The Role of Game Technologies in Teaching Grammar

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Abstract: *The purpose of the study of this article is to develop a set of games aimed at the formation of grammar skills in young language learners in foreign language lessons and analyze scientific, psychological, pedagogical and methodological literature on the definition of grammatical skill and ways of its formation in the educational process.*

Keywords: *gaming technologies, pedagogical game, communicative function, educational function, diagnostic function, self-realization or self-expression.*

Many modern methodologists claim that the use of gaming technologies facilitates the process of mastering a foreign language, making it interesting for elementary school students, because the game is the leading activity. A game is a form of activity in conditional situations aimed at recreating and assimilating social experience fixed in socially fixed ways of carrying out objective actions, in subjects of science and culture.

Game technology differs significantly from other teaching methods in that, thanks to this technology, students can be personally involved and involved in the functioning of the phenomenon being studied, which thereby allows them to participate in simulated communication situations that are as close as possible to real life conditions. A pedagogical game is a competition or competition between participants whose actions are limited by a number of certain conditions or rules and are aimed at achieving a set goal.

In a modern school, a pedagogical game is used in the following circumstances:

➢ as an independent technology for mastering the concept, topic and even a section of an academic subject;

➢ as an element of a more extensive technology;

➢ as a lesson (lesson) or part of it (introduction, explanation, consolidation, exercise, control);

➢ as a technology of extracurricular work [1, 121].

Students enjoy the game and achieve constructive results in its process. According to E.I. Passov, who considers gaming technologies from the point of view of the possibility of modeling a communication situation, the game should be based on human relationships so that it is useful and meaningful. He identifies a number of purposes for using gaming technologies in foreign language lessons:

➢ the formation of certain skills;

➢ development of certain speech skills;

➢ training in the ability to communicate;

➢ development of necessary abilities and mental functions [5, 92].

Depending on how the teacher understands the functions of pedagogical games, the role and place of game technology in the learning process is determined. It follows from this that there may be several functions in the game:

1. Educational. In the educational process, one of the main roles is played by the game, which contributes to the formation of certain skills and abilities, for example, the development of attention and memory, the perception of information by ear. The game helps to broaden the horizons of students, to bring them to the study of new material.

2. Communicative. During the game activity, students begin to interact with each other, participating in various communicative situations, while trying to resolve conflict situations peacefully, without aggression. Students have a common goal, which they strive to achieve through joint efforts. During the game, it is easier for the teacher to establish contact with students and build trusting relationships with them.

3. Diagnostic. Pedagogical diagnostics is the main activity, which is a set of methods for monitoring and evaluating the educational process, allowing to identify their possible deviations, as well as to optimize and improve educational programs and methods of pedagogical influence. The game, as a "field of self-expression", allows students to show their knowledge and abilities. During the game, the teacher is given the opportunity to get to know students better, their interests and hobbies; this is a kind of test that helps to evaluate and teach new things at the same time.

4. Self-realization or self-expression. Some students are embarrassed to answer in front of their peers, they are afraid of ridicule and mockery. At such moments, the game helps students express their opinions without fear, show their creativity and imagination, and share ideas with their classmates. [4, 176]

It is very important to be able to properly plan game activities in the classroom. N.M. Koroleva argues that during the planning and organization of the educational game, it is important to comply with the following requirements:

➢ clearly develop the rules and evaluation criteria before the game;

➢ pre-think over the location and props for the game;

➢ set a game plot that motivates all students to achieve game goals;

➢ ensure that each participant is included in the game;

➢ provide an opportunity for independent work for each student, so that he himself could make decisions, choose options for ways of action, etc.;

➢ to carry out the selection of such game tasks so that their execution causes certain difficulties;

➢ taking into account the level of knowledge of the participants of the game, the tasks should be feasible for each player [2, 97].

It is worth noting that the division of games into linguistic and communicative is conditional. For example, when working out a question with the verb to be in the form of Present Simple, it is advisable to use guessing games, where students will use a given structure to obtain certain information: Is it a cat? Is it a mouse? Is it a parrot? At first glance, this is an example of a language game, because it creates conditions for working out grammatical material during substitution

actions. From another point of view, this game also has a communicative orientation, since it creates conditions where there is no information and students need to find a solution to this speech-thinking task: to interview each other in order to obtain information or independently answer these questions.

In recent years, gaming technologies have occupied a special place in the educational process, since they perform a number of different functions, in addition to activating the activities of students and educating cognitive interests:

➢ correctly constructed on the basis of the features of the material, the game trains the memory of students and helps them to form speech skills and abilities;

➢ the game activates the mental activity of students, as well as develops cognitive interest in the subject being studied;

➢ the game is an excellent technique for overcoming the passivity of students.

It is worth noting that at the stage of grammar skill formation in primary school, in order to create a communicative situation in the classroom, special attention is paid to monositational communicative games, since they meet the tasks of the stage:

➢ create favorable conditions for the training of a certain grammatical skill;

➢ they do not involve the use of complex speech situations with new grammatical material;

➢ they create the need for repeated reproduction of grammatical material;

➢ unlike role-playing games, they do not require additional skills from students, such as: performing various roles, defending their own point of view using language tools. [3,215]

When learning foreign languages with the help of gaming technologies, younger schoolchildren imperceptibly assimilate new language material. Everyone is equal in the game; it is possible even for weak students who, because of their resourcefulness and ingenuity, can become the first in the game.

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