ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ

ҚОЖА АХМЕТ ЯСАУИ АТЫНДАҒЫ ХАЛЫҚАРАЛЫҚ ҚАЗАҚ-ТҮРІК УНИВЕРСИТЕТІ

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БАСИТОВА ДИЛНАЗА ШАКИРЖАНҚЫЗЫ.

GAMES AS A MEANS OF FORMING COMMUNICATIVE COMPETENCE AT ENGLISH LESSONS

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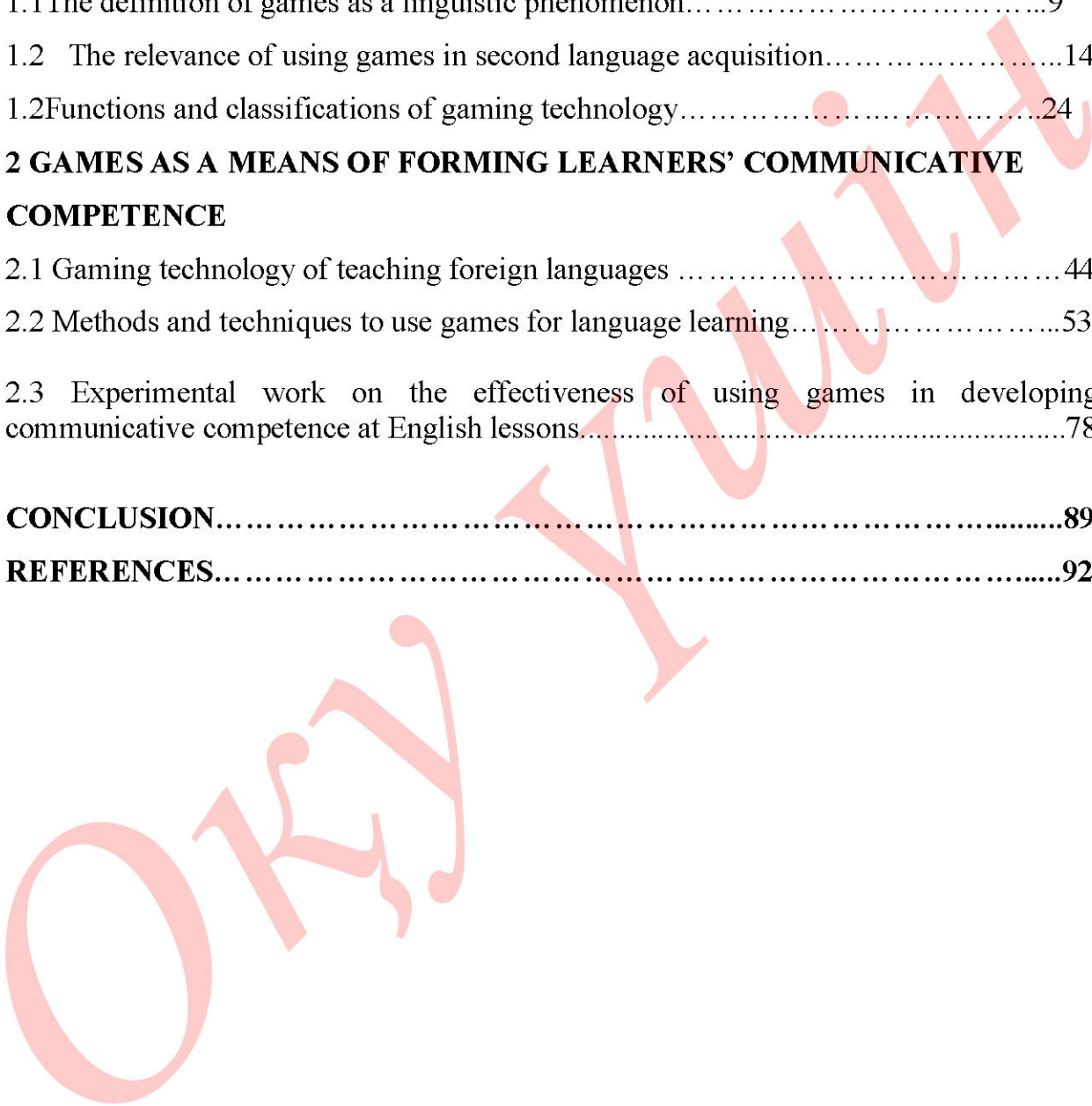мамандығы:6М011900– «Шетел тілі:Екі шетел тілі(ағылшын-түрік)»

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THEME: GAMES AS A MEANS OF FORMING COMMUNICATIVE COMPETENCE AT ENGLISH LESSONS

INTRODUCTION

Kazakhstan is gradually stepping to the world community and set the goal of its development. The world is very diverse and multilingual, and many children come together to use more than one language. In line with time requirements, it is important to consider such foreign language learning rather than high-quality education with narrow-ranged target.

Education of graduates of pre-school education, the role of education in other foreign languages plays a major role equally to their mother tongue. As N.A.Nazarbayev, President of our country, said, "Kazakhstan should be recognized worldwide as a highly educated country with three languages. These are: the Kazakh language - the state language, the Russian language - the language of interethnic communication and the English language - the language of successful integration into the global economy."

As the country has became a sovereign country, significant changes have taken place. As the political, economic, financial fields, the sphere of education has not gone beyond these changes. It was necessary to educate comprehensively developed generation to make the country stronger and more prosperous. Therefore, to educate the young generation patriotic, well-bred and conscious is one of the main directions of the the people's development strategy. Today's youth is a citizen who decides tomorrow's fate. Educational institutions face a difficult task of educating a well-educated person who will take his place in society in the future.

The role of the game is significant for the comprehensive development of language learners. The game is a unique phenomenon of the general human culture, its source and peak. As a phenomenon of culture, it teaches, develops, educates, energizes, promotes, breathes, and shows that it is condescending, contemplative and social.

In the XVII-XX centuries, new approaches and interpretations were used to explain the game activity and the following scientists considered the philosophical foundations of the game as scientifically. Hegel, V. Wundt, F. Shiller, K. Bular, V. Frig, K.Grosse, G. Spencer, I. Hezing, I. Kant, GM Mayes, VM Demin, MA Kagan, etc. scientists have discovered the formation and development of the game theory, the social aspects of the game activity, and has a positive effect on the child's imagination and thinking ability.

Game is a complex biological, psychological, pedagogical concept. To study the game in terms of psychology, such scientists as L.S. Vygotsky, S.L.Rubinstein, D.B. Elkonin, B.G. Ananyan, A.N. Leontev. From the psychological point of view of S.L. Rubinstein, "on the basis of the game all the psychic abilities of the person are formed, the child is prepared for adulthood. Through the game, the child will be able to communicate with the environment. Game is one of the basic types of human activity. It is part of the core component of the human action system. It is impossible for people, societies or individuals to develop without gaming technology.

The great teacher V. Sukhomlinski says, "It is impossible to have a mental well-being without games, music, fairy-tales, creativity and imagination". That is, it is possible to bring up the feelings of charity, kindness, friendship, compassion to each

other by organizing different types of games with learners. And the moral qualities of learners, such as acquaintance with the environment, language development, acquaintance with nature, art of visual arts, love of nature, love and respect for the work of adultsare also formed

The game is a real life for a language learner. If an educator wisely organizes the game, he will be able to influence learners. A.P.Usova points out: "Proper organization of children's life and activities is their upbringing. The effective process of education is in the form of interrelationship, because the learnerdoes not learn to live there, but live by his own life. "

Using the game as a way of organizing learners' lives, it is important to focus and develop their common interests and to consolidate the learners' team. A. Makarenko appreciated the role of the game in the organization of learners' life and wrote about the role of the educator: "As a teacher, I have to play a little bit with them. If I only teach, demand, and do what I say, then I'm just an outsourced effort, but not close. I have to play a little bit and I have asked all of my colleagues to do it. "

Gaming technology is one of the methods of learning based on the learner's curiosity. A systematic use of didactic games is a good result. The problem of using didactic games is widely covered in pedagogical theory. Akhmetov S., Aldabergenov A., Akhmetov N.K., Khaidarov J.S., Clarin M.V., Kairbekova A., Toltayeva G., Abselemova A., Abisheva A. etc. scientists have shown the ways to use didactic games. In the pedagogical process, the game is closely intertwined with other forms of childhood activities, above all, work and academic learning.

In recent years language researchers and practitioners have shifted their focus from developing individual linguistic skills to the use of language to achieve the speaker's objectives. This new area of focus, known as communicative competence, leads language teachers to seek task-oriented activities that engage their pupils in creative language use. Games which are task-based and have a purpose beyond the production of correct speech serve as excellent communicative activities. On the surface, the aim of all language games for learnersis to "use the language"; however, during game play learners also use the target language to persuade and negotiate their way to desired results. This process involves the productive and receptive skills simultaneously.

Games offer learnersa fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, pupils have the opportunity to use language in a non-stressful way. While playing games, the learners' attention is on the message, not on the language. Rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language in front of other people. In a game-oriented context, anxiety is reduced and speech fluency is generated--thus communicative competence is achieved.

Topicality: In accordance with the concept of modernization of Kazakh education, issues of communicative English language training are particularly important, i.e. communicative competence acts as integrative, oriented in achieving

practical results in the mastery of the English language, as well as in education, upbringing and development of the individual pupil.

- Teaching of learners through games in the English language classes should be carried out in four ways:
- The first direction is the education of intellectual abilities, logical thinking of students through games;
- The second direction - good education of learners is the absorption of moral qualities, using the rich archives of the national pedagogy in the learning process;
- The third direction is to educate students to use their artistic abilities through their artistic abilities and form their personalities through aesthetic education;
- The fourth direction is the education of speech culture, improvement of students' proper use of words and communicative competence;

The purpose of this study is to search and select games, gaming exercise, create a presentation material accompanying lessons for effective process of formation of the communicative competence at English lessons. The leading idea is the use of games in the English lessons to implement targeted formation and development of the communicative competence of learners, and therefore, to focus on achieving practical results in the mastery of the English language, as well as in education, upbringing and development of the individual learner.

The solution of the research purpose claims dealing with convinced **objectives**:
- to definegame as a linguistic phenomenon;
- to determine the relevance of using games in the second language acquisition;
- to provide the classification and categories of games;
- to consider methods and techniques of using games as a teaching technique in forming learner's communicative competence;
- toconfirm efficiency of using games, namely, national games in the formation and development of learner's communicative competence.

The object of studyis the ways of developing learners' speaking skills and forrming their communicative competence.

The subject of study in this paper is the relevance of gaming technologyin forming a communicative competence of learners.

The scientific novelty of the research is to identification of the effectiveness ofusing national games in second language acquisition and also explained with the following facts:
- game as a linguistic phenomenon was defined;
- the relevance of using games in the second language acquisitionwas determined;
- the classification and categories of gameswere provided;
- methods and techniques of using games as a teaching technique in forming learner's communicative competencewereconsidered;
- efficiency of using games, namely, national games in the formation and development of learner's communicative competencewasconfirmed.

The theoretical value of the research is that games as a method of language teaching could be a valuable source for forming learners' communicative competence at English lessons.

The practical value of the research is that the data on the use of national games in teaching language are useful for English teachers in developing pupils' speaking skills.

The methods used in the research; namely descriptive and analytical methods.

The structure of the diploma paper consists of two parts. The first part discusses the theoretical issues: the definition of games as a linguistic phenomenon,the relevance of using games in second language acquisition, categories and classification of gamesand age as an affective factor in second language acquisition. The second part describes methods and techniques of using games a means of forming communicative competence at English lessons to develop learners' communicative competence and efficiency confirmation of using national games in the development and formation of communicative competences of language learners.

1 THEORETICAL ASPECT OF USING GAMES IN TFL

1.1   The definition of games as a linguistic phenomenon

"Not to include games in the classroom would be to withhold from the children an essential tool for understanding their world"
Gordon Lewis and GüntherBedson

There are a lot of definitions what the game is. Everyone is able to imagine something when hearing the term "game", but to give a precise definition is difficult. The definition "Games are fun" is simple and exact. Shelagh Rixon interprets the games like activities that involve play and enjoyment. We agree with the definition of Julia Khan who understands the games like "activities governed by rules, which set up clearly defined goals. The achievement of these goals signals the end of the game. Gamesinvolve a contest either between players or between the players and the goal, and games should lead to having fun" [1; 134]. Simply but expressing the same is the definition of J.H. Hadfield who explains the game as "an activity with rules, a goal and an element of fun" [2; 168] However the game in education must be more than just fun; learners have to learn through playing games, too. Wright, Betteridge and Buckby highlight that enjoyment of games is not restricted by age but it depends on the appropriateness of the games.

In the XVII-XX centuries, new approaches and interpretations were used to explain the game activity and the following scientists considered the philosophical foundations of the game as scientifically. Hegel, V. Wundt, F. Shiller, K. Bular, V. Frig, K.Grosse, G. Spencer, I. Hezing, I. Kant, GM Mayes, VM Demin, MA Kagan, etc. scientists have discovered the formation and development of the game theory, the social aspects of the game activity, and has a positive effect on the child's imagination and thinking ability.

Scott Thornbury proclaims game as the way how to put language to work and supports this opinion with known long history of language play that is applicable so for the children as for adults and some of them can be transferred from first language to second and foreign language too [3; 421].

Games are closely connected with motivation. For example JuliaKhan emphasizes usefulness of the game because of its motivating importance: "It is clear then that games-since children naturally want to play them- can be motivating" [4;157]. Philips supports this opinion by her statement that enjoyable activity is memorable then and the possible success that the children could reach in language learning will develop motivation for their further learning.

Spousta reminds of the fact that game and love are the basic activities of our lives and the game is the goal for itself not only the instrument how to reach the goal. However he emphasizes that pedagogic value of the game is perceived according to its activating possibilities. His opinion is based on results of psychological and pedagogical researches [5; 43].

We can say that to define the term game is not simple and likewise the usage of it can be problematic. It has advantages on one side but there exist many factors that can influence using games either positively or negatively.

Ludwig Wittgenstein was probably the first academic philosopher to address the definition of the word game. In his Philosophical Investigations, Wittgenstein argued that the elements of games, such as play, rules, and competition, all fail to adequately define what games are. From this, Wittgenstein concluded that people apply the term game to a range of disparate human activities that bear to one another only what one might call family resemblances. As the following game definitions show, this conclusion was not a final one and today many philosophers, like Thomas Hurka, think that Wittgenstein was wrong and that Bernard Suits' definition is a good answer to the problem.

French sociologist Roger Caillois, in his book Les jeuxet les hommes (Games and Men), defined a game as an activity that must have the following characteristics:

- fun: the activity is chosen for its light-hearted character
- separate: it is circumscribed in time and place
- uncertain: the outcome of the activity is unforeseeable
- non-productive: participation does not accomplish anything useful
- governed by rules: the activity has rules that are different from everyday life
- Fictitious: it is accompanied by the awareness of a different reality [6; 368].

Computer game designer Chris Crawford, founder of The Journal of Computer Game Design, has attempted to define the term game using a series of dichotomies:

- Creative expression is art if made for its own beauty, and entertainment if made for money.
- A piece of entertainment is a plaything if it is interactive. Movies and books are cited as examples of non-interactive entertainment.
- If no goals are associated with a plaything, it is a toy. (Crawford notes that by his definition, (a) a toy can become a game element if the player makes up rules, and (b) The Sims and SimCity are toys, not games.) If it has goals, a plaything is a challenge.
- If a challenge has no "active agent against whom you compete," it is a puzzle; if there is one, it is a conflict.Crawford admits that this is a subjective test. Video games with noticeably algorithmic artificial intelligence can be played as puzzles; these include the patterns used to evade ghosts in Pac-Man.
- Finally, if the player can only outperform the opponent, but not attack them to interfere with their performance, the conflict is a competition. Competitions include racing and figure skating. However, if attacks are allowed, then the conflict qualifies as a game.

Crawford's definition may thus be rendered as: an interactive, goal-oriented activity made for money, with active agents to play against, in which players including active agents can interfere with each other.

There are numerous definitions of language games presented by methodologists. Let's consider some of them.

"A game is a system in which players engage in an artificial conflict defined by rulesresulting in a quantifiable outcome"[7; 67].

"A game is a form of art in which participants, termed players, make decisions in order to manage resources through game tokens in the pursuit of a goal"[8; 289]. According to this definition, some "games" that do not involve choices, such as Chutes and Ladders, Candy Land, and War are not technically games any more than a slot machine is.

"A game is an activity among two or more independent decision-makers seeking to achieve their objectives in some limiting context" [9; 211].

"At its most elementary level then we can define game as an exercise of voluntary control systems in which there is an opposition between forces, confined by a procedure and rules in order to produce a disequilibrial outcome" [10; 174].

"A game is a form of play with goals and structure"[11; 419].

"To play a game is to engage in activity directed toward bringing about a specific state of affairs, using only means permitted by specific rules, where the means permitted by the rules are more limited in scope than they would be in the absence of the rules, and where the sole reason for accepting such limitation is to make possible such activity" [12; 85].

"When you strip away the genre differences and the technological complexities, all games share four defining traits: a goal, rules, a feedback system, and voluntary participation"[13; 266].

In contrast to games in general, pedagogical play game has an essential feature - clearly set the goal of teaching and the corresponding pedagogical result. The functions of the game in the learning process are to provide an emotionally elevated environment for the reproduction of knowledge that facilitates the assimilation of the material. In the process of learning, the game simulates life situations or conditional interactions of people, things and phenomena.

In the language learning environment, games create motivations for the formation of communicative competence of learners.Communicative competence is the ability to organize one's verbal and non-verbal behavior adequately to the tasks of communication. For its formation, it is necessary to create situations in which the student could realize his communicative experience, and also use exercises that help each student to reveal, regardless of his abilities [14;45]Games positively influence on the formation of cognitive interests of schoolchildren, contribute to the conscious development of a foreign language. They promote the development of such qualities as independence, initiative; nurturing a sense of collectivism. Students actively, enthusiastically work, help each other, listen attentively to their comrades. The teacher only manages the educational activity.

In the game there is one more important moment - communication with peers. The game develops not only physical qualities, not only mental, not only social (mastering roles - future social responsibilities). In the game, the "I" of man develops as an individual-social whole. The game develops an active, creative "I" child. The game is

a fantasy, joy, delight. This is the most important form of the formation of the human "I" at an early age.[15; 191].

E.I. Passov, in his book "A lesson in a foreign language at school" believes that: "the game is 1) activity; 2) motivation, absence of coercion; 3) individualized activity, deeply personal; 4) training and education in the team and through the team; 5) development of mental functions and abilities; 6) "teaching with enthusiasm." The game is a powerful stimulus for mastering a foreign language and an effective reception in the arsenal of a teacher of a foreign language, "a universal tool that helps a foreign language teacher to turn a rather complex learning process into a fascinating and beloved lesson." [16; 214]

The game is a powerful stimulus for mastering the language. The educational game fosters a culture of communication and forms the ability to work in a team and with a team, and its skillful use in lessons causes students the readiness and desire to play and communicate. Games allow individual approach to students. Game technologies are not only a means of optimizing and stimulating the learning process, but also an important aspect of psychological comfort and relieving mental overstrain of students.

Competence presupposes a whole range of personal qualities of a person, including not only cognitive and operational and technological components, but also motivational, ethical, social, behavioral. Competence is always personally colored by the qualities of a particular person, presupposes a minimum experience of the use of competencies by the individual.

Competence - as a set of knowledge, skills, abilities, formed in the learning process of a foreign language. Therefore, language is a mirror of culture, which reflects not only the world surrounding the person, but also his mentality, national character, way of life, traditions and vision of the world.

Communicative competence belongs to a group of key competencies, that is, those of particular importance in human life; therefore, its formation should be paid close attention.

Communicative competence affects learning success. If the student hesitates to answer at the board or is experiencing excessive anxiety, his real answer (as an embodiment of communicative competence) will be worse than the available knowledge, and his assessment, respectively, is lower. The negative experience obtained will negatively affect the subsequent training activity.

The main purpose of teaching a foreign language is to form a communicative competence, i.e. ability and readiness to carry out interpersonal and intercultural communication with foreign speakers that speak another language. From the communicative competence in many ways depends on the process of adaptation of the child to school, in particular, his emotional well-being in the classroom.

To develop communicative competence it is necessary:

-define its concept and structure, as well as content at different age stages;

- Apply a systemic approach, ensure the interaction of various actors, directions and technologies in order to achieve a full result;

-to choose a method, develop programs, directions, technology and techniques for developing the communicative competence of students.

