

## **EFFECTIVENESS OF GAME METHODS DURING LEARNING OF ENGLISH**

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Currently, the number of people willing and able to learn foreign languages, including English, is growing due to the actualization of international student mobility. Such a demand is justified, because thanks to the knowledge of English there are many opportunities in both personal and professional development. Thus, there is no doubt that teaching English in higher education is very important and should be effective. Among the variety of language learning methods, one of the most popular is the using of game teaching methods. Game is a special method of teaching that involves learning the material and content of education, forms the interaction of teacher and student, and helps to achieve the desired goal, a certain result. However, the use of game methods in teaching English today is quite controversial. There are many pros and cons around this issue. Teachers hold two opposing views. Some believe that the use of game methods can only help to better absorb information, others are opponents of such statements. The main contradictions arise between: the integrity of learning and the fragmentary perception of the material; continuity and permeability of the organization of training and complexity of providing remote forms of training; the need for personal motivation of students and the motivations of the game in ensuring collective discipline.

That is why research on the use of game methods during learning English is a relevant and necessary scientific field that requires axiological analysis of the problem of pedagogical research.

The study analyzed a number of definitions of the term "game". The clearest and most comprehensive interpretation, which is quite close to this scientific intelligence, was proposed by N. Tkachova and O. Tur, who understand the game as "a specially organized activity of its participants, which allows to apply theoretical knowledge in active communicative interaction, as well as develop and improve certain skills, including creative and problem-solving skills" [6; p. 142]. Many scholars have studied the use of game methods during learning of English. For example, studies by psychologists L. Artemov and D. Elkonin and teachers O. Savchenko and I. Shkilna show that the game during learning a foreign language does not give good results if used irregularly [4]. Researcher S. Tsymbal claims that games occupy an important and effective place in the means and methods of teaching English to students of technical and agrobiological specialties. "The game provides an opportunity to get acquainted, deepen the

educational material in an interesting way, with the help of movements, speed, logical thinking, team spirit, deeper analysis and memorization of the presented material" [7; p. 46]. Research by psychologists, educators and methodologists indicates that games are a leading activity for learning foreign languages. Therefore, in the educational process, and especially in the study of English, game methods should prevail. However, according to O. Chernyakova, they cannot replace traditional methods of learning a foreign language. They remain only a supplement to the learning process, which allows to diversify it [2]. Also analyzing the statement of researchers N. Machynska and M. Oprysk: "Play is one of the most interesting human activities, leading children's activities and the method of education", we can say that the game is not just a collective entertainment, but also a full-fledged method for learning, especially for learning a new foreign language [5]. Another researcher Yu. Chapyuk stated that games stimulate the processes of cognition and learning, as well as encourage honest work [1].

Constantinescu states some advantages of games as in the following: "Games increase motivation and desire for self-improvement; challenge and competition are key factors for any game and students pay more attention to completing the task; games develop students' ability to observe, critical thinking, problem solving, and imagination; games offer new and dynamic forms of teaching/ practicing which replace the traditional worksheets; games are adaptable for different levels of knowledge and easy to understand and use; educational games do not take long time to be played in the class; there are many online educational games which are free of charge; immediate feedback both for the students and the teacher; the results are more visible (sometimes both visual and acoustic) and have a stronger impact; the working time is usually known from the beginning and it is respected [3].

Thus, an axiological analysis of the scientific thesaurus of interpretations was performed. As a result, we were able to establish the following: the game is an effective way to encourage students to work actively in the classroom. After hard oral exercises or other grueling activities, the game is a great opportunity to relax and learn new information at the same time. Thus, the use of game methods by teachers during learning of English can be a reserve for improving the quality and efficiency of foreign language teaching.

## **References**

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## **МУЗИКА В ЖИТТІ Т.Г. ШЕВЧЕНКА**

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У наш дивовижний час, коли відбувається духовне відродження нації, її моральне переродження з незвичайною гостротою постає проблема виховання у сучасної людини нового світогляду. Це пов'язано з актуальним завданням нашого часу – розвитком моральності та духовності українців, і в першу чергу підростаючого покоління, про що йдеться у низці спеціальних указів і постанов уряду України. Ці питання порушував Кобзар ще 200 років тому. І зараз вони потребують нагального вирішення.

На світі є чимало поетів, віршам яких притаманна мелодійність. До таких поетів, без сумніву, належить Т. Шевченко. Музичальність Т. Шевченка, нерозривність з народною піснею яскраво відбилися на його поетичній творчості. А це в свою чергу сприяло широкому втіленню його поезії в музиці (дослідники нараховують понад дві тисячі композицій на слова Т. Шевченка). І не дивно, що першим його інтерпретатором став народ, якому поезія Т. Шевченка була близькою і рідною. Важко знайти у світовій літературі поета, твори якого вилилися б у таке широке море народних пісень. «Кобзарем» не тільки зачитувались, але його й співали.