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УДК 37.091.33-027.22:796:81'373.2:811.111(045)=111

THE ROLE OF USING THE LEXICAL GAMES IN ENGLISH LANGUAGE TEACHING

Hertsovska Nataliia, Antalovtsy Victoria

РОЛЬ ВИКОРИСТАННЯ ЛЕКСИЧНИХ ІГОР У НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ

Герцовська Н. О., Анталовці В. А.

У статті розглянуто різні види ігор як інструменту навчання та мотивації до вивчення іноземної мови; проаналізовано поняття лексичних ігор; досліджено функції та роль лексичних ігор у процесі навчання англійської мови; задля ефективності використання різних видів лексичних ігор запропоновано структурувати різні види лексичних ігор згідно таксономії Блума.

Ключові слова: лексична гра, урок англійської мови, результати навчання, таксономія Блума.

Educational games can be used for learning at all levels of education, from kindergarten to higher education. Thus, the article aims at defining the role of using lexical games in English language teaching. The use of the game during a foreign language contributes to involuntary memorization of language material and the formation of strong oral communication skills; it contains units of monologic and dialogic speech necessary for learning. In order to improve the usage of various lexical games for better learning outcomes it has been suggested to structuralize those games according to the Bloom's taxonomy. Lexical games have been correlated according to six levels of the taxonomy, which has proved the fact that knowledge is the necessary precondition for putting the skills and abilities obtained into practice.

Key words: *Lexical game, English lesson, learning outcomes, Bloom's taxonomy.*

Defining the problem. Game activity is a powerful tool in learning a foreign language. The youngest pupils like moving games, slightly older ones prefer riddles, crossword puzzles and competitions. When conducting such a lesson it is important for the teacher to create an atmosphere of friendship and trust, not only to set the terms of the game, but also to accept the pupils' ideas. Everyone has equal status during the game. Previous results and knowledge is qualificatory for the game result. A student who is weak in language preparation can become the first in the game: ingenuity and cleverness become more important than knowledge of the subject. The difficulty of using the game in education is related to its features (two-faceted behavior, the lack of personal responsibility of everyone for the results of actions, a simplified view of reality), which requires effort from the pupils to enter the game. It is necessary for pupils to be focused on the results of the game. The game does not start when the students receive the task, but when they become interested in playing. This means that the game evokes pleasant emotions and gives work to their mind. Current pupils belong to the so-called Z generation for whom life seems to be insufficient without games of various kinds. Thereby, the **topicality** of the research is undoubted and obvious.

Modern scientists and pedagogues state that the main purpose of using games in the learning process is to promote student learning through exploration, interactivity, community experience, teamwork, trial and error, and repetition in such a way that students get so lost in the fun that they do not realise they are learning at the same time [1, 75].

Educational games can be used for learning at all levels of education, from kindergarten to higher education [2; 3]. In almost every subject area there is a game,

formal or informal, that can be used for learning. At higher levels of education, games are increasingly being used in areas where real-world training is difficult, such as healthcare or the military, but also in communication, negotiation, teamwork and practical training, as serious games allow us to simulate an environment that players can identify with and that is as similar as possible to the real environment [4].

Hence, the **aim** of this article is to make a define the role of using lexical games in English language teaching. To reach the aim the following tasks are to be solved:

- to define the notion the lexical game;
- to analyze the functions of the lexical games for English language teaching;
- to state the function of the lexical games according to the Bloom's taxonomy.

The results of the research. The effectiveness of teaching a foreign language, mainly English, greatly depends on the clear and flexible organization of the educational process during the lesson, on the teacher's ability to take into account the psychophysiological characteristics of children of one or another age group. A purposeful impact on the emotional sphere of students is of particular importance for increasing the effectiveness of learning and strengthening the motivation to learn a foreign language. In this case, the use of games is the most appropriate. The game is one of the methods used in the communicative approach by both Ukrainian and foreign teachers. In order to interest students, increase the level of knowledge of a foreign language, teachers offer the game as the most effective method in achieving the goal, which consists in developing skills and abilities to use speech functions for real communicative purposes of communication in situations close to life.

The purpose of the game is different for its participants: pupils seek for entertainment and teachers focus on training while playing. The use of the game during a foreign language contributes to involuntary memorization of language material and the formation of strong oral communication skills; it contains units of monologic and dialogic speech necessary for learning. The game can be a good material for introducing, consolidating and further activating students' work with educational material, but it must be an integral part of the methodical organization of the educational process.

The methodological tasks performed by the game are as follows: creation of children's psychological readiness for language communication; ensuring the natural need for the pupil to constantly repeat the language material; training students in the form of the desired language option, which is preparation for unforeseen situations of communication in general.