At present, the formation of foreign-language activities acquires special significance. Changes began in the content, means and methods of teaching students, the application of a democratic style of communication between the teacher and the student, contributing to the development of his cognitive interests and moral personal qualities. The main thing is not the planning of a common, uniform for all line of education and development, but the implementation of the approach to each student, taking into account his individual characteristics, i.e. a person-centered approach should be implemented. When teaching a foreign language, this means finding and identifying productive methods and methods of teaching.

A significant and largely unused means for the purposeful formation of the educational activities of children is a game.

One of the most important functions of the game is the function of socialization. The game is the strongest means of including the child in the system of social relations, assimilating the riches of culture to them. The game contributes to a painless adaptation to the conditions of social life in the future.

Gaming activities as a method of teaching and communicating social, communicative experience as a method of activating the learning process can be used in the following cases:

- as independent technologies for mastering the concept, topic and even the division of the subject;
- as elements of a more extensive technology;
- as a lesson (occupation) or part of it (introduction, explanation, consolidation, exercise, control);
- as technology of extracurricular work.

The game creates favorable conditions for further, deeper development and refinement of knowledge, norms of behavior, which leads to the effect of general development. Games contribute to the following methodological tasks:

- creation of psychological readiness of children for speech communication;
- to ensure the natural need for repeated repetition of linguistic material;
- training children in choosing the right speech option, which is a preparation for situational spontaneous speech.

We should not forget that the didactic game is a game not only for the child, since its organization and conduct is a difficult task for the teacher.
Teaching opportunities of games has long been known. Many outstanding teachers rightly drew attention to the efficiency of the use of games in the learning process. And this is understandable. In the game, particularly complete and sometimes unexpected ability of the person, especially a child are particularly manifested.
Game is a particularly organized activity requiring a tension of emotional and mental strength. The game always involves a decision - what to do, what to say, how to win? The desire to resolve these issues aggravates mental activity of game players. And what if the child at the same time speaks a foreign language? Children, however, do not think about it. For them, the game is, first of all, fun.

By this, game attracts teachers, including teachers of a foreign language. In the game, all is equal. It is feasible even with weak pupils. Moreover, a weak pupil on language training can become the first in the game: quick wit and ingenuity here are sometimes more important than the knowledge of the subject. The sense of equality, the atmosphere of enthusiasm and joy, a sense of affordability of tasks – all of these enable children to overcome shyness, interfere with the free use of word speech in a foreign language, and a beneficial effect on learning outcomes. A language material is acquired in an unnoticed way, and with it a feeling of satisfaction - "it turns out, I can speak on equal terms with everyone" emerges.

The game is also considered as a situational and variative exercise, which the possibility is created for multiple repetition of the speech sample in conditions as close to the real voice communication, with its inherent features - emotionality, spontaneity, purposefulness of speech influence.

Contribution of school as an educational and upbringing institution to ensuring equal access to education of each child is very high. School is the medium for generating children's aims for the further life, forming relationships with the surrounding people, determining the attitude to the world and the society in general. It is also the environment for the formation of cognitive interest or desire to learn more, comprehend knowledge independently.

According to V. A. Kukharenko, "humanity is unthinkable without communicative activity. Regardless of gender, age, education, social status, territorial belonging, nationality and other characteristics of a human personality, we constantly ask for, pass and store information, i.e. are actively engaged in communicative activity" [16; 158].

Referring to the theoretical aspect of the question, we find in the works by B. G. Ananiev, A. A. Bodalev, A. N. Leontiev, B. R. Lomov, V. N. Myasischev that the ability to form relationships is considered as a specific form of activity of younger schoolchildren. The authors emphasize that in the process of communication not only manifestation of personal qualities is important, but also their formation and development in the process of communication. This is explained by the fact that through communication a person acquires common human experience, values, knowledge and ways of activity. Thus, the authors note, an individual is formed as a person and a subject of activity. In this sense, communication becomes the most important factor of personality development.

1.2 The relevance of using games in second language acquisition

Language exists for the purpose of communication and communication is purposeful. We use verbal utterances to express our intentions and in doing so we are guided by the linguistic principles of our language. The verbal utterances we use in an interaction are forms (linguistically acceptable expressions of meaning) expressing certain communication functions (what we achieve in an interaction through the use of language).Even at an early age children exercise certain language functions. Hallidayhas

identified a set of language functions as 'those functions in which, a child first learns to mean' [17; 213]. A child develops the different language functions as he grows up. First is the instrumental or 'I want' function which the child uses to fulfill his needs. Next is the regulatory or 'Do as I tell you' function through which the child gets others to do what he wants them to do. The third function is the interactional or 'Me and you' function which the child uses to interact with someone. Fourthly is the personal or Here I come' function. The child uses this function to express his self-awareness. The fifth is the heuristic or 'Tell me why' function through which he explores his environment and wants to know what is happening around him. The sixth is the imaginative or 'let's pretend' function. At this point the child creates his own environment. At a later stage the child develops the informative or 'I've got something to tell you' function through which the child conveys information to someone.

Communication is one of the essential components of the foundation of the personality. We need it everywhere and every time so it also becomes an important part of social skill. For kids and teenagers, some most effective ways to learn and master this skill are games, activities and interesting exercises. Through these activities, learners improve their verbal as well as written communication along with the fun and enjoyment involved in it. Especially the games and activities that promote teamwork would automatically improve the communication, so the activities should be performed in a group rather than doing it alone for fast learning. Here are some communication skills activities that would benefit kids and teenagers, and everyone alike, to sharpen their skills.

In any language community, a child will learn to communicate as he becomes aware of his environment and the people around him. As the child learns to mix with different people, he will encounter different social situations. He is exposed to more varied styles of socially appropriate speech. When he enters school, the child will be in contact with many children of various backgrounds, a variety of adults and a variety of settings (playground, classroom, field trips). Communication is important in all these situations. However, Lindfors explains that the child's language is influenced by age, familiarity, status of participants, number of participants; time and place; type of communication event; formality, level of interaction; the spirit of interaction; the channel; topic and purpose of communication. As the child's social contacts expand, he will be able to adapt his language to suit the situation once he finds out the rules [18; 214].

A second language can be acquired in everyday communication. In order to communicate, a learner must learn the language and the learner must use it in communication. Initially he may resort to nonverbal means. This means of communication allows him to start learning and learning in turn allows him to make progress in communication.

Five main categories of language functions have been identified by the Speech Communication Association's National Project on Speech Communication Competence as those used in communication. Human beings develop varying degrees of competence in using them[18; 119]. They represent the interactive nature of communication (Table 1).

Table 1.Interactive nature of communication

№		Interactive nature of communication
1	Controlling	This is expressed by the language functions such as commanding, offering, suggesting, permitting, threatening, warning, persuading and their responses
2	Feeling	This includes expressions of feelings or attitudes such as commiserating, claiming and their responses
3	Informing	This includes asking for and giving information, justifying, questioning, naming, explaining and their responses.
4	Ritualising	This act serves to maintain social relationships. It includes greeting, leave-taking and turn-taking
5	Imagining	This includes creative behaviours such as role- playing, fantasising and theorizing

All the five categories are used by children every day. They use persuasion in getting things from others; they express their feelings when they are happy or sad; they ask each other questions when they interact; they exercise turn-taking rules; they greet their teacher every day, and sometimes when they play they take on different roles. The children use various language forms in expressing these language functions in both their first and second languages. Therefore, the teacher can reinforce those forms and functions and teach them new ones in the classroom. The teacher who is sensitive and aware of how a child's communication abilities develop can provide a richer diversity of interactive experience for the child than his home and out-of-school environment can. By offering the child many opportunities for practicing language used in various ways for various purposes, the teacher will help the child expand his repertoire of the language functions as well as the forms used in expressing each function.

During the lesson, there is a great deal of didactic games in the development of the ability of the student to concentrate on the lessons, form the ability to communicate and write, to work independently. Teaching how to compose texts, creating plans, setting up a theme for a particular photo, making sentences based on that picture, teaching your thoughts and experiences with the teacher are formed only through didactic games. Learners learn to obtain knowledge through playing games. Hence, the lessons in the classroom can be used by the student to gain knowledge, broaden their thinking, and increase their interest in learning. Through the game, the learner receives a lot of information and creates psychological peculiarities.

In the future, as we transfer to the state-standard 12-year education based on the transition to a mass 12-year education, much emphasis is laid on the game technology of teaching. "Didactic and plot, disciplinary and disciplinary nature of the discipline allows the student to show himself / herself, to comprehend his / her friends' opinions, to learn the ability to speak publicly, to show his / her full knowledge. It is possible to

solve educational tasks, which form the communicative competence of students by means of games.

Through the game the possibilities of the pupil's knowledge and tendency to increase his / her personal qualities are studied. Choosing the need for games depends on the skill of a teacher. It is more effective to use vocabulary in developing the language of the student. One of such games is "Find the right word". The purpose of the game is to teach the right words to find the right words, to build the student mind. The teacher names a common word that is related to that lesson, and pupils name or write the necessary words. You can also use "Who's the faster?" to build student focus. This game can be used in all sessions.In addition to the didactic games and assignments for the development of students' interest, attention, language, the grammar games play a special role. That is, through the competence tasks, the learner's desire to study the subject increases. Effective use of the lesson is a great opportunity for pupils to master grammar and to write literate skills. It helps students learn how to work independently, and they are motivated to explore. There are features of grammar games. This game takes place through different situations. The game is used individually and personally in every part of the lessonans used in interpreting the new subject, repeating the past, doing the study.

During the lesson, games that develop the communicative competence of the learner should be used. They are: "ball game" - throw the ballto each other and quickly say the name or color of the substance. In the "Ask a Question" game, there are several things on the table: students should ask each question, in the game "Find It", the teacher must close something by asking questions and asking students what it is, "Make a word" – name by which the learner should name the substance on the picture and give examples for each letter of the word.In the game "Do not know", the player incorrectly reads and the rest students should correct him. For instance, the player takes the card with number 20 and says it's twelve and learners should correct him by saying "No, it's twenty". In the game ""Name the colour", teacher asks the colour of the card: "What of the colour is it". Then children answer "It's red". Each game is suitable for the purpose of the lesson. These games train the pupil's speaking language and enhance communicative competence.Along with the development of movements, the learners learn songs, poetries about "colors", "friends", "school" and "family".

At the same time, great importance is attached to role-playing games that develop students' communicative competencies. In the game, a child's request and a teacher's assignment are interconnected. For example: "Our house" game. The team draws the structure or draws the house they want. Then he / she will find the materials for building this house. This way the game is connected with life and helps to develop students' communicative competence.

Thus, the game has the following major objectives: Adaptation of the learner to social relationships, universal human culture values and cultures of different nationalities: the reflection of communicative actions that enable the learner to enter into genuine moral communication. It helps to overcome the learner's intellectual, creative, communicative and various challenges.

Various activities can be carried out in the classroom for various purposes. It is important that children enjoy these language activities so that their level of anxiety is low and they are able to internalize the language items taught. They can be given some expressions to use to communicate with one another. Beginners are often able to internalise 'chunks' of language which allow them to participate in social situations. Richard-Amoto maintains that during the initial stages of language development pupils often have the desire to communicate but do not have the necessary skills. So by having a repertoire of ways to be communicative they will be able to communicate. Teachers then will have to provide the language forms which are appropriate to the proficiency level of the pupils and which the pupils can use meaningfully.

Educators stand up for the use of communicative language games to teach and learn English as a foreign language in schools, since they provide learners with a large amount of benefits to acquire English and to reach a meaningful learning.

Researchers have come up with different descriptions about the nature of games. According to Rixon, Flavell and Vincent games are a way to play governed by rules.Similarly, Hadfield describes games as an activity with rules, an aim and an element of fun. Haycraft stated that "games are an agreeableway of getting a class to use its initiative in English" [19; 141].

The Primary Education curriculum claims that games should be a fundamental part of primary school education because they are motivatingand they provide a context for language learning and they are a source of natural activities that make learning meaningful.

As Wright, Betteridge and Buckby stated "games encourage learners to direct their energy towards language learning by providing them with a meaningful context" [20; 547]. Communicative language games provide the pupils with significant advantages in the foreign language classroom. First of all, the language games motivate the pupils and offer fun and enjoyment.

As Wright, stated language games are highly motivating. Enjoyment, excitement and passion are naturally produced by games. Games ease second language acquisition and motivate pupils to learn, especially the young ones, whose concentration span is lower than adult learners and they need constant encouragement and motivation.

In addition, games provide enjoyment and relaxation, but also they encourage pupils to use their language in a creative and communicative manner. Secondly, games allow children to experience language use by performing activities in the form of games.

Hence, language games provide learners with opportunities and authentic contexts which may make them aware of the need to use real language to communicate. Along the same lines Wright states that games are designed to provide pupils with a large amount of communicative language practice as conventional drill activities, but in a rather meaningful way by working language as real communication.

Games also create an agreeable and supportive learning environment, which avoid frustration experiences of language learning and create relaxing and enjoyable situations. Activities and exercises requiring communicative interaction also

present chances for cooperative relationships. Hence, language games also promote interpersonal relations.

However, even though some teachers underestimate games and see them as time consumingor classroom techniques for fun, others are in favor of the effectiveness of using games in the classroom. For these teachers,it is importantto integrate the games into theforeign language teaching programs to benefit from all the advantages that they can offer to both pupils and teachers.

There are some principles of using games in SLA:

- A game must be more than just fun.
- A game should involve "friendly" competition.
- A game should keep all of the pupils involved and interested.
- A game should encourage pupils to focus on the use of language rather than on the language itself.
- A game should give pupils a chance to learn, practice, or review specific language material.

As a complex and at the same time fascinating occupation, the game requires concentration of attention, trains memory, develops speech. Refusal from inertia, monotony, alternative work, speed of intellectual reaction to the emerging game situation-this is the advantage of implementing gaming technology in a foreign language lesson.

When implementing gaming technology in an English lesson, the following requirements should be considered:

- The game should not be a model for mechanical imitation - it is a model of creativity;
- the teacher presents an original sample of foreign speech, which should encourage children to be original, independent;
- in the game do not use the rating system, an error in the speech action should lead to a loss;
- the game should evoke a positive emotional interest, a desire to enter the game as soon as possible.

Using games in class will help in learning a foreign language. Games have a wide range of applications in foreign language lessons. They can be used to introduce a new language material, to study the studied lexical and grammatical phenomena, to control the knowledge of schoolchildren.

The issue of education of a well-educated, competent, conscious citizen is in thefocus of our society's development. Taking into account the fact that the purpose of such a goal is due to the educational system, the role of the game in the education of ourgeneration is ofgreatsingificance.At the moment, the concept of "game" extends to a wide range of spheres of life and culture. Through the game, students can develop theirpersonality by learning.Game is an important part of learning new technology. Gameisa form of activity on the basis of the conditions for the formation of social experiencedetermined by the person's behavior. The game performs the following functions:

• Entertainment
• Communicative or communicative
• Diagnostic (self-cogniion during the game)
• Correctional (self-correction)
• Socialization

The game is the first step in human life. Therefore, through the game, children learn a lot of information and improve their knowledge. Through the game, the child learns the environment independently. As a result, he revives the conditions he has seen, family life and activities. The game creates the relationships and abilities of children to work. Rules of the game arise from the development of the logical thinking of the player, respect for each other and the needs of each other, the individual actions of eachstudent. The main prerequisite for the game is to win, and each player will count on theopponent's ability and increase each other with self-belief.

There are so many types of games. In particular:

- game play;
- game exercises,
- warm-up games,
- didacticgames,
- logicalgames,
- grammargames, etc.

Such games help the student to develop andmaster the full range of knowledge.

The lesson organized by the game is easy and attractiveto learners and isunderstandable. Game lessons teach students todevelop self-employmentand thinking ability. During the game, they will feel the warmth of friendship, the care of each other and the collective unity. Learners can be taught kindness, goodness, morality and courtesy.

Effective use of the game in the classroom will help the teacher to master the knowledge enthusiastically and comprehensively. Self-learning of a learner to have a passion for life, strive to improve the mind, physical activity increases the will to achieve the goals that he has set before him. As a result, the student's self-esteem, the need for knowledge grows and leads to specific goals. Every student who participates in the gameaspires to win.

It is possible to refer proverbs ad puzzles to the modification of a game. They also help to develop language and mentality, to effectively use leisure time. Learners will be able to behave freely in the act, to compel, to communicate with others, to create a sense of friendship and fellowship.

The main objective of the game is to educate the child with the intention of learning, and the teacher's task is to enablestudents to work independently, to master different skills and abilities to enhance their thinking activeness, linguistic richness and communicative competenceof using the same types of games. In order to describe a wide range of games in teaching, we have seen that many researchers have discovered the following issues:

• the nature of didactic games impacting on thinking, memory, speaking, motivation, attention processes;

• Increasing the value of personal learning;

• Aspiration of learners to creative search through the increase of curiosity due to educational games, etc.

One of the requirements of today's lesson process is the use of game types and communicative games in the classroom in order to develop students' communicative competence. At the same time, we consider the use of communicative games as appropriate.

The game is a process that raises the mood of a person by making him think. Game is a pedagogical, effective way to build tolerance, generosity, vigilance, diligence, dimensionality of the worldview, knowledge, as well as other mature qualities.

In addition to improving the child's intelligence, excitement, and sensitivity, games also develop his bravityfellings. There are many types of games including game-lessons, game-exercises, warm-up games, didactic games, vocabulary games, logic games, role-playing games, etc. Among these, didactic games play a significant role in the development of communicative competences of learners in the learning process.

From psychiatric perspectives, learners are active and very mobile. They behave freely, take an interest in the classroom and enjoy watching and viewing their surroundings. Role games can be successful and intense. The driving force of speech is rhythm. Creating a rhythm of speech is the most difficult task of teachers in organizing role-playing games. In order to increase the interest of the pupils, the teacher should be able to formulate the task correctly, showing the game's rhythm. Thematic role-playing games develop students' communicative competence. The main purpose of the game is to combine education with the game. Active involvement of the child in the game determines the other activities of the child in the team. Although the game is like a simple phenomenon or action, it is a collective action. Through the game, pupil:

- develops his logical thinking;
- learns to work independently;
- the vocabulary of the dictionary develops;
- buildshis intelligence;
- increase his awareness;
- teaches mutual respect;
- does not violate the rules of the game, i.e. it teaches discipline;
- increase student's confidence to each other;
- increase interest in the classes.

During the lesson, there is a great deal of didactic games in the development of the ability of the student to concentrate on the lessons, form the ability to communicate and write, to work independently with the task. Student's abilities to compose texts, create plans, set up a theme for a particular photo, make sentences based on that picture, and teach his thoughts and experiences through didactic games. Children learn to adopt knowledge through playing games. Hence, the lessons in the classroom can be used by the student to gain knowledge, broaden their thinking, and increase their interest in

learning. Through the game, the child receives a lot of information and creates psychological peculiarities. Game is advantageous for the age peculiarities of the child and development his communicative competence.

Disciplinary andinterdisciplinary role-playing games allow learners to show himself / herself, to comprehend his / her friends' opinions, to learn the ability to speak publicly, to show his / her full knowledge. It is possible to solve educational tasks, which form the communicative competence of students by means of role-playing games. The game examines the pupil's knowledge and tendencies, the ability to improve his / her personality abilities. Choosing the need for games depends on the skill of a teacher. It is more effective to use vocabulary in developing the language of the learner.

One of such games is "Find the right word". The purpose of the game is to teach the right words to find the right words, to build the student mind. The teacher names a common word that is related to that lesson, and pupils name or write the necessary words. You can also use "Who's the faster?" To build student focus. This game can be used in all sessions. In addition to the didactic games and assignments for the development of students' interest, attention, language, the grammar games play a special role. That is, through the competence tasks, the student's tongue, the desire to study and the subject increases.

In the message of the Head of State it is said that we should reach the level in which any secondary class should allow the children of the school to acquire the highest level of foreign language. At the general secondary schools, special attention is now paid to foreign language learning. The main objective of language policy in the Republic of Kazakhstan is the free acquisition of the state language, the main goal of teaching a foreign language is to improve the quality of students in line with international standards. It is well-known that this is an advanced way to get acquainted with the experience of foreign scientists.

The role of the teaching of foreign languages in the context of gradual transition of Kazakhstan's educational system to the world educational space will be enhanced. One of the methods of teaching English language in 12-year education is through using the elements of the game. Game elements are a form of learning. The effectiveness of this method is the increase of interest and enthusiasm to the subject.At first learning, it helps the learner to master the linguistic materials easily. In lessons where game elements are used effectively and successfully, the students are encouraged to learn the language and are interested in learning the language. The use of games in lessons increases the efficiency of the educational process, helps to keep students interested in the studied discipline at all levels of education.

