

УДК 811.111:371.695

THE USE OF GAME METHOD IN LEARNING ENGLISH FOR SPECIFIC PURPOSES

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Abstract. The article discusses importance of using the game method while learning English for specific purposes. Attention is focused on the typical aspects, advantages and structure of the game-based tasks applied at English lessons.

Key words: *interactive learning, critical thinking, communicative competence, educational method, educational process, role play, communicative practice, professional activity, cooperation, interaction, game activity.*

ВИКОРИСТАННЯ МЕТОДУ НАВЧАЛЬНОЇ ГРИ ПРИ ВИВЧЕННІ ПРОФЕСІЙНО-ОРІЄНТОВАНОЇ АНГЛІЙСЬКОЇ МОВИ

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Анотація. В статті обговорюється важливість використання методу гри при вивченні професійно-орієнтованої англійської мови. Увага приділяється загальним аспектам, перевагам використання та структурі ігрових завдань, які використовуються на заняттях з англійської мови.

Ключові слова: *інтерактивне навчання, критичне мислення, комунікативна компетенція, метод навчання, навчальний процес, рольова гра, комунікативна практика, професійна діяльність, співпраця, взаємодія, ігрова діяльність.*

Nowadays teachers of English for specific purposes are entering a new stage of interactive learning by means of new technologies which have developing potential. This potential comprises ability to develop students' critical thinking, enrich imagination and feelings, perfect general culture of communication and social behavior. Interactive technologies of learning create necessary preconditions for the development of communicative competence as well as for the forming of skills to make collective and individual decisions.

We can state that the main aim of ESP teaching is the development of students' professionally-communicative language competences to allow them to

communicate in their professional environment. According to the basic classification, interactive methods embrace communicative language teaching, direct method, language immersion, natural approach, proprioceptive language learning method, silent way, storytelling, suggestopedia, teaching proficiency through reading, and total physical response.

There are a number of methods facilitating the development of students' ability of spoken interaction. Game-based learning is an upcoming educational method because it brings diversity into the modern lesson, stimulating intellectual activity of the students along with mastering new skills and knowledge. It is a valuable approach because it is very motivating and integrates all the language knowledge. It encourages students to work independently and together and involves genuine communication. It takes language learning out of the classroom into the real world. Moreover, ESP role-plays take an opportunity of using performances in the learning process. This method encourages cooperation and sharing of the ideas and skills within the group.

The prerequisites for using games in language classes are based on the main principles of the communicative approach that emphasizes communication as means and a goal of foreign language learning. This corresponds to the fact that in the classroom the communicative approach often takes the form of pair work and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their, role play in which students practice and develop language functions according to the discreet use of grammar, lexical items and pronunciation activities.

Before applying game in educational process, it is necessary to clarify what material should be presented with the help of game, what contingent of students can it be applied for, how to combine the game with other means of education to supplement them efficiently. Needless to say, that the text's complexity has to correlate with the language level of the students. We also must take into account

the necessity of a preparatory phase to enable certain categories of potential spectators to get ready for role-play comprehension.

Another step is to transform the text into a play. The plot of the performance should be captivating and at the same time as simple as possible to facilitate necessary understanding and to ensure the participation of all students regardless to their level to get ready for the performance comprehension. It will help to release the psychological tension in order to reach better results. The plot must be problematic and professionalized to facilitate understanding and activity of the learners. The teacher must constantly remember that the ideas and creation of the project is the task of the learners and one of the key objectives of project work is to encourage the learners to work cooperatively as part of a group and independently of him.

The teacher's role is to be the motivator, helper, adviser and to watch and see that the groups are working effectively together, that the tasks are being shared out equally, that class time is being used efficiently. On the other hand, the teacher might reverse the procedure and introduce some elements into a play to be drilled by actors during the preparatory period.

As for multi-media in the performances, colorful and funny posters are also employed as an aid in grasping the meaning of unknown words. Slides and recordings are used as a mean of further explanations. Techniques have to be dealt with very carefully, not to overburden the plot. Music and songs accompanying acting help the audience to relax.

It is necessary to define the time limits of the game process. We can use it at the different stages of the lesson. It can be in the form of presentation, control, communicative practice and so on.

It is very important to follow the appropriate model while preparing the game activity. Such model consists of the next stages: preparation of the participants, analysis of the situation, instructions etc, the very process of the game, discussion and evaluation of the results.

At the beginning of learning process the most widespread is the role game when students get the necessary cues and combine them in the contextual unity. Such games help to consolidate, control and correct knowledge and skills. Also teachers should take into consideration the game-based tasks directed to develop linguistic and communicative competence in accordance with the appropriate lexical and grammatical material.

Senior students are proposed the game activity connected with their future professional activity. It is reasonable to organize round tables, symposiums and teach-ins. Such communicative approach implies language teaching that focuses on different types of relative situations simulating professional communication and activity.

Despite obvious advantages, game methods in learning English for specific purposes shouldn't be overestimated. The abuse of game activity may lead to the addiction to such form of learning and reduces interest, though game itself is supposed to increase the motivation of language learners.

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