Let us consider the main purposes of using games in foreign language lessons: formation of certain skills and abilities; teaching the ability to communicate; development of necessary abilities and psychological functions; construction of knowledge in the field of linguistic and regional studies and language; memorizing of language material [5].

Based on the features and functions distinguished above we may state that the game is: the language activity oriented in children's motivation and initiative, presupposes individual approach; training and education in the team; development of mental functions and abilities; combines "learning with pleasure" [6].

The foreign language teaching methodology distinguishes various categories of games: phonetic, lexical, orthographic, grammatical and language games. Each type of game pursues certain goals, mainly: to form students' phonetic hearing; to develop lexical and grammatical skills; to train the use of language phenomena; to develop and activate speech thinking in the activities of students; to train students in the use of vocabulary in life situations; to develop memory and attention.

In this article we specify the following goals of lexical games:

- 1) to train students in the use of vocabulary in situations close to reality;
- 2) to activate students' speech and thinking activity;
- 3) to develop students' speech reaction;
- 4) to acquaint students with the correlation of words;

A number of lexical games are aimed at training students in the use of certain parts of speech, for example, numerals or adjectives. Other games correspond to certain themes ("Animals", " Appearance", " Clothes") which improve speaking and reading skills.

Thus, the purpose of vocabulary games is to repeat the names of subjects, repeat vocabulary on any topic, improve spelling skills.

The use of the game in English language lessons contributes to involuntary memorization of language material and the formation of strong oral communication skills. On the one hand, it promotes the activation of emotions and emotional memory, on the other hand, it contains units of monologic and dialogic speech necessary for learning.

Pupils take part in each game with great pleasure, not noticing how during the game they repeat the learned lexical units and consolidate the learned material in oral and written speech. Every child wants to become the winner of the game, thereby becoming the owner of stable communication skills.

The game can be a good material for introducing, consolidating and further activating students' work with educational material, but it must be an integral part of the methodical organization of the educational process.

Though using various lexical games in English language teaching should be structured according to the level of knowledge and the purpose of using that or the other game. In this respect we consider advisable to follow Bloom's taxonomy for better assessment of the results obtained.

Bloom's taxonomy was developed to provide a common language for teachers to discuss and exchange learning and assessment methods. Specific learning outcomes can be derived from the taxonomy, though it is most commonly used to assess learning on a variety of cognitive levels. The framework elaborated by Bloom and his collaborators consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after Knowledge were presented as "skills and abilities," with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice.

In 2001 a group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published a revision of Bloom's Taxonomy with the title "A Taxonomy for Teaching, Learning, and Assessment" [7]. This title

draws attention away from the somewhat static notion of “educational objectives” (in Bloom’s original title) and points to a more dynamic conception of classification. According to this revised taxonomy the following layers (from the lowest to the highest) are to be taken into account:

- Remembering (recalling facts and basic concepts)
- Understanding (explaining ideas and concepts)
- Applying (using information in new context)
- Analyzing (drawing connections among ideas)
- Evaluating (justifying a decision)
- Creating (producing a new or original product or work).

In our research we suggest a short overview of games related to each level of the taxonomy.

Remembering: name the words related to the topic “Seasons and weather”.

Understanding: “What’s wrong” (a teacher is showing the colour and making a mistake in naming it; pupils need to understand what answers are right and what are wrong).

Applying: “Match” – match the adjectives with the nouns” in order the form the word combinations.

Analyzing: “Odd man out” – choose the word which does not match with the rest in the line.

Evaluating: peer-evaluation of the project/summary to the text.

Creating: project work on creating an advertisement on the topic (e.g. travelling)

Conclusion and perspective for further research. So, the lexical game is a powerful tool to enhance effective learning at various stages of English language teaching. The main results obtained through the usage of games are the following: improving the students vocabulary to be used in situations close to reality; activating students' speech and thinking activity; developing students' speech reaction; acquaint students with the correlation of words. The categories suggested by Bloom and elaborated by his followers present the set of skills and abilities, with the understanding

that knowledge is the necessary precondition for putting these skills and abilities into practice. The perspective for the further research is experimental testing of various lexical games in English lessons.

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МУКАЧІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

89600, м. Мукачево, вул. Ужгородська, 26

тел./факс +380-3131-21109

Веб-сайт університету: www.msu.edu.ua

E-mail: info@msu.edu.ua, pr@mail.msu.edu.ua

Веб-сайт Інституційного репозитарію Наукової бібліотеки МДУ: <http://dspace.msu.edu.ua:8080>

Веб-сайт Наукової бібліотеки МДУ: <http://msu.edu.ua/library/>