Games do not only help study a foreign language at different stages of learning, but also play a role in the transition to a higher level of psychiatric development. Education is a great value that provides society with a socio-cultural, scientific process. The power to move the human race to the future is just out of the ordinary. The prosperity of the country, taking its place in the global world depends on the level of its national education system and its development. The main symbol of our high hopes for the development of the new century is the development of education and science in the direction of innovative technologies. As it is said "The future of the educated people

will not be uncertain", the provision of younger generations with high quality of meaningful education is the key requirement of today.

Today, as a civilized country, our relations with many foreign countries become stronger and our reputation is growing. It requires improvement of foreign language teaching and profound acquisition. And improving teaching is to increase students' interest in the subject. However, it is known that there are many difficulties in learning a foreign language. In order to achieve full mastering of the language by learners, we need to increase their interest in that language. Systematic and effective use of the types of games in the lesson or extracurricular activities is of methodological importance. Through games, we can develop children's memory and thinking ability and certainly their communicative competence.

The correct language ability of pupils to use in the English language lesson contributes to their thinking, to the protection of their opinions, to the development of speech. Every teacher who wants to learn to make his learners speak and communicate in a foreign language should take advantage of the need to use their style of game in their own way. The English language has its own place in the three-dimensional knowledge of the three-dimensional language that modernity needs. In general, this subject is of interest both to students and to parents, so we have to create a situation in which students can speak independently. And the use of games is one of the best ways to learn a foreign language.

The purpose of the game is to provide an overview of the knowledge, skills, abilities that are defined in the program, their formation, and refinement, and consolidation or verification. The task of the game is to determine the actual content of the selected sample to stimulate the child's interest and activate it.

To give an idea of the game concept, it is the attempt to work with the group, as well as help the child to control their behavior, help one another to develop one's ability to think quickly and to aspire forward. Therefore, in the approved learning process, the game should be used regularly throughout the teaching process.

In the English language, role-playing games, grammar games, and cognitive gamesare mostly used. Playing is one of the most important forms of human life, along with labor activity.

In conclusion, in the learning process, "the use of game types is, first, a means of learning pupils' knowledge, and secondly, increasing children's interest in the lesson. The use of game types results in the followings:

1. Each student's creativity is increased.
2. Each learner is quick to work.
3. It identifies the student's personality
4. The student group strives to break up.
5. Learner's thinking abilities are developed
6. Each student is evaluated at their own level.
7. Communicative competence of learners are formed and developed.

To sum up, communication is one of the essential components of the foundation of the personality. We need it everywhere and every time so it also becomes an important part of social skill. For kids and teenagers, some most effective ways to learn

and master this skill are games, activities and interesting exercises. Through these activities, kids improve their verbal as well as written communication along with the fun and enjoyment involved in it. Especially the games and activities that promote teamwork would automatically improve the communication, so the activities should be performed in a group rather than doing it alone for fast learning [21].

1.3 Function and classification of game technology

Many years of human experience have proven the educational value of the game. Scientists have been studying the game for hundreds of years. There are many comments about its origin.According to one of the many conclusions, the game was due to spend leisure time and holidays of a society in its religious, socio-economic and cultural development. In ancient times, the game was part of a public game and was given a religious and political significance. Early Greeks claimed that the game was supported by Gods, while Emperor opened festive games and took part in them in China.

During the Soviet era, the development and preservation of the traditions and customs of folk tradition began with the experience of organizing summer camps in the country.In the world of pedagogy, the game is a set of rules and is considered as a competition for players to achieve one goal. The game is primarily a social cultural phenomenon in the form of interaction, training, and accumulation of life experiences.

The difficulty of the game is due to the large number of its types, the number of participants, and the game algorithm. The gameplay fades from the simple snippets of the baby and gradually becomes complicated by the fact that it is transformed into a fantastic high-tech video game. The nature of the game is so insignificant that it is an indispensable part of a learning element. During the game, the social role of the classroom and the order of the game are mastered. The team's collective action skills, personal behavior of the pupils are formed on the way to achieving the goals of the game. From mentally developing games, it helps to master programs related to training professionals in all areas of business, culture, society and governance.

Players, educators collect cultural traditions by introducing additional materials, textbooks, visual aids, computer technology.

The theory and practice of game theory are studied by domestic and foreign teachers, psychologists and sociologists.

According to outstanding scientists, such as R.M. Zhukovskaya, DV Menzheritskaya, TA Markova, N.J.Mikhailenkolar, who dealt with the game problem, pupils should be able to use their knowledge for the game. And the teacher's task is to ensure that the learners are involved in the game with their curiosity and enthusiasm.

Several types of games that are used in the lesson process can be highlighted. The primary area of elementary school teacher education is a lesson. At the end of the lesson the qualifications, the skills, the world outlook are formed. During the lesson, the main goal is to improve the quality of the learner, to see the ultimate outcome, that is, to see the feedback of the knowledge that has been given to the pupil. For this purpose it is necessary to involve all students in the classroom with interest. The five fingers are not the same, i.e. each student's interest in the classroom, outlook, and developmental

features are different. Therefore, this group of learners will have to claim different levels. And elements of the game are of interest to any student. Even the poorly trained student himself performs the task with great interest and enthusiasm. One of the games that attracts students' attention is didactic games.

Didactic games are a multidisciplinary, complex pedagogical phenomenon. One can say that it is one of the ways to teach children, and it is one of the tools to bring them up.

Using the game elements, the teacher uses a variety of methods to increase students' interest in the classroom. In particular, the teacher creates the subject matter, explaining things by using different things, causing the situation.

Didactic games are used in the learning process for two purposes: firstly, for cognitive and the other for the purpose of gaming. The teacher himself participates in the game and teaches the child. The child learns to play the game.

Didactic games in elementary school language classes can also be used in the interpretation of a new topic, in repetition, consolidation exercises. Elementary school pupils are still a game child, so the teacher should strive to conduct the lesson with different types of game without disturbing them.

Didactic games have a great impact on the well-balanced learning of the lessons learned and the development of creative thinking of students. In addition to improving the creative thinking skills of the learners, games also help to increase word-stock and literate writing. Students learn not only what they say in the game but also in what sense they use it. The game gives a good result only when it is in close contact with the content of the study subjects.

Gaming activies plays an important role since the early days of childhood. The game should be the only assistant for elementary school teachers. According to Makarenko, a one-sided approach to the game leads to the misuse of the game in the pedagogical process, and most teachers forget that the main thing in the game is joy for children. The game will allow the child to adapt quickly to the new environment.

Improvement of the types and methods of the lesson using game types is an important link in the search. Game elements can be used for the consolidation of the new lesson and in revision sessions. If the materials of the game types are more relevant to the theme and content of the lesson, its cognitive significance increases. Effective use of it strengthens the effectiveness and efficiency of the lesson, increases student motivation and interest in the lessons. The game organized lesson is fun and easy for children. It is important to take into account the purpose, capabilities and circumstances of the particular lesson. The primary approach that a primary school teacher uses the child to engage in fun, interest and activity is the game.

N.K. Krupskaya pays great attention to the importance of the game in the child's life. Whatever the game teaches something, most importantly, the child learns to be more careful, to work and to stay in touch with his companions.

Therefore, the elementary school students' desire to study, education and opportunities should be fully used. The role of developing the use of games in the process of their continuous learning process and their acquired knowledge in the process of learning is indispensable.

Efficiently used games can help the student to appreciate the teacher's attentive listening skills. After all, the pupils' desire in the lower class is playing and laughing. After a fun game, they are activated and quick to accomplish tasks in a relaxed way.

During the lesson it is important to use the game as a didactic material. Through the game, the child is motivated by his enthusiasm for knowledge and art, along with his humane character. Even students who are illiterate may be tempted to concentrate on the kind of games they are involved in. There is no competition in the game. Learners are active in the classroom so as not to miss their companionstake part, think about and answer questions. The use of gaming in the classroom promotes the development of pupils' worldscope.

The game has a great impact on the development of language. The game also influences the development of the mind; the child learns the generalization of things and activities in the game, the use of the general sense of the word, and so on. Entering the game is a condition for the different features of the child's mental activities. The game creates qualitative changes in the child's psyche: the basis of the school's educational activities will be laid. Implementation of the lesson in the form of a game increases student's enthusiasm for learning. The ultimate goal of the training is its quality. That is to improve the types and methods of teaching, to improve it in a qualitatively new level in the methodological, cognitive, educational way. Strengthening of educational activities and practical orientation of education also results from these tasks. Use of classroom games is an important part of the way to improve teaching methods. Didactic games are used in all classes. Particular attention should be paid to teaching methods of teaching, especially since the age of six. That is, the name of the game, and at the top, it is a class, a set of work. From the game types, we can see the purpose of the upbringing. The basis of the game activity in domestic pedagogy and psychology was laid by K.D. Ushinsky, P.P. Blonskiy, C.Л. Rubenshtein, DB. Elconin. Kazakhstani scientists N.K.Akhmetov and J.S. Khaidarov noted claimed that one of the most important ways to improve his education and study activity was the use of the elements of the game. Foreigners K.Gross, F. Schiller, G. Spencer, K. Bular, Z. Freud, Pierre and other thinkers and researchers have also expressed different opinions about the theory of game.

K. Gross's theory is widely known. He determined the importance of playing the game as a preparatory work for the future. In the game, a person will improve his skills through training. This theory is related to game development. The disadvantage of this theory is that the reason for the game is not to push.

F. Shiller developed a game and the game begins with the power of force in Spencer's theory of gaming. They think that in life, the unused power of the game comes out.

The cause of tiredness is not determined by the fact that the game is for the rest of the game, and the game is not strong enough.

According to S.L. Rubinstein's opinion, the strongest gameplay of the game is formal; the dynamic aspect of the game begins with the content. Therefore, this theory cannot fully explain the game.

Striving to open the game, K. Büler offers the functional satisfaction theory, in other words, the satisfaction of the activity itself, irrespective of the result. He explained that this is the basis of the game. This theory sees the game as the body's satisfaction.

Z. Freud's theory is that the wishes that are not realized in life are realized through games. According to the Adlerian'sthoughts, the weakness of those who are fleeing from the barrier that they can not survive in the game. Thus, the game becomes an unnecessary waste of life from the creative activity that glorifies life, beauty and fashion and becomes avoidance with development factor and product to shortage and readiness for life.

According to L.S. Vygotsky and his pupils, the most important thing in playing the game is to play a certain role by creating a situation in which he plays.

For the development of specific gameplay forms, the normal situation is determined by the nature of the transition to a fantasy, but it is not the basis of the game.

He focuses on the gaming system without opening the game. This theory does not take into account the child's normal situation and cannot characterize the game in the development.

The pedagogical game is important. First of all, the game will help you to learn, and secondly, playing with a person will help gain experience. There are such types of entertainment as professional, hobbies, exercises, games. It refers to recreation, entertainment, reading, writing, treatment, modeling of the types of human relationships.

Games have been used by adults to transmit to young generation from the earliest times. The game is widely used in folk pedagogy in preschool and out-of-school institutions. In modern school, game activity is used as a technology to understand the subject matter and theme of the game, as part of a lesson or as part of the extracurricular work of technology.

The concept of "Game pedagogical technologies" includes the organization of methods of pedagogical process in the form of various pedagogical games. The peculiarity of the pedagogical game in the general game is that it is described in the educational and cognitive direction, with a clear learning objective, having the theoretical conclusion. In order to stimulate interest in learning activities, the lesson is organized in the form of games.

The following areas are defined for the passage of the game in the form of a game:

- Didactic goal is to put students in the game.
- Educational material is used as gaming technology.

In educational activities the elements of the competition are included, which will be the goal of the didactic game goal.

Successful performance of the didactic assignment is associated with the result of the game.

The game is a relationship between people, a school of professional and family life. A person does not know that by playing, he is learning something. At school, a teacher can teach children in the form of a monologue, dialogue. By connecting with each other,

participants in the game teach each other and learn for themselves. Training in the form of gaming is not tedious, it is fun and voluntary.

The correct understanding of the function of pedagogical games determines the role and place of the game technology in the learning process. The combination of game elements and learning depends on the skill of the teacher. Any game has its own benefits. Here are some key functions of the game in Table 2:

Table 2. Key functions of gaming technology

№	Functions of gaming technology	
1	Socio-cultural function	Socio-cultural function of the game. The game is the only means of socialization of the child. It is aimed at the formation of personality, on the one hand, peer pressure, spiritual values and norms, and the acquisition of knowledge, and, on the other hand, is a process of social control which directly affects the formation of man. Socio-cultural feature of the game is the indicator of the formation of a child as a person who can become a full member of the team, who has mastered cultural value and educational skills.
2	Interethnic relations function	Interethnic relations function of the game. The purpose of this function is to teach the socio-cultural values inherent to all people regardless of race or ethnicity. Through games, any nation can teach its offspring to find ways to deal with different situations in life, to solve conflicts without mistrust, and to be able to perceive different emotions. There is no boundary in the game. National Games, International Games, Different Industry Games, and many other games those are common to all mankind.
3	Person's self-realization in the game.	Person's self- realization in the game. This is one of the functions of the game. It is important for a person to play the game in self-realization and to become a person. That is why the game process is important for a person. During the game, the child actually shows himself. In the life of a person, he always meets the gameplay. The solution of the problem is manifestation of a person's thinking.
4	Communicative function	Communicative function of the game. Certain rules, though, are a comic action game. The game takes students in a variety of human relationships. This pushes to find a way out of a variety of difficulties. Group game participants form a community of

		players. There are no games where members of this community can communicate with one another.
5	Diagnostic function	Diagnostic function of the game. Diagnostics is a tendency to make a diagnosis, ability to know. It is possible to predict the outcome of the game as compared to other actions of the person. The person manifests himself from his intelligent, creative sides.
6	Treatment function	Treatment functions of the game. It is also used to overcome the difficulties that arise in learning the relationships of others with other people around them. Evaluating the therapeutic meanings of EL Elkin's play, he said: "The effect of the game is determined by the experience of the new social relationships that a child plays in a role-playing game." Role-playing teaches children to communicate with adults and their peers. Different stage relationships have a beneficial effect on treatment.
7	Correction functions	Correction functions of the game. Every participant of the game is well aware of the role of others who do not play the role of the game, and psychological correction is in the natural state. Correctional games have a great deal of discipline, which helps poor students with psychological care. In addition, the child tracks, analyzes, and summarizes the results of his or her own game, and is able to use it effectively in their affairs.
8	Entertainment function	Entertainment functions of the game. Fun is the pursuit of something different. The fun of the game is closely related to the stabilization of the individual and the spiritual joy of the individual, as well as the creation of a pleasant atmosphere and a comfortable environment in certain situations. Entertainment on the hobby is constantly conducted in search. The game promotes imagination and promotes entertaining.

In the form of gaming, various motivation techniques are used:
1. Interaction motivation.
2. Moral motivation.
3. Cognitive motivation.

1. Interaction motivation. Learners learn to communicate by solving a problem, to be able to comprehend their peers' participation in the game. Different capabilities of students are used to solve collective tasks. A quick, carefree, quick-acting, and practical

experience shows that it is best to stay in the same group with children who are critical of them. Unified emotional anxiety in the game promotes strengthening of mutual relations.

2. Moral motivation. During the game every student shows his knowledge, skills, behavior, will, attitude towards people and action.

3. Cognitive motivation. The end of each game encourages students to gain the knowledge, skills, and sporting abilities of others, with the goal of winning. In the group game each student is equal to the other. But the outcome of the game depends on the readiness, abilities, behavior, knowledge, and patience of each student. In some games, students wear social curtains and feel themselves a certain person in history. Success in the game creates positive emotions for the development of cognitive interest, and in the event of defeat causes cognitive activity. The game is attractive for children. The feeling of enjoyment from the game creates favorable conditions for the lessons and increases the interest in learning the subject. An unexpected answer in the game tries to activate the child's thinking and try to find the answer. In the course of the session, the thinking activity in the process of achieving a common goal is activated. Thinking is aimed at solving cognitive goals.

The activation of child's self-education requires the management with a help of many games.

The choice of the game arises from the need to fulfill certain educational goals of the child. In the case of a collective game, it is necessary to know the composition of the players, their intellectual development, physical development, age, interest, relationships. The choice of the game depends on its transition period, natural climatic conditions, and duration of time, season, and availability of games. Gameplay changes during play. Children will try to enjoy the game. In some cases, a child is in a competitive situation, sometimes in a creative way to get something in the way. The child performs several levels of interaction in the course of the game.

The first objective is to enjoy the game process. If the game brings joy to the situation, the child will be ready for any activity.

The purpose of the second level is the functional. It depends on the rules of the game, views, role playing.

The third goal is to determine the creative objective of the game. It identifies actions to be solved, discovered, and reach out to the conclusion.

The desire of the child and the purpose of the upbringing are of interest to the harmonious game. Children can be attracted to the game orally or ina writing way. Gaming toys, game ads are of interest to play. An offer to play is explained by its rules and techniques. Explaining the game is a very important step. It is necessary to give a clear and concise interpretation of the game before the game starts. In this case, teachers need to tell the game, the difference in players, the main and auxiliary rules, the game content and the game name.

The playing area must match its content, content, story, number of players. It should also be safe, suitable for children and meet hygienic requirements, where it does not interfere other persons do not do the same. The playground should fit age-specific features. Games will be dual, individual, group and collective. It is necessary to take

into account the attitude of the collective, the group, the attitudes, sympathies and disadvantages of children. There are democratic approaches to duplicating the division into child play practice.

One of the most important moments in the game is to divide the role. They can be active and passive, basic and additional. The role does not depend on the particularity, gender, age of the body. Many games are built on the equal rights of roles. For some games, drivers, captains, managers are required. Leaders and educators play an important role in children's games. They are the organizer of the game and the counselor on the content of the game should be a fair judge who will solve the controversial issues of the children. Educator sometimes shares roles. In some cases, teachers should appoint captains and drivers. The wishes of the child are also taken into account. In the game, the roles play in turns.

Partitioning roles in group games helps to forget about conflicts, to think about common interests, to be active in passives, to enhance authority for the reputed, to be disciplined and to communicate with newcomers. Therefore, the relationship between children is strengthened when playing. At the same time, competition in the game can lead to negative relationships. Through unclean conduct, he tries to win his team by means of various schemes. In that case, the teacher or the supervisor should analyze the moral relations between children and make the right decisions and effectively manage them.

In the game, it is important to take into account the fact that the children in the auxiliary roles do not dominate the leadership, the role of each role, the absence of negative roles.

The game is constantly on the rise. Gaming rules are complicated, the emotionality of gaming changes and there are some changes among the gamers. Due to the lack of knowledge of the approach to achieving the goals of the game, the activity of the game participants increases.

Participation of teachers in intellectual games increases the educational, educational value of games.

The game in the form of a game is subject to certain rules.
1. Preliminary preparation. It is necessary to analyze the form and questions of the session. Pre-distribution of roles causes activity of cognitive activity.
2. Availability of gaming tools. The visual aids, furniture substitution, and technical training tools make the game really impressive.
3. The results of the game should be obligatorily published.
4. the presence of competention juries.
5. Putting such moments as singing and jumping for children into the game.
6. The game strengthens the relationship between teacher and student, and increases interest in the subject. It is possible to bring up the child through the game.
Games that are used in teaching can be divided into categories in many different ways. One way of dividing educational games is by categorizing them into groups depending on their model. Ingvar Sigurgeirssonhas divided games into the following categories: games for dividing larger groups into smaller groups, introduction-games, group games, physical games, scavenger hunt games,educational games, theoretical expression games,

drawing-and coloring games, educational card games, word games, story games and question games.

Another way of dividing educational games is by categorizing them into co-operative games and competitive games. Although competitive games can be a useful way to get some pupils interested and to maintain their focus, co-operative games, which revolve around working together towards reaching a specific goal, can be an excellent way to foster the skill of working with others. In co-operative games the emphasis is not on winning or losing, and as a result nobody should have to suffer trauma to his or her self-confidence which could lead to better results in the learning process. Educational games can be categorized in many other ways, for example dividing games into groups depending on which age group they fit could be convenient, also a division into writing-, reading-, speaking-, and listening games could be a good idea. Some games will always fit into many categories, which can make categorizing gamesa complex project.

Games have a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about learning the correct forms. Games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. Learners want to take part in activities; to play games and are generally quite competitive. In order for them to take part they must be able to understand and communicate in the target language. Games also encourage learners to keep interested in the work and a teacher can use them to create contexts in which the language is useful.

Games are used as methods or techniques to involve pupils in learning. Well-chosen and designed games are invaluable as they give pupils a break and at the same time allow learners to practice language skills. The benefits of games range from cognitive aspect of language learning to more co-operative group dynamics and as a result games are highly motivating since they are amusing and at the same time challenging. Harmer states that games can be used to give practice in all language skills and they can be used to practice many types of communication [22; 113].

