСТРУМЕНТ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: В статье рассматриваются эффективные способы обучения лексике на уроках английского языка, в частности, обучение лексике с помощью игр для изучающих английский язык на практических занятиях. Игра является мощным методом при изучении иностранного языка, позволяет более эффективно овладеть иностранным языком. Учебная игра воспитывает культуру общения и формирует умение работать в коллективе и с коллективом, а ее умелое использование на уроках вызывает у учащихся готовность и желание играть и общаться. На сегодняшний день использование игр как средства, гарантирующего позитивное эмоциональное состояние, широко применяется при преподавании, т.к является одним из многочисленных приемов мотивирования студентов для изучения иностранного языка. Рассмотрев и проанализировав педагогический опыт применения игрового метода при изучении иностранного языка, авторы рассматривают и предлагают различные способы повышения эффективности различных игровых ситуаций.

Ключевые слова: игра, метод, игровые технологии, мотивирование.

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ОРЫС КЛАСИКАСЫНДАҒЫ ЫНТАЛАНДЫРУ ҚҰРАЛЫ РЕТІНДЕ ОЙЫН ИНТЕГРАЦИЯЛЫҚ ТӘСІЛІ

Аңдатпа: Бүгінгі күнде ойын тілді меңгерудегі күшті ынталандыру тәсілі болып табылады Ағылшын тілі – қазақ елін әлемге танытатын, әлемдік деңгейге шығаратын тіл. Сол себепті ағылшын тілін үйренудің маңызы зор. Ағылшын тілін оқытуда ойын түрлерін қолдану оқушының тілді үйренуге деген ынтасын арттырады. Ағылшын тілін үйрету кезінде ойын элементтерін пайдалану оқушының шет тіліне деген

қызығушылығын арттырып, жаңа тақырыпты жақсы түсінуге әсер етеді. Бұл мақалада лексиканы ағылшын тілі сабағында тиімді түрде оқыту стратегиялары, атап айтқанда, ағылшын тілі пәні бойынша лексика ойындардың көмегімен оқып-үйренуге арналған практикалық сабақтары туралы сөз қозғалады. Автор педагогикалық тәжірибесіне сүйене отырып әр түрлі ойындарды қалай неғұрлым тиімді етіп пайдалануға болатынын қарастырған .

Кілт сөздер: ойын әдісі, ойын технологиясы, ынталандыру.