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USING GAME-BASED ACTIVITIES IN THE ENGLISH CLASSROOM

The ability to speak a foreign language allows us to cooperate with people and understand the nuances of another culture, opens new perspectives, improves problem- and task-solving skills, as well as decision-making. In general, a person who knows languages is a well-developed personality with better learning abilities.

Knowledge of foreign languages can no longer be called optional. Today, the study of English takes place in most educational institutions of Ukraine.

Students' interest in the subject plays an important role in the high quality learning process of the English language. It is important to make learning interesting, exciting and fun and at the same time provide useful knowledge. Every lesson should

be understandable for students, so much attention should be paid to the formation and development of cognitive activity. Students should be active participants in the learning process. To achieve these goals the game-based approach can be used.

Using linguistic games can provide an immersion in the language environment and make the learning activity interactive. Thanks to this, students feel that language is a means of communication and not only a subject of study. Games are learner-centered, they create a meaningful context for language use, games reduce learning anxiety, they encourage creativity and spontaneous usage of the language, construct a cooperative learning environment (Reyes-Chua, 2019, 114).

It is necessary to create such conditions in the classroom that will lead to the active participation of students. The game-based approach can help to organize positive atmosphere in the classroom where every student is valued. The elements of gamification can boost teamwork among students. The situations where students have to explain certain educational material, when they have to teach their classmates are rather useful because we learn better when we teach others. Using linguistic games in the language classroom can improve students' motivation for English language learning.

Every game contains a certain educational goal. Games can be used at different stages of the lesson: as warmer/ice breaker, in drilling, assessment, review/revision stage (Albano, 1).

There are about 200 interactive game-based techniques in the foreign language methodology, but the most used are the following: brainstorm, spiderman, microphone, jigsaw reading, six thinking hats, students polling, sadman, aquarium, inside-outside circle, jeopardy etc. Teachers can use games with total physical response, where students use gestures or movements to fulfill the task.

The use of active game-based methods gives positive results in foreign language learning. These methods are based on exercises that develop reaction speed and broaden your horizons. The essence of interactive learning is that the learning process takes place under the conditions of constant, active interaction of all students and the teacher.

Therefore, it is important to use the interactive learning methods, which play an important role in understanding the subject of knowledge, to ensure the effective teaching of the English language and for better memorization of the language material by to students. Here are the examples of some games which can be used in the language classroom.

Information gaps

An information gap activity is one in which each student has some of the information that is needed to complete a task, but not all of it. The students need to work together and share information in order to complete the task. In an information gap activity students must communicate with each other. Each student has some, but not all, the information needed to complete the task. There is an opportunity for real communication between the students

Picture dictation

Prepare students for this activity by drawing a picture of a fun place on the board and reviewing useful vocabulary for descriptions. At the beginning of the game each student draws a picture on the same topic. Students do not show each other their pictures. Student A explains Student B how to draw a copy of Student A's picture

Partner A should be able to see Student B's picture and provide additional information. Students complete their drawings and compare the original to the copy. They then change roles and do the activity again.

Question charts

Students need a copy of a grid. In the grid we write the list of questions which the students have to use to get the necessary information. In the grid we indicate the names of classmates who they have to ask. So, students move around the classroom, ask questions and complete the grid. You can see the example of the grid below.

Questions:	Maria	Ivan
What do you usually have for breakfast (dinner)?	A cup of tea, a toast with jam	A cup of coffee, a ham sandwich
What are the ingredients of your favourite dish?	Chicken, tomatoes, potatoes, onion	Eggs, tomatoes, cheese, olive oil, red pepper, peas

Games help to create positive environment in the classroom, ensure positive mindset of students and teachers, collaborative and shared learning experience, they provide authentic use of teaching and learning materials, varied classroom activities stimulate students' interests. Games make the lesson easy to learn and promote students' independent thinking.

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