Games for dividing larger groups into smaller groups

Within the group: games for dividing larger group into smaller groups, there are games that can be used prior to some group activity in order to divide the whole group into smaller groups. A great game that fits into this category is the game "Group dividing by miming" and it goes like this: The teacher has prepared notes with a certain role written on them. If the teacher wants to have 4 pupils in a group he has made 4 notes of each role, for example 4 notes that say "teacher" or "clown". The second step is to give each student a note and remember to tell the pupils that they have to make sure that nobody besides them sees their note. Once everybody has gotten a note then they can begin acting out their roles and while they are doing so they must watch the others in order to figure out who is acting the same role as them. Once they have figured that out they will have created their groups.

An activity like this can also be very good because it "breaks the ice" and prepares the pupils for the group work.

Introduction games

This category might include games like: "Searching for people"where pupils have to walk around the classroom and find pupils that have for example lived on a farm, been to Spain or eaten Mexican food and of course they would have to use the target language in order to get the necessary information. Also a good game in this category is the game "Stating the names" where pupils sit in a circle and one by one they introduce themselves, but the only catch is that before saying their own name they always have to repeat the names of the pupils who have already introduced themselves, and as the game progresses it gets harder and harder for pupils to memorize all the names. In order to make this game more fitting in a language classroom the teacher could ask the student to add something they like that starts with the same letter as their name, for example "my name is Anna and I love apples". Another idea could be to have pupils add adjectives with the same letter as their names, for example "Sigga super" or "Anna awesome" and that way it teaches adjectives as well.

For kids whose names begin with special Icelandic letters, for example Æsa, Ýr or Þór, the rules would have to be adjusted to some degree. A good idea could be to allow them to find adjectives that begin with the same letter as the second, or even third one in their name.

Group games

An example of a group game is the game "Fruit basket" which emphasizes listening, memory and reflexes, all of which are good and necessary skills to possess. The rules of this game arethat participants sit in a circle and they all get a name of a certain fruit to "be". One participant does not have a chair and has to stand in the middle. He then calls out a name of a fruit, for example an orange, and then all the pupils who are oranges have to stand up and switch seats. The one in the middle has to try and "steal" a seat while the others are switching and if he succeeds someone else will be left alone in the middle and gets the task of calling out the name of a new fruit. This game could easily be augmented to suit different situations or to train some other vocabulary just by using other categories of words, for example clothes, names of relatives, or different types of food instead of fruits.

Physical games

An example of a physical game is "Walking the line" where participants have to walk a line and perform various types of tasks at the same time, for example walking backwards, or balancing a book on their heads. In order to make this game more fitting in a language classroom the teacher should give the instructions in the target language, for example "everybody has to walk backwards". Another example of a physical game could be the game "Simon says", where someone plays Simon and gives the others orders, for example "Simon says jump" or "Simon says clap your hands". I categorize this game as a physical game because of the fact that the Simon"s orders are usually physical.

Activities like "Simon says" fits intoa teaching method called Total Physical Response (TPR) in which languages is taught by allowing pupils to observe and take their time to understand the language before having to speak it. TPR is thought to be a good teaching method for learning a foreign language for two reasons. The first one is that it is thought to reduce the stress level of learning a language and therefore making

the learning more enjoyable, and the second one is that it resembles the learning of children"s native language, where children are exposed to the language for many months before starting to talk.

Scavenger hunt games

Savage hunt games are especially fitting in the language classroom because the clues can be written in the target language, which forces the participants to read and fellow team members to listen and test their understanding. Also within the scavenger huntcould be puzzles, which the pupils would have to solve, such as crossword puzzles, word searches and/or questions. The possibilities are almost endless and teachers are only bound by the limits of their own creativity.

Educational games

The "mailgame" where participants have to deliver "mail" and make sure it gets to the right places works as an excellent example of an educational game. For languages a good idea would be to work around a theme of a certain place, such as the home. The first thingthe teacher has to do is to make the envelopes and the "mail". The envelopes should be labeled with a specific genre, which in this example would be "kitchen", "bedroom", "bathroom" etc. The mail should then be letters with words on them that fit into specific envelopes, for example the word "knife" or the word "refrigerator" would match the envelope labeled "kitchen". Each student should then get a certain amount of "mail" that he has to write his name on and then get to work delivering. The first one to deliver all of his mail would win if it turned out he delivered correctly.

Theoretical expression games

The game "who am I?" fits perfectly into the theoretical expression category. In this game the class is usuallydivided into two teams and then one by one pupils stand in front of the whole class and act out a specific profession, which the teacher has given them. The teams take turns in guessing or asking questions, but the actor can only reply to questions by answering yes or no. The scoring can then be managed in a way that one point would be given to a team that asks a question, which is replayed with a yes answer and 5 points would be given to the team that figures out who the actor is playing.

Drawing-and coloring games

An example of a game from thecategory: drawing-and coloring gamescan be a game called "drawing in a foreign language". That game is very similar to the "who am I" game from the category above but the only difference is that the pupils have to draw on the blackboard instead of acting, and they could be working with other types of vocabulary than professions, for example nouns, verbs or adjectives.

Educational cardgames

One educational card game is Bingo, which is an excellent activity to use in language teaching because the teacher can draw words and the pupils only have pictures on their bingo cards or vice versa. That way the pupils have to understand the words to be able to match it to the right picture.

Word games

Word games can be especially good for language teaching. Included here are crossword puzzles and word searches where pupils get the words in their native tongue but they are hidden in the word search and only match the crossword puzzle in the target

language. Also it is easy asking pupils to use the target language in the game "Filling in a chart" where participants have to find, for example a country,a city, an animal, or a type of food.

Story games

An excellent example of a game from thecategory: story games,is the game "to tell a story". The participants sit in a circle and one of them gets the role of thestory teller. The teacher whispers one word into the ear of each student and asks him or her to remember it.

Then the storyteller begins telling a story and every now and then he stops and points at a student who then has to say the word the teacher has whispered to him. The storyteller then has to incorporate this word into the story, and that usually has amusing consequences. This game fits into language teaching perfectly because the story would be told in the target language and the words would also be in the target language.

Question games

A good game in thecategory: question games,is the game "riddles about European countries". The pupils get divided into pairs and each pair gets assigneda specific country and the task of preparing a small riddle about it, such as "It has many horses,it is surrounded by sea,and there you cannot travel by train"Answer: Iceland

After each pair has made their riddle they would be asked to come to the front of the class and ask the other pairs to solve the riddle. The other pairs then have to write down what they think the right answer is and when all pairs have asked their riddlesall the answers are collected and the pair with the most correct answers wins.

A variety of techniques in using games is an important part of involving games into lessons. Hadfield counts techniques including information gap, guessing, search, matching, combining, etc [23;324].

There exist two main kinds of games: competitive (learner tries to be first to reach the goal) and cooperative/collaborative (learners try to reach the same goal together, they help each other). It is really difficult to classify and name all the types of games. Moreover many games are difficult to label. Therefore werepresent the types of games which are the most common or connected with the classification of the games ofGordon Lewis and GüntherBedson:

Movement games: the type of game when learners are physically active (e.g. Find your partner). All children can be involved and the teacher usually just monitors the game. Movement games have clearly given rules and they can be either competitive or cooperative; it depends on the concrete game or how the teacher designs it. It is the same with the materials, for example you do not need any material for movement game called "Direction game" (one child tells a blindfold child how to get to a specific place). Whereas the game "Find your partner" requires prepared cards. While playing movement games children practise all skills [24;298].

Board games: games played on the board in this case (e.g. Hangman). Teacher needs whatever kind of boards (black, white or interactive board). They can be played in all types of grouping and teacher needs to prepare some material in most of board games. Learners can practise all language skills and they are expected to obey given rules. This type of the game can be either competitive or cooperative; it deals with the

type of grouping. Teacher can operate as a controller, organizer, participant and facilitator.

Guessing games: based on the principle when one holds the information and another tries to guess it (e.g. Back writing). There exists a wide variety of guessing games with teacher as a participant or facilitator. Teacher needs to prepare none or some material and learners practise their speaking and listening skills while cooperating. Learners follow given instruction and rules which do not have to be strict.

Matching games: games involve matching correct pairs (e.g. Vocabulary Scramble). They need to have material prepared. Learners cooperate to reach the goal of the game. The goal of the game and the type of grouping can make the game cooperative (learner in pair, learners of one group, whole class) or competitive (pair/group vs. pair/group). Reading and speaking games are practiced the most. The teacher's role is to be a facilitator.

Card games: familiar game with board game. The cards have an important value in the game (e.g. What is that card?) so material is required in this case.

Desk games: these games can be played as an individual work game (e.g. puzzle) or pair and group game (e.g. scrabble). Desk games need material and they can work both competitively and cooperatively. For example scrabble or memory games are competitive games whereas puzzle is cooperative game. It can be the competitive game thus (the rule for puzzle as a competitive game is: the winner is who finishes the puzzle first). Teacher can be a controller and facilitator.

Role-play games: it can be either the game itself or an element of other games. It needs active performing of the learner (e.g. At the shop) cooperating in pairs or smaller groups. Material is not necessary but can be useful. The teacher is a controller and facilitator, he gives the instruction but strict rules are not necessary. They practise speaking writing and listening skills.

Task-based games: belongs to popular games nowadays, especially because of its connection with cooperative schooling. Usually pairs or groups work on meaningful task in the way they enjoy. Learners obey clear rules and they have got a chance to practise all language skills. Teacher is an organizer and facilitator. Teacher pre-prepares material for the game or learners prepare it themselves later.

Computer games are a very popular type of the games nowadays. It can be played either at school or at home. It requires individual or pair work and learners practise their reading and writing skills. The teacher can be tutor or play none role. There are usually given clear rules and the computer is necessary here [25; 368].

When using games, teacher performs in different roles then. Each teacher has an opportunity to involve games into their lesson and find out how it works. They can experience pros and cons of various types of games and try out various roles of their profession as a teacher. Using games is a difficult task but teachers could feel it like a challenge.

Games can be characterized by "what the player does". This is often referred to as gameplay. Major key elements identified in this context are tools and rules that define the overall context of game.

Games are often classified by the components required to play them (e.g. miniatures, a ball, cards, a board and pieces, or a computer). In places where the use of leather is well established, the ball has been a popular game piece throughout recorded history, resulting in a worldwide popularity of ball games such as rugby, basketball, football, cricket, tennis, and volleyball. Other tools are more idiosyncratic to a certain region. Many countries in Europe, for instance, have unique standard decks of playing cards. Other games such as chess may be traced primarily through the development and evolution of its game pieces.

Many game tools are tokens, meant to represent other things. A token may be a pawn on a board, play money, or an intangible item such as a point scored.

Games such as hide-and-seek or tag do not utilize any obvious tool; rather, their interactivity is defined by the environment. Games with the same or similar rules may have different gameplay if the environment is altered. For example, hide-and-seek in a school building differs from the same game in a park; an auto race can be radically different depending on the track or street course, even with the same cars.

Whereas games are often characterized by their tools, they are often defined by their rules. While rules are subject to variations and changes, enough change in the rules usually results in a "new" game. For instance, baseball can be played with "real" baseballs or with wiffleballs. However, if the players decide to play with only three bases, they are arguably playing a different game. There are exceptions to this in that some games deliberately involve the changing of their own rules, but even then there are often immutable meta-rules.

Rules generally determine turn order, the rights and responsibilities of the players, and each player's goals. Player rights may include when they may spend resources or move tokens. Common win conditions are being first to amass a certain quota of points or tokens (as in Settlers of Catan), having the greatest number of tokens at the end of the game (as in Monopoly), or some relationship of one's game tokens to those of one's opponent (as in chess's checkmate).

A game's tools and rules will result in its requiring skill, strategy, luck, or a combination thereof, and are classified accordingly.

Games of skill include games of physical skill, such as wrestling, tug of war, hopscotch, target shooting, and stake, and games of mental skill such as checkers and chess. Games of strategy include checkers, chess, go, arimaa, and tic-tac-toe, and often require special equipment to play them. Games of chance include gambling games (blackjack, mah-jongg, roulette, etc.), as well as snakes and ladders and rock, paper, scissors; most require equipment such as cards or dice. However, most games contain two or all three of these elements. For example, American football and baseball involve both physical skill and strategy while tiddlywinks, poker, and Monopoly combine strategy and chance. Many card and board games combine all three; most trick-taking games involve mental skill, strategy, and an element of chance, as do many strategic board games such as Risk, Settlers of Catan, and Carcassonne.

Single-player games. Most games require multiple players. However, single-player games are unique in respect to the type of challenges a player faces. Unlike a game with multiple players competing with or against each other to reach the game's

goal, a one-player game is a battle solely against an element of the environment (an artificial opponent), against one's own skills, against time, or against chance. Playing with a yo-yo or playing tennis against a wall is not generally recognized as playing a game due to the lack of any formidable opposition.

It is not valid to describe a computer game as single-player where the computer provides opposition. If the computer is merely record-keeping, then the game may be validly single-player. Many games described as "single-player" may be termed actually puzzles or recreations.

Games can take a variety of forms, from competitive sports to board games and video games.

Many sports require special equipment and dedicated playing fields, leading to the involvement of a community much larger than the group of players. A city or town may set aside such resources for the organization of sports leagues.

Popular sports may have spectators who are entertained just by watching games. A community will often align itself with a local sports team that supposedly represents it (even if the team or most of its players only recently moved in); they often align themselves against their opponents or have traditional rivalries. The concept of fandom began with sports fans.

Stanley Fish cited the balls and strikes of baseball as a clear example of social construction, the operation of rules on the game's tools. While the strike zone target is governed by the rules of the game, it epitomizes the category of things that exist only because people have agreed to treat them as real. No pitch is a ball or a strike until it has been labeled as such by an appropriate authority, the plate umpire, whose judgment on this matter cannot be challenged within the current game [26;421].

Certain competitive sports, such as racing and gymnastics, are not games by definitions such as Crawford's (see above) – despite the inclusion of many in the Olympic Games – because competitors do not interact with their opponents; they simply challenge each other in indirect ways.

Lawn games are outdoor games that can be played on a lawn; an area of mowed grass (or alternately, on graded soil) generally smaller than a "field" or pitch. Variations of many games that are traditionally played on a pitch are marketed as "lawn games" for home use in a front or back yard. Common lawn games include horseshoes, sholf, croquet, bocce, lawn bowls, and stake.

A tabletop game generally refers to any game where the elements of play are confined to a small area and that require little physical exertion, usually simply placing, picking up and moving game pieces. Most of these games are, thus, played at a table around which the players are seated and on which the game's elements are located. A variety of major game types generally fall under the heading of tabletop games. It is worth noting that many games falling into this category, particularly party games, are more free-form in their play and can involve physical activity such as mime, however the basic premise is still that the game does not require a large area in which to play it, large amounts of strength or stamina, or specialized equipment other than what comes in the box (games sometimes require additional materials like pencil and paper that are easy to procure).

This class of games includes any game in which the skill element involved relates to manual dexterity or hand-eye coordination, but excludes the class of video games (see below). Games such as jacks, paper football, and Jenga require only very portable or improvised equipment and can be played on any flat level surface, while other examples, such as pinball, billiards, air hockey, foosball, and table hockey require specialized tables or other self-contained modules on which the game is played. The advent of home video game systems largely replaced some of these, such as table hockey, however air hockey, billiards, pinball and foosball remain popular fixtures in private and public game rooms. These games and others, as they require reflexes and coordination, are generally performed more poorly by intoxicated persons but are unlikely to result in injury because of this; as such the games are popular as drinking games. In addition, dedicated drinking games such as quarters and beer pong also involve physical coordination and are popular for similar reasons.

Board games use as a central tool a board on which the players' status, resources, and progress are tracked using physical tokens. Many also involve dice or cards. Most games that simulate war are board games (though a large number of video games have been created to simulate strategic combat), and the board may be a map on which the players' tokens move. Virtually all board games involve "turn-based" play; one player contemplates and then makes a move, then the next player does the same, and a player can only act on their turn. This is opposed to "real-time" play as is found in some card games, most sports and most video games.

Some games, such as chess and Go, are entirely deterministic, relying only on the strategy element for their interest. Such games are usually described as having "perfect information"; the only unknown is the exact thought processes of one's opponent, not the outcome of any unknown event inherent in the game (such as a card draw or die roll). Children's games, on the other hand, tend to be very luck-based, with games such as Candy Land and Chutes and Ladders having virtually no decisions to be made. By some definitions, such as that by Greg Costikyan, they are not games since there are no decisions to make which affect the outcome. Many other games involving a high degree of luck do not allow direct attacks between opponents; the random event simply determines a gain or loss in the standing of the current player within the game, which is independent of any other player; the "game" then is actually a "race" by definitions such as Crawford's.

Most other board games combine strategy and luck factors; the game of backgammon requires players to decide the best strategic move based on the roll of two dice. Trivia games have a great deal of randomness based on the questions a person gets. German-style board games are notable for often having rather less of a luck factor than many board games.

Board game groups include race games, roll-and-move games, abstract strategy games, word games, and wargames, as well as trivia and other elements. Some board games fall into multiple groups or incorporate elements of other genres: Cranium is one popular example, where players must succeed in each of four skills: artistry, live performance, trivia, and language.

A guessing game has as its core a piece of information that one player knows, and the object is to coerce others into guessing that piece of information without actually divulging it in text or spoken word. Charades is probably the most well-known game of this type, and has spawned numerous commercial variants that involve differing rules on the type of communication to be given, such as Catch Phrase, Taboo, Pictionary, and similar. According to Hadfield, a game is an activity with rules, a goal and element of fun. Similarly, Harmer states;

"Games are a vital part of a teacher's equipment, not only for language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity and are especially useful at the end of along day to send pupils away feeling cheerful about their English class" [27;101].

Games can be the media to teach vocabularies to young learners for some reasons. According to Wright, Bitteridge, and Buckby "games can be found to give practice in all the skills (reading, writing, listening, and speaking), and for many types of communications (e.g. encouraging, criticizing, agreeing, explaining)" [28;537].

Games are used to make the children easier to understand and remember vocabularies in some topics. By using games, the children do not feel that they learn something through that activity. Through games, pupils become active learners. Vocabulary should be mastered by the young learners so that they will be easy to understand the language. The way to make them easy in learning vocabulary is by giving a good method in teaching. The teacher should have a creative way in giving the materials to the pupils, one of the ways is by doing some fun activities.

"Children play and children want to play. Children learn through playing. In playing together, children interact and in interacting they develop language". Similarly, Virginia in her book Techniques in Teaching Vocabulary said that "there is truth in the belief that experience is the best vocabulary teacher " [29;4].

Based on the statements above, we can conclude that in teaching vocabulary the teacher should be able to create some various fun activities. The aim of that way is to make the student easier in understanding the materials and easier in memorizing the new words. Through experiences with situations in which a language is used by the pupils, they will be easy to learn and used the language. Besides, we also know that young learners have a high curiosity in learning something new. But they will be able to get bored easily if there is the same method in teaching. So the various kinds of fun activities are needed to attract them and increase their attention in learning English. One of the fun activities which can be used in teaching English to the young learners is by using games.

According to Harmer, "At the same time children's span of attention or concentration is less than adults. Children need frequent changes of activity: They need activities which are exciting and stimulate their curiosity: They need to be involved in something active (They will usually not sit and listen)":

For primary school age visual-figurative thinking, with the dominance of the emotional sphere is basic. In this regard, the optimal way of learning coherent

expression for the younger pupils is the use of pictorial visual aids in the form of pictures and imaginative schemes.

The explanation of a new word is accompanied by an illustration. Since several words are introduced at the lesson, we prepare pieces of paper with a graphic image of the word and the accompanying picture in advance for the children. The pupils glue this paper to the special dictionary. Thus, the lexicon is stored, with which pupils make statements already relying on schemes using those pictures [30; 461].

Didactic games in English lessons can also be used to introduce a new topic, consolidate, and practice lessons. Lessons are very attractive with games, so the teacher should try to make the lesson interesting with different types of games. Games play a great role in developing students' thinking and thinking ability, as well as a balanced learning of the learned topics. The game will give just the right result when it is in close contact with the content of the study subjects.

So what learners can acquire with the help of games is shown in Figure 1.

Figure 1. Gaming technology advantages

The use of games in the classes is an important part of the way to learning. Game types can be used for the consolidation of learning process, the introduction of a new lesson, in summarizing, in revision classes. When the game types are taken appropriately to the lesson material and its cognitive significance increases. It's important to select games according to the purpose and the circumstances of the lesson. If the lesson starts with a game, the game is the main thing that a teacher of English can use to improve learners' interest in the lesson and engage in activities.

The pedagogical game is important. First and foremost, game helps to learn and acquire, and secondly, accumulate life experience. The game has a variety of types as professional, adventure andgame exercise.

