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**ВСЕУКРАЇНСЬКА
НАУКОВА КОНФЕРЕНЦІЯ**



СОЦІАЛЬНО-ГУМАНІТАРНІ АСПЕКТИ РОЗВИТКУ СУЧАСНОГО СУСПІЛЬСТВА

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Матеріали

навчання, у якій він перебуває протягом тривалого часу, надзвичайно важливого для формування особистості молодшої людини.

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GAME METHOD AS A WAY OF INTENSIFICATION OF TEACHING UKRAINIAN LANGUAGE AS FOREIGN

In the process of teaching the Ukrainian language of foreign students, the game is the most effective form of learning, as it promotes the development of interest in

foreign language communication, creates a certain information base, forms the necessary language mechanisms. The game method is the pedagogical tool that is able to remove the language barrier and intensify the process learning Ukrainian as foreign language. In the game students acquire personal knowledge that becomes meaningful and emotionally colored to them, and it helps them to understand and feel the situation better. This, in turn, requires students to mobilize knowledge, encourages them to learn new things, broadens their horizons and forces them to master a set of communication skills. So the *aim* of the article is to observe the issue of teaching the Ukrainian as foreign language through the game method implication.

According to N. B. Bitehtina, «...the game is an integral and necessary part of culture, it is training in interaction with people in various social contexts and roles, interaction carried out with the help of various tools, including language» [4, p. 48].

Jill Hadfield emphasizes that when learning a foreign language in a game of any type, the emphasis is not on the correctness of language, but on the success of communication, and offers her classification of games: competitive and cooperative (non-competitive), linguistic and communicative (non-linguistic) [1, p. 3].

The value of game methods and techniques of teaching is that they cause foreigners' increased interest, positive emotions, help to focus on the task, which is not imposed by the teacher, but in itself arises in the students' mind. They provide an opportunity to solve educational problems in an interesting and active atmosphere. It is in the game situation that the processes of students' perception, understanding and assimilation of educational material improve and accelerate.

Game activity forms a number of such psychological features as imagination and symbolic function of consciousness, which give foreign students the opportunity in their actions to transfer the properties of some things to others. The inclusion of games in the educational process allows to solve a very important task related to the compensation of information overload and the organization of psychological and physiological recreation. Relaxation of the body and its mental self-regulation contributes to positive changes in the personal-motivational and content areas of the student [7, p. 43].

Games often help a student to get out of a depressed or even crisis-related state of not understanding any issues of the Ukrainian language program. The ability to be in the role of boss, subordinate, interested, indifferent or excellent one, sophomore, leader or outsider allows participants to feel and experience the fullness of a role, go beyond personal stereotypes, gain experience [5, p. 70].

Methodists single out the entertaining, interesting and moving games as an important link in teaching methods, the purpose of which is to change activities, to feel psychological rest. Such games help to improve well-being and raise the overall tone, create a mood for learning, psychological readiness to absorb large amounts of information.

Simultaneously, the game can perform several functions: instructive, entertaining, communicative, relaxing, psychoemotional [5, p. 70]. A distinctive feature of educational games is their clear structure, the presence of an algorithm of actions and a common role for all participants or several roles. An important feature of the educational game is a clear goal and outcome of learning, which are characterized by educational and cognitive orientation. Such games are held in specially created groups, the participants of which, under the guidance of the teacher, are involved in the process of intensive communication and self-improvement.

In order to make the game during the Ukrainian language lessons successful some conditions must be considered and taken into account. Conducting any game is preceded by the preparation of participants for it: the teacher explains the conditions of the game twice. In the first games, the leader should be a teacher, but later, as the group is involved in the game activity, the leader of each new game should be chosen from the students involved in the game. The facilitator must have a good understanding of the purpose and conditions of the game, must be able to communicate with people and have the qualities of a leader, so it is natural that not all the participants will successfully cope with this role, but should give the opportunity to try themselves as the facilitators to all students [2, p. 72].

It is better to include students with different backgrounds in each team, so that the teams have approximately equal strengths. It is desirable that the same team does not win, as the losers may lose interest to the game.

