

they are practicing it by many ways. Formal and informal both contexts are helping them for learning. Teachers-students relationship has to be friendly and interactive. Teachers will inform the purposes or achievement for learning. It may motivate the students to learn better. The teaching material has to be interesting. Teachers can give rewards for specific tasks. That will influence learner to participate in every task. Forcing or pressure demotivates student sometimes.

Teachers need to understand students' mental and physical situation as well. Too much pressure or forcing may not let the students to learn more or it may decrease learners' interest for learning. Group work/pair work can be helpful, but it has to be monitored by teachers. Students feel more comfortable to talk with their mates. Students like to participate in this kind of tasks. Teachers can influence learners' extrinsic motivation and enhance poorly motivated students. Teachers should use some audio visual aid and new technologies to make the class enjoyable [4].

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## **THE ROLE OF GAMES IN TEACHING FOREIGN LANGUAGES**

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**Abstract:** the article under discussion depicts the importance of using games in teaching learners foreign languages and suggests different interesting techniques to improve speaking skills and enhance motivation of the learners. Recently, in the context of Ukraine's integration into the world community, problem of quality of education have been sharply noted, and the search for reliable means, methods and technologies for evaluating its results, in line with international standards, is continuing. In today's world, knowledge of foreign

languages is an indispensable prerequisite for career success and a condition for an interesting and fulfilling life. At the same time, there is a growing need for qualified foreign language teachers.

**Keywords:** games, physical activity, classroom, environment, effective, motivation, strategies, methods, improve, pronunciation, trust, self-esteem.

Many researches have shown that using games in educational process is one of the effective methods in teaching languages. Games are fun activities that promote interaction, thinking, learning, and problem solving strategies. Games often have an aspect that permits the players to produce information in a short time period. Some games require the players to engage in a physical activity and/or complete a mental challenge. As Martinson states, “Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly” [1, p.p.478-488]. Games provide a constructivist classroom environment where students and their learning are central. Learning through performance requires active discovery, analysis, interpretation, problemsolving, memory, and physical activity and extensive cognitive processing. Students draw their own meaning from these experiences while learning from their mistakes and also from each other. The students also build upon their previous knowledge and use their new knowledge in a situation separate from the activity in which they learned it. Furthermore, the teacher is now able to make observations on each student and see what areas the class or individuals are struggling with or excelling at as well as the social dynamics of the group. Games allow for creativity. Usually, questions posed by the classroom teacher are fact based and have only one answer, not allowing for creativity, personal expression, or testing hypotheses. The answer is either right or wrong, but games can allow for multiple answers. They improve participation, self-esteem, and vocabulary usage and allow the learners to see that there are many ways to solve the same problem. Additionally, it is more like real life. For instance, most conversations start with open-ended questions: “How are you?”, “What did you do yesterday?”, “How can I help you?”, and “What would you like for dinner?” As foreign language learners, it is important that they are provided with scenarios that are as realistic as possible. Games, if produced well, can do the same.

Games include analysis and interpretation of new and old material which makes learning concrete. Furthermore, the hands on experiences are integral to critical learning, retention and recall. Games stimulate interactivity [1, p.p. 478–488]. The students are actively processing and working with the material as well as with classmates. Games allow the students to work as a team and to work collaboratively towards a common goal. This collaborative effort is more than just learning to work with others. It promotes a relationship where they can learn

from each other. Students must supply reasons for why their answer is the best, listen to their teammates' rationale and then determine which answer is the best and why. The students are also developing trust and self-esteem in this process. Trust develops within and among the players. The learners must trust their own instincts and others' rationale about the answer as well as the ability to produce it. Self-esteem grows as their answers are validated and teammates rely on them to be pivotal player in the game. Games enhance repetition, reinforcement, retention and transference. Because each game has a specific learning objective in mind, each player's turn deals with the same concept or skill in a different way. We can say, that games help the teacher teacher to create contexts in which the language is useful and meaningful.

Along with advantages we mentioned above, some teachers think they have disadvantages as well. Competitive nature of games creates a hostile learning environment. With experience, most teachers understand that restricting themselves to one method or working with the same material is not very effective. The urgency of this problem is caused by a number of factors. Firstly, the intensification of the learning process sets the task of finding support tools for students of interest in the material and activating their activities throughout the class. Learning games are an effective way to accomplish this. Secondly, one of the most important problems of teaching a foreign language is the teaching of oral language, which creates the conditions for the disclosure of the communicative function of the language, which allows you to bring the learning process closer to the real language, which increases the motivation to learn a foreign language. Game activity is a leading bridge in the teaching of a foreign language and contributes to the formation of positive qualities of the individual, the active life position of the student in the team and society. It has been found that communicative games, which usually use techniques of communicative technique, are highly effective in teaching a foreign language. Participants in such games solve communicative and cognitive tasks in a foreign language. In a methodical sense, communicative play is a learning task that covers linguistic, communicative and activity components. So, the communicative task causes the exchange of information between the participants of the game in the process of joint speech activity. Thus, communicative play is introduced into the educational process as a creative educational task in order to create real conditions for the students' thinking activity. This contributes to the formation and development of their intellectual and communicative skills, and hence a basis for the realization of students' personal potential. Actually, role playing and business games actively engage students in the communication process, creating an atmosphere close to the outside world. This makes it possible to use vocabulary, the use of which would otherwise be artificial. Students perceive it as a gaming activity, in which they try on different roles in different situations. At the same time, the educational nature of role-playing games is often not realized by them. Instead, the teacher

consciously views role-playing as a form of communication training, so for him the purpose of the game is primarily to develop students' language skills. Consequently, role-playing games make it possible to program the content of the utterance, based on the psychological and social specificity of the given role. It is worth noting that business play as a methodical technique is multifunctional, because, first of all, it nurtures the ability to think and make decisions independently; secondly, it enriches linguistic and national knowledge; third, train and consolidate professional knowledge; fourth, it generates speech, intercultural and communicative competence. It is important to note, that business game as one of the varieties of role-playing should represent an imitation of the situation of professionally-oriented communication of students in one of the spheres of their future professional activity, which is realized by means of a foreign language.

With regard to the parameters of play activity, as practice shows, they should rely on the didactic potential of play; language skills; the national base of the game; communicative orientation; social form, rules of conduct and a set of didactic tools (in particular, work sets of materials, reference books). Therefore, active use of game methods is designed to stimulate students' interest in communicative development, which contributes to the formation of sustainable motivation.

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## CANADIAN ACCENT OF ENGLISH

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Canadian English is the form of English used in Canada, spoken as a first or second language by over 25 million Canadians (as recorded in the census of 2001). The Eastern provinces of Newfoundland and Labrador, Nova Scotia and Prince Edward Island have a maritime accent which overall sounds more similar