Work, game and knowledge are the three main pillars of human life from the early stages of the formation of students' interest in language by using game technology in the English language lesson. It is a life-cycle for children to reach adulthood. Game technology is a natural phenomenon that opens the way for the formation of creativity in children's activities around the world. Famous teachers V.A.Sukhomlinsky, N.K.Krupskaya, K.Sh.Ushinsky point out that the game is of practical importance for the development of children's thinking, the formation of worldly education.

The game technology is widely used in English lessons. In order to be consistent with the outcome of each technology, each teacher should take into account the following situations:
– Understand each game's educational and developmental goals and determine its outcomes for learners.
– Possibility of playing field, compliance of game equipment with aesthetic requirements and their preliminary preparation.
– Compliance of games with the age, psychological features, levels of knowledge, vocabulary of learners.
– Provision of movement and technical safety while playing the game.
– Orientation of games elements to attracting students' interest in the subject.

During the game there will be a lot of opportunities to master grammatical definitions and language norms. At the lesson, the dictatorship role of the teacher loses, and students' interest in partnership, cooperation and co-operation will increase. Despite the age of a person, the need for the game, from the time of childhood to old age is significant. And a young learner's thoughts develop through the game. During the game, the child's moral qualities, attitude towards life, interest are formed. In the game, poorly-educated students can also be involved effectively.These games also enhance the child's ingenuity, excitement, and awareness, and develop epic emotions. From psychological point of view, primary and secondary schoolchildren are active and very mobile. Children of this age hold themselves freely; take an interest in the classes, like to see their surroundings and to like it. Role games can be successful and intense. The driving force of speech is rhythm. Creating a rhythm of speech is the most difficult task of teachers in organizing role-playing games. In order to increase the interest of the

pupils, the teacher should be able to formulate the task correctly, showing the game's rhythm. Thematic role-playing games develop students' speaking skills.

In conclusion, there are numerous functions, motivation and classification of games that are used in the language teaching process. The main thing that should be taken into account is that the games should be selected according to the purpose of the language theme to be taught.Active use of gaming technology in teaching English to children allows teachers to increase the motivation of pupils to learn a foreign language, their cognitive activity and, most importantly, the quality level of pupils' knowledge.Thus, the game can be not only pleasant, but also the dominant technology of education.

2 GAMES AS A MEANS OF FORMING LEARNERS' COMMUNICATIVE COMPETENCE

2.1 Gaming technology of teaching foreign languages

The concept of modernization of Kazakh education defines new social requirements for the formation of attitudes of the individual. There is a reorientation of the evaluation of education concepts "readiness", "literate" on the concept of "competency", "competence" of pupils.

One of the aims of foreign language teaching is to develop pupils' foreign language communicative competence, ability and willingness to carry out interpersonal and intercultural communication.

Based on the communicative approach in teaching the English language is necessary to form the ability to communicate in a foreign language, or, in other words, to acquire communicative competence.

Communicative competence means the ability to use all kinds of speech activity by:

- reading,
- Listening,
- speaking (monologue, dialogue)
- letter.

The state educational standard in a foreign language is determined that the leading component in communicative competence is speech (communication) skills, which are formed on the basis of:

- language skills;
- knowledgelinguoculturaland country studies.

The communicative competence includes the following key skills:

- read and understand simple authentic texts;
- verbally communicate in situations and training;
- orally briefly about themselves, retell, express an opinion, estimate;
- the ability to issue and send basic information (letter) [31;469].

Changes taking place today in public relations, communications means (use of new information technologies) require an increase of the communicative competence of pupils. Formation and improvement of foreign language communicative competence are in the aggregate of all its components:

- speech competence
- improvement of communication skills in the four basic types of speech activity (speaking, listening, reading and writing);
- the ability to plan their verbal and nonverbal behavior;
- language competence
- a systematization of previously learned material;

- mastering the new language means in accordance with the selected themes and areas of communication: an increase in the use of lexical units;
- development of the skills of operating units in the language of communication purposes;
- sociocultural competence- familiarizing pupils with the culture, traditions and realities of the country of the learning language within the themes, spheres and situations of communication;
- compensatory competence - further development of the skills are due to the situation of the shortage of linguistic resources in the preparation and transfer of foreign-language media;
- learning and cognitive competencies - the development of general and specific training skills enabling to improve educational activity on mastering the English language, meet pupils' cognitive interests in other areas of knowledge [31; 25-57].

Analyzing the ways and means of forming all kinds of speech activity - reading, speaking, listening, writing, methods of activation of the learning process, stimulating cognitive activity of pupils, we came to understand the need for the learning process of gaming technology.

Gaming technology is an effective tool for teaching, which activates the mental activity of pupils allows teachers to make the learning process attractive and interesting, makes the pupils excited and experience. It is a powerful incentive to increase the motivation to master a foreign language.

The game always involves a decision - what to do, what to say, how to win. This situation exacerbates the mental activity of pupils.

According to L.S. Vygotsky, the game leads the development [32; 144].

Developing games value inherent in its very nature, because the game is always emotion and where there are emotions - there is activity, attention and imagination, working and thinking there.

Children of primary school age are characterized by perception of brightness, ease of entry into the images, so the most effective forms of teaching foreign languages at this stage are games.

The game idea is expressed in the title of "game". It is laid in the problem that should be solved in the classroom and gives the game a cognitive nature imposes on its members, certain requirements in respect of knowledge.

The result of using games is to increase of intrinsic motivation of pupils to master the English language and, as a consequence, the development of communicative competence and personality of the child.

In the first phase of training, the main type of games is objective (linguistic) game that implies phonetic, lexical and grammatical games. This is due to the fact that pupils of this age only begins to develop language base and skills that they own is not enough to conduct role-playing and story games. It is advisable to use dramatization and simulation games and the competition.

This block includes the types of gaming activities aimed at the formation of the communicative competence of the linguistic side, the creation of vocabulary on topics

under the program, the mastery of grammatical structures and pronunciation skills, phrases, clichés used in various communication situations.

Fun activities include exercises that form the ability to allocate the basic attributes of objects; Group games on the generalization of objects according to certain criteria; Group games, during which the younger pupils develop self-control, quick response to the word, phonemic hearing.

In this game the plot develops parallel to the main training content, it helps to strengthen the learning process.

Game promotes memorization, which is predominant in the initial stage of learning a foreign language.

The initial stage of foreign language teaching involves implementation more specific objectives:

- building sustainable communicative nucleus;
- maintenance of deep interest, which serves as incentive to continue studying a foreign language at the middle and senior phases;
- organization of active speech interaction.

Gaming technology of foreign language in teaching primary school children are the priority forms of work. In the initial stage, the following games can be used:

- Phonetic
- spelling
- lexical
- grammar

All of them contribute to the formation of speech skills.

In the process of teaching English in primary schools, a number of issues emerge related to the solutions to the problem: the lack of a natural language environment; a small number of hours in the schedule; Occupancy of large groups; lack of mastery of the basics of grammar bases in their own language.

Modern principles of communicative English language teaching require consideration of the relevant didactic principles of "accessibility", "age and individual characteristics of pupils", "consistency and systematicity in learning" [33; 510]. In our work we were guided by the following provisions specific to the communicative learning to communication in the English language: about communicative orientation of training for all speech types and language facilities, about the promotion of speech-cogitative activeness of pupils, about the individualization of learning, about situational organization of a process, about novelty and informativeness of the educational process.

Work on this competence implements a crucial function of learning a foreign language - communicative. The achievement of forming the communicative competence is possible through consistently and systematically moving in the following directions.

First of all, everyone should be able to express themselves: introduce yourself, tell about themselves and other specific information orally. It takes the form of a monologue, "Tell me about yourself," "Share your thoughts on the subject ..." (complexity of utterances increases from class to class) and dialogic speech. The latter type of work is constantly practiced in the classroom.

Children define social roles and engage in dialogue on various topics. It is very popular among their household "At the table" (guest and host), "At the store" (buyer and seller), "In the Streets" (a local resident, visitor, a policeman and passer), etc. Besides the fact that this kind of job perfectly practices oral speech in general and speech clichés of socio-cultural orientation in particular, it also allows children to be creative in thinking and promotes the formation of compensatory competence - the ability to get out of the situation of the shortage of linguistic resources in the preparation and communication of information.

The system of forming the communicative competence at English lessons in primary schools takes place in the following directions:

1. The use of games and game exercises designed to communicative activities.

2. Using information and communication technologies, stimulating speech activity in the classroom.

3. Work with a dictionary as a way of mastering of thematic vocabulary [34; 214].

Many years of human experience has proven the educational value of the game. Scientists have been studying the game for hundreds of years. The game seems futile in life, but it is very important. The game is a great tool for children to learn, work, and motivate them. During the game children's activity, creativity develops. And the teacher's task is to ensure that children participate in the game with their curiosity and enthusiasm.

The main area of teaching and educational work of teachers of English is the lesson. At the end of the lesson, pupils' qualifications, skills and attitudes develop. The main focus is to improve the quality of learners' knowledge, which is to see the end result - see the return of our knowledge giventolearners. To do so, it is necessary to involve all the students in the classroom with an interest. The five fingers are not the same, i.e. each student has an interest in the subject, his outlook and his developmental characteristics. Therefore, each group of pupils is needed a demand of different levels. And elements of the game are of interest to any student. Even the poorly trained student himself performs the task with great interest and enthusiasm. One of the pupils' favorite games is didactic games.

With the use of game elements, the teacher uses a variety of methods to enhance students' interest in the lesson. In particular, the teacher creates the subject of the game by asking questions showing various items and explaining things.

Didactic games in English lessons can also be used to introduce a new topic, consolidate, and practice lessons. Lessons are very attractive with games, so the teacher should try to make the lesson interesting with different types of games. Games play a great role in developing students' thinking and thinking ability, as well as a balanced learning of the learned topics. The game will give just the right result when it is in close contact with the content of the study subjects.

During the game there will be a lot of opportunities to master grammatical definitions and language norms. At the lesson, the dictatorship role of the teacher loses, and students' interest in partnership, cooperation and co-operation will increase. Despite the age of a person, the need for the game, from the time of childhood to old age is significant. And a young learner's thoughts develop through the game. During the

game, the child's moral qualities, attitude towards life, interest are formed. In the game, poorly-educated students can also be involved effectively.

These games also enhance the child's ingenuity, excitement, and awareness, and develop epic emotions. From psychological point of view, primary and secondary schoolchildren are active and very mobile. Children of this age hold themselves freely; take an interest in the classes, like to see their surroundings and to like it. Role games can be successful and intense. The driving force of speech is rhythm. Creating a rhythm of speech is the most difficult task of teachers in organizing role-playing games. In order to increase the interest of the pupils, the teacher should be able to formulate the task correctly, showing the game's rhythm. Thematic role-playing games develop students' speaking skills.

For business training games, for example, the task is play brief scenarios written on the subject. In the travel games pupils keep a diary or write letters to friends and relatives. As for slick educational games, they are aimed at developing specific skills and abilities of students. The tasks of this game are to write a story by looking at photos (photos of family members, friends, home, room), interviews (about holidays), truth detector (true, false), etc. In productive games, complex problems of social and economic values can be solved. For example, you might want to "Environment Protection or Recycling."

The game can be divided into two types of games on a foreign language teaching methodology. They are: preparatory games and creative games. Preparatory games include grammatical, lexical, phonetic and spelling games. Remembering grammatical structures is challenging and annoying to the pupil. Therefore, the game facilitates this task. For example, put the item in the English language and ask, "Where's my glasses?" Or "What's this?" I think it is best to play, because the point is not easy to remember. For example, "Domino" and "Bingo" draw interesting geometric shapes and mark the numbers or letters in each corner in a chronological order. Phonetic games are meant to be right words. The purpose of the spelling games is to write a word without error. As usual, pupils are divided into 2-3 groups. There is no need to prepare for these games, just to introduce students with the terms of the game. These games can be referred to the series of creative games. Also, there are a variety of quizzes, situations, ring games, role-playing games, such as "Starry Moment", "Amazing Square", "Leader of the XXI Century". Most importantly, to reach a certain result, teacher should constantly prepare for the lesson, find a lot of research, find effective ways, and encourage teaching students.

Games are always loved by children. Games are related to fun, movement, and competition. Children can get bored easily if there is the same activity. Moreover their concentration is shorter than adult's concentration. So the teacher must apply a good and creative method to keep the student's concentration in learning the material. The use of games in teaching English vocabulary not only gave benefit both to the teacher and the pupils but also gave difficulty to them. From those reasons the writer will discuss about the advantages and the disadvantages of using games in teaching vocabulary especially to young learners[35].

The advantagesand disadvantages of using games in teaching vocabulary especially to young learners are as follows:

1. The advantages:
    ➢ The first advantage of applying some games in teaching learning process was the pupils could be more interested in learning the material. When the pupils were interested in learning the material, they would give more attention to the lesson given. That condition gave a good chance for both the teacher and the pupils. On the occasion the teacher could deliver the material very well and the pupils could understand what they had learned on that day [36].
    ➢ The second advantage of applying some games in teaching learning process was the teacher didn't need to explain too many materials. The teacher just explained the materials needed by the pupils because they can understand the material on that day by doing the games. The games could give the pupils more chance to understand the materials given because through playing they can learned something without realized that.

2. The disadvantages:
• The first disadvantage of applying games in teaching learning process was by attracting student's interest to games, all of them were active and made noisy. Sometimes they too much moved and spoke. That condition made the teacher difficult to control them.
• The second advantage of applying some games in teaching learning process was by doing games the teacher only had a little time to explain the material and gave some new vocabularies. So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies.

From all the explanation above, it shows that the using of games is good
method for teaching English vocabulary especially by applying the creative activity one but there were also some disadvantages in using games in teaching English vocabulary to the young learners especially for the third grade pupils in elementary school.

Kim states more general advantages of using games in the classroom and they include:
• Games are a welcome break from the usual routine of the language class.
• They are motivating and challenging.
• Learning a language requires a great deal of effort. Games help pupils to make and sustain the effort of learning.
• Games provide language practice in the various skills- speaking, writing, listening and reading.
• They encourage pupils to interact and communicate.
• They create a meaningful context for language use.

- 'Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help pupils see beauty in a foreign language and not just problems that at times seem overwhelming.'
- "Games add variety to range of learning situations.
- Games can maintain motivation.
- Games can refresh learners during formal learning.
- Games can encourage an interest of those pupils whose feel intimidated by formal classroom situations.
- Games can make a teacher-student distance less marginal.
- Games give an opportunity for student-student communication and can reduce more usual student-teacher communication.
- Games can act as a testing mechanism, in the sense that they will expose areas of weakness" [37].

Pupils learn through experimenting, discovering and interacting with their environment. Pupils need variation to increase their motivation. By using games pupils already have a context in which the use of the target language is immediately useful. This learning situation is similar to how mother tongue speakers would learn without being aware they are studying.

Huyenidentifies the advantages of using games to learn vocabulary in the classroom: a) Games add relaxation and fun, so the learners retain words more easily. b) Games involve friendly competition, so it keeps learners interested and motivated. c) Vocabulary games bring real world context to the classroom [38]. Mei emphasizes similar points by saying that it encourages active learning, as well as collaboration and interactivity. Interactive learning techniques also hold memory, performance and social benefits. According to I-Jung the benefits of using games in language-learning include that games are learner centered, encourages creative and spontaneous use of language and foster participatory attitudes of the learners.

In his turn, McCallum suggested the following advantages for games:
- Games focus pupils' attention on specific structures.
- They can function as reinforcement, review and enrichment.
- They involve the same participation from both slow and fast learners.
- Contribute to an atmosphere of healthy competition.
- Can be used in any language teaching situation and with all skill areas.
- Provide immediate feedback for the teacher.
- Ensure the maximum student participation for a minimum of teacher preparation [39].

The methodical experience of a modern teacher is full of various methods and methods of teaching a foreign language, and often teachers face an important choice which method to apply for obtaining the best result in a short period of time. The use of the game in the learning process is an unconventional method of teaching, and rather, it refers to methods that are a pleasant addition to the lesson, but it is becoming ever more firmly established in the practice of teaching a modern teacher. Such interest in gaming methods of training is very justified, as indicated by a number of specific reasons.

First, in the conditions of the modern world, the teacher needs methods that contribute to the optimization of the educational process, which indicates the need to find a means to create interest of students in the subject, as well as to increase their cognitive activity. As such a means are games. Here it is important to note that games should be correlated with the age and psychological characteristics of students. The teacher needs to select the most appropriate games for the given age, otherwise the "reverse" reaction of the students is possible (high school students will ridicule the games, and younger schoolchildren will consider the games too difficult task).

Secondly, for the teacher of a foreign language, the main issue is the teaching of oral speech (communication in a foreign language). Studying a foreign language, the student should realize that this is not just a school subject, but a means of communication similar to his native language, which he uses since birth. Games in this case create the necessary motivation for communication, which is the starting point in learning a foreign language, and also helps students to realize the practical importance of the language being studied.

S.A. Mukhiddinova notes that there are different ways to stimulate children to activity, but the most effective are the game, creativity and curiosity [40, p. 397]. From the psychological point of view, playing activity is leading in younger schoolchildren, although it gradually goes to the second place, giving way to this place of educational activity, so the combination of these two types of activities positively affects the learning process. The lesson of a foreign language at the junior level of learning is most saturated with games in comparison with the middle and senior stages.

Gaming activity influences the mechanisms of all cognitive processes such as attention, memory, thinking, imagination. At the same time, it is important for the teacher to apply to psychology allowances to take into account age changes in these mechanisms.

S.G. Beglaryan notes that the game creates conditions for a full and deep manifestation of the abilities of the person, the child in particular, which positively affects the overall development of students, contributes to their self-realization and pushes to the correct choice of the future profession [41, p. 77].

The teaching game acts as a means of purposeful management of the teacher by the intellectual activity of students, and also by the means of forming such cognitive structures that provide its participants with the opportunity to independently regulate their thinking activity [42, p. 5].

A.A. Derkach and S.F. Shcherbak see the effectiveness of the game method in the fact that the game can be organized with different forms of work, which is important when teaching a foreign language, where the change of forms of work is a normal phenomenon of the learning process. So, the game can be used for individual, pair, group and collective forms of work in class [42, p. 10.]. This fact shows how much the game is effective in terms of saving school time.

Another advantage of using this method of teaching is the universality of games: they can be used at any stage of teaching a foreign language, with any categories of students [43, p. 38], at various stages of the lesson [44, p. 6]. It is important to take into

account the language abilities of students, their age-related changes, as well as the characteristics that are characteristic of each level of study.

The problem of the game was developed in many areas of knowledge such as philosophy, psychology, pedagogy and methodology. The study of the game involved many outstanding scientists such as D.B. Elkonin, V.V. Petrusinsky, M.F. Stronin, N.P. Anikeeva, S.T. Zanko, O.S. Anisimov, A.A. Derkach, L.V. Vygotsky, A.V. Konysheva et al.

However, in spite of the fact that the problem of playing as a method of teaching is reflected in the scientific works of many scientists, there is no common opinion about what a game is. D.B. Elkonin explains this fact by saying that the word "game" is not a scientific concept in the strict sense of the word [45, p. 14].

In the opinion of A.V. Konysheva, the concept of the game is reinterpreted in the practice of instruction in a new way, as a serious category requiring special attention [46, p. 9].

It is important to note that in the linguodidactic encyclopedic dictionary, A.N. Schukin's notions of "game" and "learning game" are delineated. A.N. Shchukin characterizes the game as one of the types of activity of man and animals in the process of their life activity [47, p. 74], teaching the same game as A.N. Shchukin characterizes from the point of view of the methodology of teaching foreign languages: "The training game is a situational exercise specially organized in language classes, in the performance of which opportunities are created for repeated repetition of the speech pattern under conditions that are as close as possible to the conditions of real speech communication" [47, p. . 166].

By definition, M.F. Stronina, "a game is a type of activity in conditions of situations aimed at recreating and assimilating social experience, in which self-management of behavior develops and improves" [44, p. 4].
M.F. Stronin divides the learning games into two large groups and distinguishes subgroups in them: preparatory ones, including grammatical, lexical, phonetic and spelling, which contribute to the formation of speech skills, and creative games that promote the further development of speech skills [44, p. 5].

In the opinion of M.F. Stronina, games help to solve such methodological tasks as the formation of a student's readiness to communicate in a foreign language; providing natural conditions for repeated reproduction of linguistic and speech material; training students in choosing the right speech option, which is a preparation for spontaneous speech [44, p.5].