As a rule, the participants of the game evaluate its results. In games, where possible, it is necessary to introduce an element of competition, in order to compare the results of individual achievements or teams. Identifying the winners should be humorous, there should be no reproaches or condemnations for the losing teams. The winners of the game should be awarded with an incentive: to present a prize or award, which must be considered in advance. It is better if the prizes are symbolic, funny or amusing. If a student lags behind, the prizes he receives are able to raise his motivation. It is necessary to encourage not only those students who coped with the task better and faster, but also those who made it smarter, more interesting, brighter.

The game should be based on the material familiar to students, correlate with the topic and purpose of the lesson and help to consolidate or repeat what has been learned. It is not recommended to use the game in the process of learning new material, as this will lead to mass mistakes of students and disrupt the course of the game itself. Making students want to play, the game itself should be voluntary and spontaneous. If one of the students does not want to or cannot answer, he should not be forced. Students should feel free in process of the game. Teacher shouldn't make many disciplinary remarks. The game should be lively but not noisy.

The rules of the game must be formulated concisely and clearly. The success of the game largely depends on its organization. The teacher should prepare the game, follow the rules, but he should not interfere in the game itself. It is not recommended to delay the game by explaining the mistakes, you just need to quickly correct them. If there are still moments that students do not understand, they should be commented on after the game.

The game with the greatest possible number of participants is the most useful. The activity of playing students increases if they see and follow the results of the game, which are written on the board. The game creates a lively, interested, joyful atmosphere in the audience, but it is important not to prolong it so that students do

not feel tired and overwhelmed. The game should be played in the middle or end of the lesson, but not at the beginning.

The use of the game in each case must be approached creatively: to decide whether this game will be interesting to students, what in this game can capture them, which language material will be useful to repeat. The teacher can change the conditions of the game, simplify or complicate the task, giving the consideration of the group preparedness.

Quality language play has the following features: lack of long preparation for the game, the presence of intellectual impulse and activation, ease of play and a relatively short time in class. The game is entertaining, but does not disrupt the learning process, does not require time to control the answers. The classification of games is diverse, but as a rule, games develop language or communication skills [3, p. 164].

We came to *conclusion* that the game exercises provide an opportunity to organize training and activation of language skills in dialogic and monologue language, to create language communication. In such games a foreign language becomes a way of performing a task that corresponds to the target setting of the game. As far as the algorithms of this technique are simple, the lessons create a situation of success for weak or disinterested students. Language games not only increase students' motivation, promote the development of their language competence, but also compensate for information overload in Ukrainian as a foreign language lessons. But keep in mind that even if games give positive results, «they can never completely replace the learning process» [6]. They should be combined with other teaching methods.

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ПРОБЛЕМИ МОТИВАЦІЇ УЧНІВ НА УРОКАХ ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ

Актуальність теми. Сучасний світ постійно кидає виклики освіті, підштовхуючи її на нові відкриття та звершення. Світ цифрових технологій та розвиненої комп'ютеризації вже давно залишив позаду себе традиційні форми та методи навчання, що в свою чергу призвело до «навчальної кризи». Вчителі, які нещодавно були майстрами викладання, сьогодні страждають від нездатності зацікавити сучасного поціновувача освіти. Частіше вони ладні здатися, ніж розвиватися та вмотивувати здобувачів освіти на отримання знань. Оскільки мотивація є головним двигуном у пізнавальній діяльності суб'єкта, тож, слід приділяти їй належну увагу. Проблема мотивації під час навчання взагалі та вивчення англійської як другої іноземної мови постала не лише в Україні, а й має широке розповсюдження світом. Вчителі та викладачі повинні бути у постійному пошуку, що приведе їх до глибшого розуміння проблеми та відкриє нові горизонти для навчання здобувачів освіти.

Проблема мотивації досліджується в межах діяльнісного підходу до навчання, розробленого В. Рубінштейном, О. Леонтьєвим та іншими. У навчанні іноземних мов психологічні питання мотивації розглядаються в працях А. Алхазішвілі, І. Зимньої, О. Леонтьєва, Н. Симонової та інших.