A.A. Derkach and S.F. Shcherbak, examining the problem of the development of creative thinking in the learning process, talk about the importance of performing creative tasks, which are based on educational games. From the point of view of A.A. Derkacha, the educational game is characterized by the fact that it is used in the educational process as a task containing the educational task (problem, problem situation), the solution of which will ensure the achievement of a certain learning goal [42, p. 4]. Also, A.A. Derkach speaks of such a concept as the "system of educational games", i.e. a hierarchy of games that differ in content, complexity, form and methods of influencing students to form and develop the necessary skills and abilities [42, p. 5].

A.A. Derkach introduces an expanded classification of educational games, in which games differ in the number of participants; in accordance with the function to be performed; by type of tasks; by purpose and content; by the method and form of the exercise; on the level of complexity of intellectual activity; by duration; by the degree of complexity of the actions performed.

Thus, despite the fact that the effectiveness of traditional teaching methods has been proved by many years of experience, teachers continue to search for the most optimal ways of achieving learning goals, realizing in practice various teaching methods, including non-traditional ones, including gaming methods of teaching. The game as a way of interaction of man with the world is known to mankind for a long time and gives its positive results. In the educational process, the use of gaming methods differs from traditional methods in that it creates the necessary psychological and emotional background on which the learning process is built. The indisputable fact is that the game does not replace the completely traditional methods of teaching, but it complements them, allows to achieve better results where traditional methods fail. The teacher should clearly see where the usual tasks can be replaced by games and what benefit this will bring to the learning process. The undisputed advantage of the gaming method is an increase in students' interest in the subject, development of the motivation of the teaching and their cognitive activity. All this enables students in their natural form to learn new and show a good result of training. For this reason, the use of gaming learning methods is necessary when students learn a foreign language.

In conclusion, games are one of the ways in which students develop their cognitive activity, their thinking creativity and communicative competence. They help make any learning material interesting and appealing, helping learners improve their mood, satisfy their work, and easily master the educational process. During the lesson, the tasks for game development are systematically directed and organized so that the teacher can reach his aims [48].

2.2 Methods and techniques to use games for language learning

Effectiveness of the process of formation of "communicative competences" in learners largely depends on the arrangement by the teacher of situations for communication and interaction in which the child solves certain communicative tasks. Communication problems are very effectively solved in the process of games. Game is one of the leading means of education and formation of communicative abilities. During the gaming activities children develop and interact with the world, with their peers and adults, develop their speech. The influence of games on the development of the child's personality lies in its ability to acquaint the children with the behaviour and relationships of adults who become a model for their own behaviour, give them basic communication skills, qualities necessary to establish contact with their peers [49; 67].

In this regard, school teachers as V. M. Kholmogorova and M. I. Smirnova, created a system of games aimed at forming interpersonal relationships in preschool

children. We believe it is possible to use these games in primary school to develop communicative skills in younger schoolchildren in inclusive educational environment. The content of games is imaginary situations, the adoption of gaming roles, with children plunging into fairy tale stories. Let us consider some of them, the most commonly used in our experience.

For example, the game "Good Elves" which aims to create an atmosphere of free interaction with peers and trust to adults. The main rule of the game is prohibition of conversations between children which excludes the possibility of quarrels, disputes, plots. The game introduces its own language of "conventional signals" expressed in the mimics, gestures and movements which the participants can exchange for communication. For greeting the children have to contact their palms, and to ask "How are the things?" – to touch the shoulder of another child, etc.

At the beginning of the game, the children with special educational needs are closed, unwilling to take part in the games. The teacher involves these children in the game through her own communication with them, interacting in pairs, thus gently involving them into common activity.

The games "Enchanted friends", "Labyrinth" require of each participant the coherence of actions. The rules of the games involve maximum cooperation in actions, team spirit. These games require the children to pay a lot of attention to each other, give a sense of usefulness, self-importance. Positive results in these games are achieved through the communication arranged between children, the teacher correcting this communication.

Developing the ability to verbally express attitude to one's peer may be achieved with the help of the game "Good Wizards", "Day of Forgiveness,". In these games the children learn to tell each other compliments, to express wishes correctly. They contribute to the development of the ability to see virtues in the peers, to talk about them, giving each other pleasure [50; 147].

Games contribute to the implementation of the important methodological problems (Figure 2).

1. The creation of the psychological readiness of children to speech dialogue;

2. Providing a natural need of multiple repetitions of a language material;

3. Training pupils in choosing the right version of the speech, which is a preparation for situational spontaneity of speech in general.
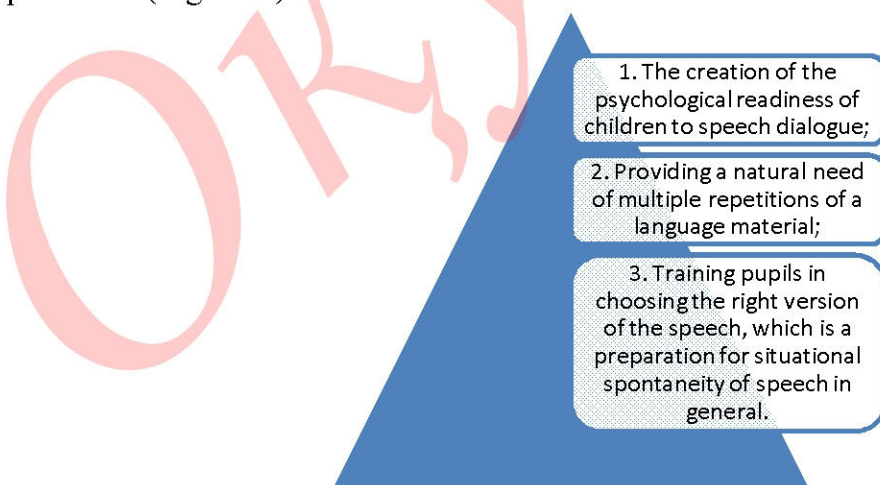
Figure 2. Contribution of games in implementing methodical problems

Laying the foundation for communicative competence requires a sufficiently long period, so the work in this direction, we start from the 2nd class, because pupils need to become familiar with the first steps to learn the language as a medium of communication. This means that they must learn to understand the foreign language it by ear (listening), to express their thoughts by means of the target language (speaking), to read, that is to understand the foreign-language text which is read by himself, and write, that is, learn how to use graphics and spelling of foreign language when a written test aimed at the mastery of reading and oral expression, or be able to express their thoughts in writing. Indeed, for laying the foundation for each of these types of speech activity, the accumulation of language means is necessary for the operation of each of them at the elementary communicative level that allows to move to a qualitatively new level of development in the future.

Natalia A. Trubnikova, English teacher of MCOU "Ostrovsky Secondary School 4 divides games into two sections [51; 198].

The first section constitutes grammar, vocabulary, phonetics and spelling games that contribute to the formation of communication competence. Hence, it is named as "Preparatory games". It is known that training pupils in the use of grammatical structures, requiring multiple repetitions wearies kids by its monotony, and expended efforts do not bring quick satisfaction.Games help make a boring job more interesting and exciting. After the lexical games, grammar games which logically continue to "build" the foundation of speechfollow. Phonetic games are intended to correct pronunciation at the stage of formation of speech skills. Finally, the formation and development of speech and pronunciation skills in some degree contribute to orthographic games, the main objective of which is the acquisition of orthography of the studied vocabulary. Most of the games of the first section can be used as a training exercise at the stage of both primary and individual consolidation.

The second section is called "Creative games". The purpose of these games is to promote the further development of speech skills. The ability to show independence in solving problems speech thinking tasks, fast response in communion, maximum mobilization of language skills which are characteristic qualities of verbal skills - could be manifested in auditive and speech games. Games of the second section train pupils in the ability to make creative use of language skills.

A foreign language lesson is seen as a social phenomenon, where the classrooms is a particular social environment in which teachers and pupils enter into definite social relations with each other, where the educational process is the interaction of all those present. The use of role-playing games gives ample opportunities to enhance the learning process.

Role-playing games represent a schematic reproduction of its participants is real practical activity, creates the conditions for real communication. The effectiveness of training is due primarily to the explosion of motivation, increased interest in the subject.

By role-playing games must meet certain requirements.
In the role-playing game, new forms of speech expressions are developed: instructing, narrating, and others. The child develops the ability to focus his comments on the various partners in the different situations of communication. Beginning in the

preschool years, the game continues until the 5-7 forms. Children grow up appropriately games grow up too. And with the growth of the games, the personality of a pupil grows. The game meets the needs of the child to be with something or someone else. This is a demand to test himself, to establish his thought for himself and for others. In the games, the child is looking for himself, goes through different roles, while maintaining hiss "I" of the child.

In the game there is another important point – a communication with peers. In the game, not only physical qualities, not just mental, not only social (mastery of roles - the future social responsibilities) develop. In the game, "I" of man develops as individual social whole. In the game, an active, creative "I" of the child develops. Game\s is a fantasy, joy, delight. This is a major form of human's becoming "I" at an early age.

It is known that the role-playing game is a conditional play with its participants in real practical activity, creates the conditions for real communication. The effectiveness of training is due primarily to the explosion of motivation, increased interest in the subject.

Due to the fact that a successful start of learning a foreign language contributes to the creation of high motivation to learn foreign languages, the success of the training and attitude of pupils to the subject depends on how interesting and emotionally teacher conducts lessons. Certainly, a game is very important in the process of teaching foreign languages pupils of primary school age. The more appropriate teacher uses gaming techniques, visualization, the more interesting are the lessons acquired by the stronger material.

Analyzing the ways and means of forming all kinds of speech activity - reading, speaking, listening, writing and methods of activation of the learning process, stimulating cognitive activity of pupils,Yemelyanov Elena, English teacher, came to understand the needof gaming technology for the learning process and suggested the following game-based activities intended to form communicative competence of primary school pupils [52; 125]:

Phonetic games are intended to correct pronunciation at the stage of formation of speech skills.

1. "I hear - I do not hear."

The purpose of this game is forming of phonemic hearing skills.

Action: pupils are divided into teams. The teacher pronounces the word. If she says the word, in which long vowel ... or ... -learners raise their left hands.

If the word has also called consonants ... or ... they all raise both hands. The teacher writes on the blackboard playing mistakes. The winner is the team that made fewer mistakes.

2. "Who is faster?"

The purpose of this game is the formation and improvement of skills sound establishing correspondences and meanings of words by ear.

Action: pupils are dealt cards, on which the first column contains the word in English, the second contains their transcription. In the third, the translations of words in the Kazakh language are given. The words of a foreign language are numbered in order

of following. Each trainee must, as soon as the teacher says a particular word, put it next to the appropriate number of transcription and translation into Kazakh.

3. "We are Dunno"

The purpose of this game is to correct pronunciation at the stage of formation of speech skills.

Action: Dunno comes to the class. He will learn English. Now children do not simply repeat the sounds, they try to teach Dunno to correct his pronunciation. Dunno shows children signs of transcription, and the children name them in chore. And to see how the children remember these sounds Dunno begins to make mistakes. If the sound is pronounced correctly, the children are silent, and if it is wrong, they clap their hands.

4. "Who reads more right?"

The goal of the game: the formation of pronunciation skills of coherent expression or a text.

Action: a little poem or an excerpt from it (rhymes, tongue twisters) is written on the blackboard. The teacher reads and explains the meaning of words, sentences, draws attention to the difficulties of pronunciation of individual sounds. The text is read several times by pupils. After that two - three minutes are given for learning by heart. The text on the board is closed and the pupils should read it by heart. On each team there are two or three readers. For error-free reading points are added; for every mistake one point is removed. The winner is the team with the most points.

Lexical games. The goal is the solution of various communication problems with the available lexical resources.

1.A Lexical game of microtheme «Body», entitled "Let's draw together." Pupils go to the board, draw one or another part of the face or torso, commenting:

P 1: I am drawing a nose.(Менмұрынсалыпжатырмын.)

P 2: He / she is drawing a nose.(Олмұрынсалыпжатыр.)

2. The game is a contest for memorizing quantitative and ordinal numbers with the use of the ball.

The group is divided into two teams.

Pupils of the first team (alternately) name cardinal numbers, and the pupils of the 2nd team name ordinal numbers respectively.

3. A game "Months". Each pupil receives the name of a month. By the signal of the teacher, "months" should be built in the "right" order.

4. "Who ran away?"

Pupils are invited to a picture, which depicts animals. They see it for 1or 1.5 minutes. Then they are shown a different picture, where there are some of the animals that were on the first picture. Pupils should say which animal has escaped.

5. "Edible - inedible."

This game activates the lexical items in the speech, develops responsiveness to the spoken word. The leader says the word in English and throws the ball to one of the children. He who catches the ball says «yes» (if that word means edible thing) or «no».

Grammar games. They are designed to train pupils for different grammatical structures.

1. When familiarizing pupils with the possessive nouns, teacher can use a variety of items, toys, which names are familiar to pupils. The game is "Whose toy?".

P1: This is my cat .(Мынауменіңмысығым)

P2: That is Pete's dog.(АнауПиттіңмысығы.) (көршіоқушыныңмысығынкөрсетіп).

2. "A theatre of gestures." One of the pupils fulfills any action simultaneously answering to a question of a teacher, another pupil comments on the action of the first pupil. This game allows to train oral use The Present Progressive tense (Нақосышақ).For example, the first pupil shows he is doing exercises and the second pupil says: «He is doing exercises».

3. To fix the theme "Irregular verbs" teacher will also suggest a game with aball. Pupils stand in a circle; the leader, standing in the center of the circle, throws the ball, calling the wrong verb in the infinitive, and the pupil catches the ball and he calls the past tense of the verb.

4. "World Tour". In this game, a construction There is / are is fixed worked through skill and the use of articles. "Journey" can be conducted by the class or on a thematic picture. The teacher starts the game: «There is a blackboard on the wall in front of the pupils". Further description is continued by the pupils: «Near the blackboard there is a door ...». The one who makes a mistake leaves the ship.

5. «Guess it». This game is aimed at consolidating the common issues. The leader thinks of any item found in the classroom. Trying to guess the subject, the pupils ask only general questions that leader replies "yes" or "no" (the number of questions is limited). The winner is the team that guesses the subject, asking fewer questions.

Orthography games. The purpose of these games is mastering spelling of studied vocabulary.

1. "A duty letter."

The goal of the game is the formation of awareness skills of a correct place of letters in a word.

Action: The pupils are dealt cards and asked to write as many words, that the said letter is at a certain place. For example, the teacher says, "Today we have a duty letter" o ", it is in the first place. Who will write more words in which the letter "o" is in the first place? "

The time of fulfilling the task is regulated (3-5 minutes).

2. "The letters are scattered."

The goal is forming skills of combining letters in the word.

Action: The teacher writes a word in large letters on a sheet of paper and cuts it on the letters and without showing, saying, "I had a word. It was scattered in the letters. "Then shows letters and scatters them on the table: "Who will guess what the word is?" The winner is the one who first writes the word correctly. The winner comes up with his word, according to the teacher or he writes and cuts it and shows all the scattered letters. The action is repeated.

3. "A picture".

The goal is to check the spelling of the studied material studied.

Action: Each participant receives pictures of objects, animals, etc. Representatives of the teams go to the board, divided into two parts, and write the word corresponding to the subjects in the picture. After the pupil writes the word, he should read it and show his picture. The winner is the team that is faster and writes all the words with fewer errors.

Creative games. Their goal is to contribute to the further development of speech skills. This group includes role-playing games that are designed to enhance the communicative orientation of teaching.

The abundance of fabulous stories and game situations help to create an atmosphere of joy, spontaneity and looseness in the classroom.

1. The game " Ambassadors".

The class is divided into groups of at least 5 people. Each group thinks of, for example, the profession.

Taking one the role, one representative goes to another group and answers questions on behalf of the character. If pupils guess who he is, take him "captive", and the group chooses another ambassador. The winner is the team that has been able to capture a larger number of captives.

2. Game «Theatre -Goers». The exercise is in the substitution.

A task for the first partner (girl): "You are Malvina. You love the theatre. Tell me, in what theater you were yesterday. "

A task for the second partner (boy): "You are Pinocchio. Tell me, what theater you visited last week. "

- I went to the Opera and Ballet Theatre yesterday.

- And I went to the Puppet Theatre last week.

3. The game "What, Where, When?".

Equipment: whirligig, envelopes with questions, portraits of writers (poets).

Action: The class is divided into two teams, which sit at the table in turn. The game is conducted in an analogous form with the well-known television program. Each team receives an envelope, in which a photograph of a famous person and the question "What do you know about this man?" are enclosed. The jury determines the correct answer, counts the number of points [53; 312].

At the lessons, the games with different objects are effective, such as a doll, a character who, embodying certain human traits, allows more directly and flexibly to motivate language of learners in the classroom.

Role play is also good in that in its process schoolchildren not only pronounce the words of the role, but also perform an appropriate action, which by its naturalness helps to relieve the stress that usually comes at the moment of speech. Role-play is built on the dialogical speech of students. The mastery of dialogical speech is carried out in three stages:

1. Mastering of dialogical units.

2. Mastering of micro-dialogues.

3. Creating your own dialogues of various functional types.

The process of organizing a role-playing game involves three consecutive stages: preparing, conducting and summarizing. At the same time, the choice of forms of role play adequate for a particular age group of pupils is of special importance.

Typically, role-playing games at the initial stage of training are conducted in the modes: pupil 1 —> pupil 2, pupil —> class, pupil —> group.

Pupils willingly participate in role-playing games, portraying the inquisitive Pinocchio, Alice, Tom, Malvina, Neznaika, Mary Poppins, KarabasBarabas, a teacher, a friend from England, i.e. interrogate each other within the framework of the created situations of communication, exchangeopinions, opinions, express a request, advice, etc.

The performance of the role of the doll helps to involve more pupils in the game and activates their speech activity. A doll can act as a mask when it is not always convenient to offer a person to play a "negative" role, in particular a spoiled, capricious, lazy, timid, dull child. For example, the use of an expression of belonging is practiced. The capricious doll does not want to do anything and to any statement: You must ... "answers:" I do not want to ... ". In this case, the use of modal verbs is practised.
A doll can also act as a sign of a situation when an unfamiliar doll appears before the class. Thiscreatesanincentivefordialogue - questioning:
Who are you?
How old are you?
Where are you from? ...and etc.

The dialogue follows the generalization of everything that the pupils learned about the doll. A role-playing game with a doll diversifies activities, organizes attention, internally motivates students' speech and promotes the communicative orientation of the lesson in primary school. The following doll functions are possible in the lesson:

A doll is a third person, the subject of the conversation;
A doll is a sign of the situation;
A doll is a partner and a speech addressee;
A doll is mask and others.

In her work, teacher also actively uses game tasks, attracting children to compiling crosswords, puzzles, riddles, charades, etc.

KolmakovaNadezhdaNikolaevna, an English teacher of School №2 in Moscow, conditionallydivides games into several groups: 1) games of communicative orientation; 2) playing with words; 3) games and game exercises used in explaining and fixing the grammatical material [54; 259].

1) games of communicative orientation include games, allowing to work the phrase used in the dialogues, questions, especially at the initial stage of learning in which pupils are not familiar with the basics of grammar, or are just getting to know them:

- "Let's get acquainted": Children are lined up in two circles facing each other - inner and outer. Standing in the outer circle, they ask the question: «What is your name?", and the pupil standing in the inner circle responds «My name is ...". Then the outer circle takes a step to the right, changing partners. The action continues as long as the pair meets again.

- Rehearsing speech constructions that are used in the dialogue - questions, the game "Guess the animal can be used" One of the pupils thinks of the animal, others ask aquestion, «Is it a cat (dog, frog, ...)? - No, it is not / Yes it is. The same game can be used to practice the use of the following structures: «Have you got ....? - Yes, I have. / No, I have not "or" Who (what) do you have? »," Do you want ...? - Yes, I do. / No, I do not. "Or" What do you want? »," Do you like to ....? - Yes, I do. / No, I do not "or" What do you like? »,« Can you run (swim, play)? ", Etc. These games can be used to consolidate a thematic vocabulary.

- When getting acquainted with the names of flowers, teacher should practice a series of games: «Guess, What Colour Is It?».

On the board,, there are colorful paper flags. One of the pupils goes to the board, pointing to a specific color. Another student is at this time back to the board.

After showing the color of the second pupil turns around to the first pupil and tries to guess the color: Pupil 2: Is it green? Pupil 1: No, it is not. Pupil 2: Is it red? Pupil 1: Yes, it is.

"The Forest of All Colours". The task is to paint a summer forest. - What colour are the trees? - What colour is the sky?

"Snowball". The teacher draws the children's attention to the fact that blooming variety flowers in spring and summer. Teacher: What colours are the flowers in summer? Pupil: They are red, green, yellow, white ... Then the pupils say to one another: Pupil 1: The flowers are red. Pupil 2: The flowers are red and white. Pupil 1: The flowers are red, white, blue. Pupil 2: The flowers are red, white, blue, dark blue.

- To consolidate the vocabulary on the theme "Body Parts", teacher should use games such as «Whose Tail is this?» She prepares cards with the image of body parts of different animals. The task is to understand the animals, where their part of the body are. Teacher can make the following performance: "Children, our little animals are in a big trouble - an evil witch has selected them, without which they cannot fly, jump, see, hear. Let's help them find their "parts of body".

Teacher: Whose tail is this? Pupil: It is a pig's tail. Teacher: Whose ears are these? Pupil: These are hare's ears.

«Wake up!». On the table a hare is "sleeping". It is necessary "to wake him up". For this purpose, the parts of his body should be touched and named. Teacher: Look, children, how fast asleep our bunny! Let's wake him up! Who wants to shake up our rabbit? Touch the head! Touch the nose!

- Theme: "Food". «Robin Wants to Eat». Robin Bobin is very hungry. He wants to eat. On the board, there is a poster, on which everything flies into Robin's mouth: plates, spoons, table, bread, meat, etc. Task: choose from this "good" all the food and call in English.

"My Menu". On the board, there is a large poster (menu). The task is to make your own menu according to the model. Who has rich choice - he is a winner.

"What is there in the Basket?" The teacher is holding a basket filled with vegetables (or fruits). The kids should guess what is in the basket.

"Guess the Fruit". The teacher keeps the fruit (berry) behind, or a picture (layout) of the fruit. The kids should guess that in the hands of teachers, asking: "Is it sweet? Is it red? Is it big? ".

- Theme: "Clothes". "My Clothes". Pupils remember her wardrobe items and list them. Who names more, that pupil is the winner.

"Dress the Doll!". Pupils are divided into two teams. Each team must be put on the doll. The children put one item of clothing, calling it aloud. The winner is the team that will fully clothe her doll.

"Choose the Right Clothes!" On the table of the teacher, there are different clothes for dolls (you can use the picture). The task is to choose the clothes that fit the season which is called by the teacher, and to call it.

2) Games with words. On the basis of any statement, there is a word. The statement becomes active by filling the necessary phrases for the expression by language units.

- The topic of "Animals." The teacher says the name of the animal, the pupils repeat after her. The teacher demonstrates a picture and posts it on the board. Then the teacher says a word and shows the next illustration. Children repeat the previous word and say the following as "Snowball."

In working on this topic or any other, you can use the game "What's missing?". To do this pictures or images are posted on the board the animals are shown on the screen, then the children are encouraged to close their eyes, at this time the teacher removes the picture from the board or the image disappears from the screen of the animal. Opening his eyes, the children are called "the missing animal."

«At the Zoo». On the teacher's desk, there is a small boom in the form of a closed circle. The teacher says with regret that for some reason, all the animals dispersed.

The task is to help the zoo employees to collect animals. Teacher: Let's help them gather the animals! Each pupil takes the toy and naming an animal puts it in imitated zoo.

Also, to consolidate a thematic vocabulary, teacher can use the game in the previous section ("Games of communicative orientation"), "Guess the Animal", "What do you have?", "What do you want?", "What do you love?" "What can you do?"

«There is ....» Course of the game: The group is divided into two teams. The teacher puts items in the box the names of which are known topupils. After that, the team members call these items one by one in English. For example: P1: There is a book in the box. P2: There is a pencil in the box. P3: There is a pen in the box. etc. The winner is the team which names more number of items.

In the study of verbs - action and adjectives especially the pupils like "to describe" words, i.e. show action or emotion. In addition, pupils' attention becomes more stable and the process of remembering more effective [55; 309].

3) Games and game exercises used in explaining and consolidating the grammatical material.

When mastering the grammar, younger pupils tend to have difficulties. They are caused by the difference as the grammatical structure of Kazakh and English, as well as

the lack of theoretical knowledge of pupils in their native language. One of the principles of working with younger pupils, due to their age who are not yet capable of understanding complex grammatical phenomena, this is a simplification.

For example, when explaining the verb to be and its forms (is, am, are), I resort to telling fairy tales: "Once upon a time, there was in the light of the main verb to be, and he had three sons - the youngest am, the middle child is and elder are. The youngest son of the father is allowed to work only with the pronoun I, middle with she, he, it, as the elder son gets the most difficult job - a plural pronouns you, we, they. "Then I suggest the next game," Show and tell »(" Show and tell "): the pupils pronounce« I am ", showing a hand over,« You are "- pointing to the teacher, and the teacher to pupil ,« She is ", motioning to one of the girls of the class (it is stipulated in advance)," He is ", and showing by a gesture to one of the boys of the class (it is stipulated in advance),« It is ", showing by a gesture to the subject lying on the teacher's desk (stipulated in advance),« We are ", showing by two hands at all in the classroom,« They are ", showing by two hands toward the window. The game is repeated several times, each time increasing the pace.

The previous exercise can be used in working with adjectives: «I am kind. You are kind. She is kind. He is kind. It is kind. We are kind. They are kind ". Or in the activity in which places are named: «I am in the forest. You are in the forest. She is in the forest. He is in the forest. It is in the forest. We are in the forest. They are in the forest",etc.

Another difficulty that arises before pupils is the use of the verb "to be" in affirmative, interrogative and negative sentences. Since in the Kazakh language the affirmative and interrogative sentences differ only in tone, the pupils automatically take advantage of this rule in English. To understand the boring grammar rules, they need a real object or image; this helps to make the process of learning more interesting and emotionally colored. For this we use the method of "game of chess" - a permutation of figures. All members of the sentence are transformed into figures made of cardboard boxes [54; 210]. We tell the children that they will be able not only to read, write, but also "touch" the sentence with their hands.

The proposed method of the game can be used in the study of the verbs "to have", "can", "must", depicting them in an appropriate form.

Thus, games as a form of emotional and practical development of communicative competences encourage the children to take initiative, expand the range of emotional experiences and, more importantly, help include children with special educational needs (in our case – orphans) in children's team through communication, establishing verbal contacts. The child's communication is not only the ability to contact and engage in conversation with interlocutor, but the skill of careful and active listening and hearing, using facial expressions, gestures for more emotional expression of their thoughts. Awareness of their own and other people's unique features influence the course of constructive communication.

The effectiveness of games in the development of communicative competence of primary school age is undeniable, both for "special" and "typical" children. Game situations require children to work together, teach them to communicate with all

children without exception, simultaneously realizing their upbringing orientation, contributing to the formation of an inclusive culture that is so important in the process of inclusive education.

Game methods of work in the classroom stimulate pupils' keen interest to the subject, allows them to develop individual abilities of each pupil, educate their cognitive activity.

In the implementation of the tasks of the concept of secondary school modernization, games can be considered as a powerful tool for communication oriented language lessons, which allows teachers to improve the quality and effectiveness of teaching.

As part of this question, first of all, attention should be drawn to the use of original educational material in the form of presentation. Creating a presentation does not require any special computer skills, and presenting educational material via the presentation has several advantages over conventional methods: the material presented in the form of presentation attracts, motivates and directs pupils to a successful outcome; the ability to combine text varied audio – video visual aids; the ability to use individual slides as a support; the ability to manage pupils' attention at the expense of animation effects; activation of the attention of the whole class; maintenance of cognitive interest; strengthening of motivation; the effectiveness of perception and memorization of new teaching material; saving training time [56; 143].

In this game the pupils must write the correct letters so that they can make a right word. After that they match the word with the correct picture. Through this game, it is expected that the pupils could improve their writing ability.

Communication is one of the essential components of the foundation of the personality. We need it everywhere and every time so it also becomes an important part of social skill. For kids and teenagers, some most effective ways to learn and master this skill are games, activities and interesting exercises. Through these activities, kids improve their verbal as well as written communication along with the fun and enjoyment involved in it. Especially the games and activities that promote teamwork would automatically improve the communication, so the activities should be performed in a group rather than doing it alone for fast learning. Here are 10 games/activities that will foster effective communication skills in your children and benefit primary school pupils to sharpen their skills [57;237].

The best way to teach children anything is to make it fun and involve as many of their five senses as possible. Here is a list of 10 games/activities that will foster effective communication skills in your children.

Play Telephone. The more the merrier. This old elementary school game is a delightfully fun way to develop your child's listening skills. This game is perfect for any age. Begin with a simpler message for the younger children, and gradually increase the size and complexity as they get older [58;531].

Directions to Fun. Have your older child write out directions from your house to somewhere fun: for example, the ice cream shop. Preferably give the directions to a third party who is unfamiliar with the area, and have him follow the directions precisely. Did you get there? If so, have an ice cream cone! If not, talk about what went wrong in

the communication. What could be changed that would help get you there the next time. This is a wonderful exercise to help children from 4th through 12th grade learn to give better directions. But it also is a lesson in itself about communication. In order to effectively communicate what you want, you must learn to say what you mean so that others can fully understand.

Dress for Success. Go to the store or any other public place dressed in your Sunday best. Notice how you are treated. Next go to the same store or a similar location dressed shabbily or inappropriately for the occasion. (Ex: to a Mercedes dealership in old jeans and a worn out T-shirt) Notice how differently you are treated. This illustrates that nonverbal communication has consequences. You will want to point out that strange person walking on the street and do a little of what I call "brain washing." Paint them a picture of the consequences of the communication that is sent when people wear skimpy clothes or dress like hoodlums. Tell them what their choice of clothes is saying to the average person . . . to a prospective employer. Give them the facts on how this will impact their lives a year–two years–ten years down the line. Tell them what could happen tomorrow if someone draws a conclusion based on those clothes that puts them in harm's way.

Talk-n-Listen. Have your child sing Yankee Doodle while another person recites the Pledge of Allegiance. See how long they can go without flubbing it up. If your child can do this too easily, have each one read from a different book. Tell them to each take turns relating what the other had read. This helps illustrate that old saying that God gave us two ears and one mouth in order that we listen twice as much as we talk.

Um Contest. Have your child talk about a familiar topic. Any topic. For example, his/her favorite activity or book. See how long he/she can keep from uttering "um," "er," "uh," "like," or "ya' know." This develops the child's confidence as well as eloquence. Eliminating these "words" in your child's vocabulary will cause him to focus on becoming more articulate and increasing his vocabulary [59;258].

Feed Me Applesauce. Blindfold someone and have that person feed applesauce to another blindfolded person. Have a third person who is not blindfolded giving the directions to both parties. This teaches pupils to give directions more effectively.

*NOTE*This is messy! Fun, but messy! You will want to make sure that your children are not wearing their good clothes and that this activity takes place on a bare floor and not carpet.

Presentation. Have your child give a presentation of sorts to a local retirement home. This can include giving a craft demonstration, playing piano for them as in a short recital, singing, or reciting a poem. This teaches your child how to present him/herself. This can be done with children of all ages. The sooner you get your child comfortable talking in public, the better. It will become like second nature to him and he may be able to avoid the biggest fear that most people have: public speaking. Studies show that people who enjoy speaking in public are more successful than those who do not. So get them out there showing off the talents God gave them!

What's Going on in the Picture? This one is great for the little ones. Have your child tell you what he sees in a picture. Encourage him to describe the scenery, the people, the colors … anything he sees. For older children, have them talk about what they think

might have just happened before this scene and what they think will happen after. This gives them practice in formulating ideas in a logical manner that others can easily understand.

Finish a Story. This one is also very good for different age groups. Kids love stories! You start off a story and have your child finish it. For very young children, you can tell them a nursery rhyme and have them make up an alternate ending or add on to the story. This exercise is great for teaching beginning verbal communication skills.

Impromptu Speech. This exercise is wonderful for children of all ages. Pick a topic that your child is familiar with or just loves and ask him/her to speak for about 2 minutes on that topic. After a while, have your student graduate to speaking on more difficult topics and/or for longer periods of time. You can start them off by talking about their favorite movies and eventually graduate them to controversial topics like prayer in school.

"You can have brilliant ideas, but if you can't get them across, they won't get you anywhere". The more your children practice communication skills, the more effective they will be in communicating their needs and ideas. The more fun you can make it, the more they will want to practice these essential skills [60;237].

Game 1: Whisper Circles

Aim: Speaking (using a whisper), pronunciation, listening, grammar (it takes ...to do ...)

Notes:

Divide the pupils into groups of 7 to 10.

Choose one leader from each group. Give the leaders the card which has the sentence "It takes about six seconds for something you drink to reach your stomach." Ask him to memorize the sentence, go back to his group and whisper what he has read on the card to the person on his right. Each person will whisper the sentence to the next person and the sentence can be said only once. The last person will say the sentence out loud. If the sentence is the same with the one written on the card, that group wins.

Game 2: Match and Catch the Riddle

Aim: Reading silently, reading aloud, pronouncing segmental and suprasegmental features correctly, listening selectively, grammar (simple present tense), linguistic and nonlinguistic reasoning.

Notes:

Divide the class into two groups: The QUESTION group and the ANSWER group.

Give the questions to the first group and the answers to the other group.

Each student in the first group is supposed to read the question he has aloud and whoever has the answer in the other group reads the answer aloud.

If the question and the answer match, we should put the students in pairs. If they don't, continue till the right answer is found. Each student can read his part only twice.

When all questions and answers are matched ask the pairs to read the riddle they have just for fun.

QUESTIONS	ANSWERS
What animal is gray and has a trunk?	A mouse going on vacation
What animal eats and drinks with its tail?	All do. No animal takes off its tail when eating or drinking.
Why do mother kangaroos hate rainy days?	Because then the children have to play inside
How can you tell the difference between a can of chicken soup and a can of tomato soup?	Read the label.
Why is an eye doctor like a teacher?	They both test the pupils.
Why did the cross-eyed teacher lose his job?	Because he could not control his pupils.
Why is mayonnaise never ready?	Because it is always dressing.
Do you know the story about the skunk?	Never mind, it stinks.
What does an envelope say when you lick it?	Nothing. It just shuts up.
Why do cows wear bells?	Because their horns don't work.
Why shouldn't you believe a person in bed?	Because he is lying.
What is the best way to prevent milk from turning sour?	Leave it in the cow.
Why does a dog wag his tail?	Because no one else will wag it for him.

Game 3: Crazy Story

Aim: Writing, reading aloud, listening, grammar (simple past tense, reported speech)
Notes:
Prepare sheets of paper with six columns which bear the following titles at the top
WHO? (a man's name)
WHOM? (a woman's name)
WHERE?
WHAT DID HE SAY?
WHAT DID SHE SAY?
WHAT DID THEY DO?
Divide the class into groups of 6. Give each group one sheet of paper. Ask the first student to write under the first part and fold the paper so as to cover what he has written. Tell the student to pass the paper onto the next person. As each person writes, he should only look at his fold. When all students finish, one student from each group will be

.

every part of the lessonans used in interpreting the new subject, repeating the past, doing the study [61;349].

During the lesson, games that develop the communicative competence of the learner should be used. They are: "ball game" - throw the ballto each other and quickly say the name or color of the substance. In the "Ask a Question" game, there are several things on the table: students should ask each question, in the game "Find It", the teacher must close something by asking questions and asking students what it is, "Make a word" – name by which the learner should name the substance on the picture and give examples for each letter of the word.In the game "Do not know", the player incorrectly reads and the rest students should correct him. For instance, the player takes the card with number 20 and says it's twelve and learners should correct him by saying "No, it's twenty". In the game ""Name the colour", teacher asks the colour of the card: "What of the colour is it". Then children answer "It's red". Each game is suitable for the purpose of the lesson. These games train the pupil's speaking language and enhance communicative competence.Along with the development of movements, the learners learn songs, poetries about "colors", "friends", "school" and "family".

At the same time, great importance is attached to role-playing games that develop students' communicative competencies. In the game, a child's request and a teacher's assignment are interconnected. For example: "Our house" game. The team draws the structure or draws the house they want. Then he / she will find the materials for building this house. This way the game is connected with life and helps to develop students' communicative competence [62;413].

Thus, the game has the following major objectives: the adaptation of the child to social relationships, universal human culture values and cultures of different nationalities: the reflection of communicative actions that enable the child to enter into genuine moral communication. It helps to overcome the child's intellectual, creative, communicative and various challenges. In this context, the following communicative competency assignments can be used:

Task 1. Turn these sentences into interrogative sentences

1. Inzhu can sing a song
2. Inkar can play the dombra
3. Shugila can speak English
4. My friend is from Shymkent
5. We are siblings.

Task 2. Read Aigan's letter to her friend.

Dear Zhanel!

I have a new friend. Her name is Meirim. She is 12. She is beautiful and tall. She is not fat, she is thin. She has a little brother. His name is Erasyl. He is 10. He is a handsome boy. His hair is short. Their father is kind. Their mother is very nice. They are very friendly.

b) Answer the questions:

1. What's Aigan's friend's name? _____ .

2. How old isErasyl? _____ .

3. Is Erasylthin? _____ .

4. What is he like? _____ .

Task 3. a) Write a short story about your friend.

b) Answer the following questions about you friend (friends).

1) What's your friend's name?

2) What does she/he look like?

3) What does she like /dislike?

4) What is her favourite sport?

5) What are her father and mother?

6) What do they look like?

7) What are their personal qualities?

As we have witnessed, one of the main aspects of teaching English in primary and later stages is its effective use of the game elements. Through the game, the child will gain social experience, so teacher should to choose what kind of game she can use for each lesson, depending on the purpose of the lesson and age of learners.

Samples of some of the games that are used during English classes are: "Milling" - "Findyour pair". This exercise can be used in any subject lesson. Students are divided into two groups: Group A and B. On one topic, the group is given the name of the event, and the second group is given the cards with the event's situation. They need to find their way through the classroom freely. "Complete the phrase ...".Another method of using games is "Teaching with limited resources". In this case, the teacher teaches classes by using classroom items. For example: playing games by using chairs in the room.

The game "Hot chair". 2 chairs are placed before the board. One is "true" and the other is "false". 4-6 pupils are called to the board. The teacher speaks on the topic. The pupils rush to one of the two chairs. An unsuccessful pupil leaves the game. The winning student receives his corresponding "5" mark.

The game "Compare them". Pictures of animals are prepared, pupils are paired, each pair is given a couple of pictures. Adjectives are written on the board, for example: nicetall disgusting ugly little coward industrious new fine delicious. Learners compare the animals in their drawings and write more sentences.

The game "Wordsnakes". Learners are asked to solve the wordsnakes: woruyehaohellohowareyouIamfineseeyougoodbye.

The game "Kim`s Game". Pupils are asked to put things in the bag on their desks, repeat them. Then teacher should hide one by one and ask pupils to find them. For example: Close your eyes! Open your eyes! What's missing ?.

Speaking, listening, reading and writing are inextricably linked. Listening and speaking are closely related to orally conveying thoughts. Speaking is directly related to reading. Speaking also depends on writing. For example, a pupil spells his own words in writing. Speaking is performed in a monologue and dialogue. Dialogue is the relationship between two or more people. One can be a listener, one a speaker. That is, the dialogue is a great way to develop the language of the learner.

Considering the types and attitudes of these game types, the following conclusions can be made: gaming methods in foreign schools are free, that is, learners keep themselves free during the game, play role-plays in a realistic way, and our pupils are unable to convey their ideas while using their communicative games and mistakenly say their words since some of the children in the Kazakh school are characterized by shyness and numbness, and their ability to communicate with others is slow. In order to solve this problem, the role of the gaming method plays a critical role in developing communicative competences of students in English language classes. As famous American writer E. Gradient said "You can not effectively learn a foreign language until you make a mistake in that language. So hurry up and made your million mistakes, "everyone learned by learning millions of mistakes in the English language".

In our study, we have a great deal of benefit for our two-language studying specialties. Therefore, we would like to use the elements of the Kazakh national games in the classroom. Kazakh national games teach courage, enthusiasm and resourcefulness. The Kazakh national games are very rich on the theme: entertainment, games, sports games, and games that are thought-provoking. The child is able to learn the traditions of the people freely.

Kazakh national games: "Baige", "Kokpar", "Altynsaka", "Khan talapai", "Kyz-kuu", "Togyzkumalak" and others enhances skillfulness and eagerness of learners to labor. As V.I.Sulhamlinski, a great teacher, says:" There is no mental training in the fullest sense, without games, without music, without the imagination, without creativity" Hence, the mind and intellect of the disciple are absorbed by absorbing national traditions. The use of national game elements in the learning process is subject to the lesson content. Only through the meaningful use of national games, the cognitive, educational significance of a lesson will increase. It is not difficult to make sure that students are involved in such national games as "Magic Stick", "Kokpar" and "Asyk". There is an opinion that these games should be used to consolidate or revise a new material. The student may score differently depending on his / her participation in the game or at the end of the game. Teacher should appreciate and encourage every student.

The educational significance of the game is that it attracts the child to intelligence and ingenuity. It teaches learners to respect the precious treasures of our ancestors and brings courage and braveness. Thus, the classroom use of the lesson on the basis of

national games promotes fast, rapid learning of lesson themes. The student's vocabulary is enriched. One of the great sons of our people, the outstanding writer M.Auezov said: "In the years of our people's life, there is a diversity of art they are interested in. The game, as far as I understand, was not just about fun and joy, but the game had its own unique meaning."[63]

English gaming lessons play an important role in raising awareness of the child's ability to timely recognize and enhance his or her ability to do so. Therefore, it's a good idea to use national games in providing learners by a profound, comprehensive knowledge on the bases of national games which are close to their nature. While conducting the game, organizing language games based on the national games and developing their playfulness, sincerity, enthusiasm, truthfulness, etc. absorption of properties, formation are the main essence of our lessons. Therefore, we propose a sample of the didactic games that can be used in the English lessons, contractual visual aids, gaming rules and simple tasks that students can accomplish themselves.

National games are the core of the task. These games can be spent on English lessons and out of class. The game opens the door to life, awakens creative abilities, improves logic and connects it to the real life. Didactic games help to develop the learner's linguistic abilities and communicative competence.
The excitement of the Kazakh national games consists of a game of asyk. We can use the "Take the Asyk" for continuing a test. These games are accompanied by an ash throwing asyk, and the child is accustomed to fast, quick thinking. When using the elements of the national game, the teacher acquaints pupils with the words, teaches the correct language and cultivates the tradition. Pupils are often accustomed to frequent types of a game.

Any gaming element is aimed at two different purposes in the classroom. First of all, it is the interest of the learner to motivate the student, to develop his / her language; the second is to encourage the students to ingenuity, to develop their thinking skills. For example, we usedgames such as "Xantalapai", "Leaving a shawl", "Chasing s girl", "Bes Asyk", "Ringing" and "Wonderful Pouch".

One of the most beloved youth games is "Leaving a shawl". We have three ways of learning these skills. This is a type of game that is divided into two teams. The more the players, the more interesting the game is. Players are divided into two groups, and each row is parallel to two lines. The condition of the game is a person who conducts the game with his shawl on the side of the first team. The first player is the first player to throw the shuttle. And the player of the opposite team is in the expression, gives its antonyms and synonyms or other words associated with this phrase. For example, the first player throws the shawl to one of his opponents and says "Clutter." The opponent player says "rubbish". Then the shawl is threwn to the next player and he says "stuff."

Another way of continuing the game, one of the players says the first syllable of the word and the student getting the shawl should continue the continuation of the word. For example, Madina says "free" which is the first syllable of the word "freecycle", and Nurai should pronounce the second half of the word "cycle". As a result, the word "freecycle" appears. For this way of playing the game "Throwing a shawl", the word must be made up of two syllables at least or they must be phrasal verbs, for example,

"tidy away", "tidy up", "put away", "give away", "clean up", "get rid of" and etc.

In case one playercan not quickly and accurately convey the second part of the word consisting two syllables or give its synonyms and antonyms, he will go to the blackboard and sings an English song or dances. Now, thenshawl is thrown to one of the opponents.Thus, the players of the two groups continue to play, throwing the shawl to one another. On the other hand, they entertain each other with their astonishing skills.This game teaches learners to play, to master the target language, to teach them ingenuity and enhance their communicative competence.

There is another variant of using the game "Throwing a shawl". The didactic purpose isto teach children the ability to fully comprehend the combination of words and form their communicative competence and writing skills.Required tools: Each group is distributed a shawl. And cards on which there are words like **tidy, give** and **put**. The content of the game is the class is divided into three teams according to the row of desks. Each row is considered as one team. The leader of each team takes the shawl on his one hand and a card on the other hand. He raises his hand up saying a word combination or a phrasal verb by the word written on the card. After that, he gives the shawl to another boy in his team. The second player gives another word combination or phrasal verb and the game is continued in this way. The rest two teams just sit and observe their game. For example, the first team students should give all possible phrasal verbs with the ver "to give"

giveup   give out
give away   give off
give back   give over and etc.

when the first team finishes, the second team and the third team should continue in the same way. If the teams make any mistakes during the game, a mark is put on each row of the team. The result of the game is determined according to the number of marks.

The third version of the game "Throwing a shawl" is the easiest way devoted to the low language level of learners. For playing this game, the group is divided into two teams and stand opposite to each other. The distance between them should be 5-6 meters. The teacher gives the shawl to the student standing first. This student should puzzle a word or shows the word by mimic ansjeastures to the student standing opposite to him like the game **"Hide and seak"** ("тығылмашақ"in Kazakh). The player should say find the word and take the shawl. If he fails to give the correct answer, he shows his talent and takes his seat and observes the game. If he finds the correct answer, he is able to continue the game. Further, he may show the word by his mimic and name the person who should find the hidden word. The game can be complicated according to the task prepared by the teacher.

Another Kazakh national game that we made use is called **"Kokpar".** The game is played between two teams. The players set up a circle, stand on a circle and answer the questions of the teacher. Both teams are distributed whips. Only the person who knows the answer should raise his hand with the whip and answer the question. The team who give more answer than the other team is the winner of the game.

One of the most widespread, old-fashioned, favorite types of Kazakh folk games among young people is the **"Magic Stick"** (Сиқырлытаяқ). There is no limit to the

number of players. The players gather in the game, make circles, and assign one of themas a game conducter. The conducter keeps the magic stick in the middle of the circle and explains the way of the game. He names the number of players from one end to the other. Then he sticks the stick in his hand to the ground and marks the number of players and sticks. For example, if the number four, five, ten or twenty is the number that the driver calls, then the player whosethe number is called should come and answer the question of his number. If he does not know the answer, he will stay in the middle and entertain the crowd. He sings, dances and plays dombra, but he has to do whatever the crowd asks him to do. After performing his performance, he calls another number to answer the question. In this way, he is replaced by the player.

In our experience, we prepared a number of post reading questions on the text "The 5-minute interview: Carlos Acosta".

1. Who is Carlos Acosta?
2. What is Carlos Acosta's favoutite phrase that he often uses?
3. What does he wish?
4. The most surprising thing that happened to him.
5. What is he good at?
6. What is he bad at?
7. The ideal night out is
8. What is he in another life?
9. The best age to be ...
10. In weak moments he ...
11. What is his philosophy?

This game suits best to consolidate the previous material. Student named Erbol could not handle the task perfectly. However, asem failed to give a true answer and entertained the students with the performance of "Titanic", while Aizhan could raise the mood of the group by dancing the traditional Kazakh dance "Kamazhai".

"Chasing a girl"(Қызқуу) (әз. *qızqov*; қыр. *кыз куумай*; башқ. *кызкыуыу*) is one of the oldest games that was advantageous and entertaining. It is one of the most popular national horse games among the peoples of our republic. It should be noted that the ancient sports game has been slightly unchanged to the present day, unless it is called "A running girl". This competition has remained the same as it was before its time. In the modern order, the competition was held between a girl and a guy (this was the order among some tribes that settled in the VIII-VII centuries BC). If the guy failed in the race, he was not allowed marrying a girl because she could not justify her claim. In Kazakhs, there is one more custom from ancient legends. According to this tradition, two girls and boys from different clans should take part in the competition. The failure of a guy, along with the charge against him, was a serious defect on his clan. If the girl is failed, she will be married to a young man who has power over her.

As we evidence, this type of Kazakh national game has been forgotten. This game is great of importance by its idealogical content. In our turn, we decided to make use of this game to create a relaxed atmosphere and to do the exercises with expressions that had been introduced and explained beforehand. To play this game, we divided the group into two groups: a group of girls and a group of boys. The condition of the game is a

boy and a girl should come up to the blackboard and they should take two cards on which a sentence is written in it. In short, they compete to translate the sentences as quickly as possible. First the girl reads her sentence trying to translate it. Then the boys attempt to do the same. The failed team should accomplish the task of the winning group. The game does not only entertain the children, but also enhances their cognitive understanding and communicative competence. Through the game, children can quickly communicate with each other, understand each other well and learn the ingenuity from each other.

Another advantageous national game that we often use is "Khantalapai" (Khantalapai). The condition of the game: colorfully numbered asyks from 1 to 10 are placed in the "korzhyn", which is translated as "a basket". Pupils should take the asyks and answer the question. This game is great for consolidating the newly taken text. The use of national game elements in the teaching process, but its cognitive, educational significance is increased. National games can also be used to develop students' communicative competence. National games - The "khantalapai" game from the ancestors can be used for group competition.

In our case, we colored 10 asyks in red, yellow, blue, green, white, black, pink, gray, orange and purple. Further, we've numbered them up to 10. "Can pets and their owners become more like alike?" That had been read and discussed previously. The questions were prepared in this way:
1. Who claimsed about likeliness of pets and their owners?
2. How did prof. Richard Wiseman confirm his claim?
3. How many people took part in the online questionnaire?
4. What kind of features do pets and owners share?
5. Do animals have personalities like human do?
6. Do you agree that pets become more like their owners over time?
7. What was the discovery of Prof. Richard Wiseman?
8. Why do you think people keep pets?
9. What are the benefits and disadvantages of having pets?
10. Whom did prof. Richard Wiseman liken pets and their owners?
This game is similar to the game "Five Asyks" in which players should take asyks from the basket and accomplish the task. This game allows us to consolidate the home assignment.
"A white bone" is one of the games played among youth. I used the game to name a number of proverbs and sayings. In this game, you need to select any sections and perform the task. Forexample,

1. Play	a. glasses
2. Pop	b. teller
3. Eye	c. ground
4. Story	d. corn
5. Post	e. card

Anotherwayofusingthisgameistofindoutahiddenword. The didactic aim of the game is aimed at finding the hidden word and give an example and to learn the word by heart.

Necessary visual aid is a tables with sentences in which one part of the sentence is missing. The content of the game is the whole group takes part in the game. A white bone is hidden instead of indefinite words as can be seen in Table 3. Each white bone is an excellent mark.

Table 3. Game "A white bone"

Find the hidden word and get your real mark									
I	can't	remember	what	he	looked				
But	I	can	remember	that	he was		a rugby		shirt
I've	have	forgotten	A lot	of	what				
That	reminds		He	had	a	baseball	cap		on
I	noticed	smeone					the		street
Looking		on it,	it	is	a	bit	worrying		really
Did	you	recognize	him?			I've	only just		moved there

The student who finds the words hidden under the bones will get his special mark from the teacher. As we know, grammar games in this methodology develop the language, mindset, motivation, resourcefulness, self-esteem, and interest in the subject, while phonetic games enhance students' literacy, help them master the sounds.In the game, the child is enthusiastically motivated to learn, master a variety of skills and enhance his skills.Further develops, deepens their knowledge, improves creativity and develops creative abilities.

This game deepens the grammar, spelling, punctuation of the English language. We use this game to develop children's literacy. We also spend games "Say the tongue twister without hesitating", "Read the correctly" and "Continue the proverb". It's one of those games«Polyglot».The task is to translate the words into English, Kazakh and Russian languages.The game "A white bone" is also can be successfully used in the game "Polyglot" Table 6.

Anotherwayofusingthisgameistofindoutahiddenword. The didactic aim of the game is aimed at finding Russian and English equivalents of the given Kazakh words. Necessary visual aid is a tables with sentences in which one part of the sentence is missing. The content of the game is the whole group takes part in the game. A white bone is hidden instead of indefinite words as can be seen in Table 4.

Table 4. Game "A white bone" on the basis of "Polyglot"

№	English	Russian	Kazakh
1	Money-saving tips		
2	The queen of the buffet		
3	To look out for bargains		
4	To afford a wedding present		
5	To keep to one's budget successfully		
6	To drag one's mates out for free events		
7	To get rid of		
8	To pick up coins dropped in the street		
9	To manage to collect money		
10	Keep money for emergencies		

The game can be continued by asking pupils to give examples with the help of phrases and word combinations from the previously taken text "I was the queen of the buffet". In this way the text can be consolidated by which the communicative competences of learners are much more enhanced.

The game "**Competition" (Baige)** has a didactic significance in forming communicative competence of learners. Teacher should prepare little passengers for each group, number for learners in the game, cards with additional examples, posters.

The condition of the game is to aswer the question on the road to the destination first. The class is divided into several teams and writes the examples given in the textbook on the cards or on the game board. The players of each team come to the blackboard one by one and answer the on the road to their destination. They go further only through answering the questions. The team that answers all the questions first and reaches their destination is the winner of the game.

The last Kazakh national game that had been used us was **"Giving a ring"** (Сақина салмақ).The didactic purpose of the game is to do exercises verbally to improve their communicative competence and to train to compete quickly. Required tools: 2 or 3 rings depending on the number of people or a worm, candy, button can be used instead of rings, etc(the game finishes fast if there is on ring for each row).

The content of the game is players in the group are divided into 2 or 3 groups. The more the row, the more the groups there are. Each group has one ring. Several examples are writtenin the column on the blackboard depending on the number of groups. Each column divides examples to groups. According to the teacher's command, the players of the groups having a ring in their hand startto translate the first example and continue the game. The game continues silently. The group which finishes the game first and performs it correctly will win amd is evaluated. The game starts at the same time and ends at the same time in each group. It takes into account the correctness of the examples.

We think that connecting such didactic games with the Kazakh national games will have a great impact on enhancing communicative competence of learners on the one hand and upbringing the younger generation on the other hand.

There are different approaches to assessing the effectiveness of different training systems. Let us dwell on those of them that allow us to estimate relative effectiveness, based on an analysis of teaching technologies.

2.3 Experimental work on the effectiveness of using games in developing communicative competence at English lessons

The experimental work on the effectiveness of using games in the process of teaching English was carried out on the basis of the practice which was conducted with the students of the English Philology Faculty at KhojaAkhmetYassawi International Kazakh Turkish University. In our turn, we decided to make use of Kazakh national games for developing and forming communicative competences of learners instead of using game types that have been used and experienced by many language teachers.

For the psychological evaluation of the effectiveness of using games, we have identified our criteria. And in order to give this very evaluation, different methods are used. The methods of scientific research are those methods and means by which scientists receive reliable information, which are used later to construct scientific theories and develop practical recommendations.

The study was conducted in several stages.

Stage 1 - identify the criteria by which we can judge the effectiveness of using national games in learning process.

Stage 2 - the identification of attitudes towards these criteria.

Stage 3 - comparison of traditional and national gaming technology forms according to these criteria.

Stage 4 - drawing up efficiency of using national games not only in enhancing learners' communicative skills, but also in forming their motivations and spiritual value knowledge in the second language acquisition process.

The methods used by us are as follows:

- The survey is a method of direct or indirect collection of primary verbal information through socio-psychological interaction between the researcher and the interviewee. The specificity of the method is that, when used, the source of sociological

information is a person (a respondent) - a direct participant in the social processes and phenomena under study. The main advantage of the survey method is the breadth of coverage of various areas of social practice. Using this method, you can get information about any problems in the life of modern society. Cognitive possibilities are practically unlimited and a huge advantage is the effectiveness of polling a large number of people in the shortest possible time. There are two main varieties of the survey method: questioning, when it is mediated by the application of the questionnaire and interviewing, when it has the character of direct communication between the sociologist and the respondent.

- Questioning is a method of obtaining primary sociological information by means of written responses of respondents to the system of standardized answers to the questionnaire. Questioning is the most common type of survey in the practice of applied sociology. Types of questionnaires are diverse and grouped in pairs according to several characteristics. Depending on the number of respondents, there are two types of questioning: solid and selective. A continuous questionnaire provides for a survey of the total population of the persons studied, and for a sample survey only a part of the general population is sampled-a sample. This kind of questioning is the most common. Depending on the way the researcher interacts with the respondent, they distinguish between personal and correspondence surveys. Personal questioning provides for direct contact of the researcher with the respondent, when the questionnaire is filled in his presence.

This method of questioning has two advantages: first, it guarantees a complete return of the questionnaires and, secondly, allows controlling the correctness of their filling.

A personal survey can be group and individual. Absentee questionnaire is characterized by the fact that the respondent answers the questions of the questionnaire in the absence of the researcher. According to the method of delivery of questionnaires, respondents are distinguished by postal, press and distribution questionnaires. Post questioning is reduced to the fact that the questionnaires are sent to the respondents and returned to the researcher by mail. Its advantages lie in the simplicity of the distribution of questionnaires, the possibility of obtaining a large sample, the possibility of attracting a large number of people living in different regions and difficult-to-access areas simultaneously. The disadvantage of the postal questionnaire is the low percentage of return of the questionnaires, the distortion of the intended sample and the lack of confidence that the questionnaires were filled out on their own. There is a method for increasing the percentage of return of questionnaires, consisting in psychologically competent treatment of respondents, investing an envelope with writing a return address, sending reminders about the need to return a completed questionnaire,

- Observation. Observation is a method of psychological research, consisting in the deliberate, systematic and purposeful perception and fixation of behavioral manifestations, obtaining judgments about the subjective mental phenomena of the observed. During the observation, it is necessary to ensure such conditions so as not to distract the observed from the work, not to restrain his actions, not to make them less natural. Observation is always characterized by some subjectivity; it can create an

attitude that is favorable for fixing a significant fact, which generates interpretation of facts in the spirit of the observer's expectations. Improving the objectivity of observation is facilitated by the rejection of premature generalizations and conclusions, the multiple nature of observation, its combination with other methods of investigation.

There are many approaches to assessing the effectiveness of a particular form of using national games.

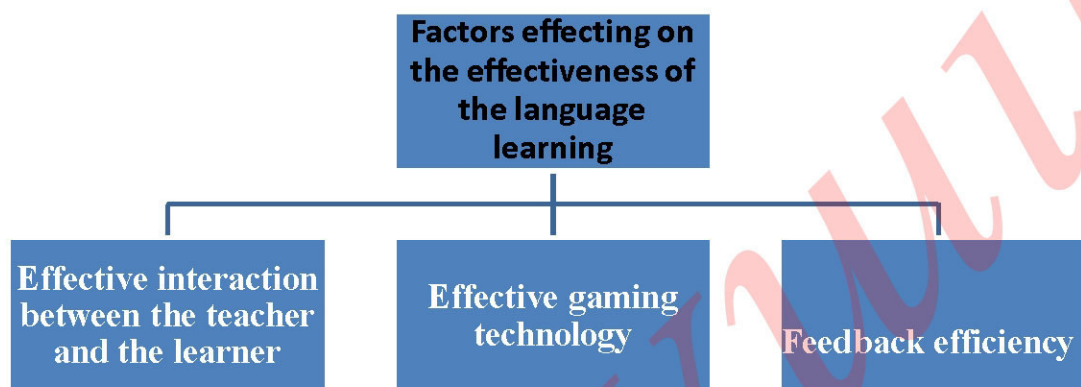How effective any kind of language learning depends on many factors is shown in Figure 3.

Figure 3. Factors effecting on the effectiveness of language learning

In other words, the effectiveness of language learning depends on the organization and methodological quality of the materials used, as well as the skill of teachers involved in this process.

In addition, there are a number of characteristics that should be inherent in any kind of language learning, so that it can be regarded as effective:
- Language learning involves more thorough and detailed planning of the learner's activity, its organization; a clear statement of the objectives of the training; delivery of necessary training materials;
- the key concept of language learning educational programs is interactivity. Language learning courses should provide the maximum possible interactivity between the trainee and the teacher, the feedback between the trainee and the teaching material, and also provide the opportunity for group training;
- Feedback should be operational and deferred in the form of an external evaluation;
- The most important element of any course is the motivation that must be supported;

Whether language learning is effective, students can best tell themselves. Owing to the great assistance of the staff of the Philology Faculty of KhojaAkhmetYassawi International Kazakh-Turkish University, the study was conducted with the second-year-full-time students (in the number of 100 people). At the first stage of the study, a survey was conducted, a survey of students to identify the criteria by which to judge the

effectiveness of using Kazakh national games. At the second stage - their attitudes towards these criteria (the data are displayed in Table 5).

Table 5. Students' attitudes to the use of national games in thesecond language acquisition process

№	Criteria	Positive attitude in%	Negative attitude in%
1	The possibility of obtaining knowledge	100	0
2	Convenience of obtaining knowledge through the use of Kazakh national games	74	26
3	Constant communication with the teacher	44	56
4	Opportunities for education on a material basis	5	95
5	Comfortable conditions for the creativity of students	12	88
6	Absence of teacher's dictatorship	13	87
7	Simplification of the material explanation in the learning process	63	37
8	Stimulating personal development	12	88
9	Stimulating learners' communicative competence	59	41
10	The standard for the development of oral speech	95	5
11	The possibility of involving the whole learners in the learning process	13	87
12	Strengthening the motivation of learners to the language acquisition	28	72
13	Degree of achievement by students of their goals	85	15

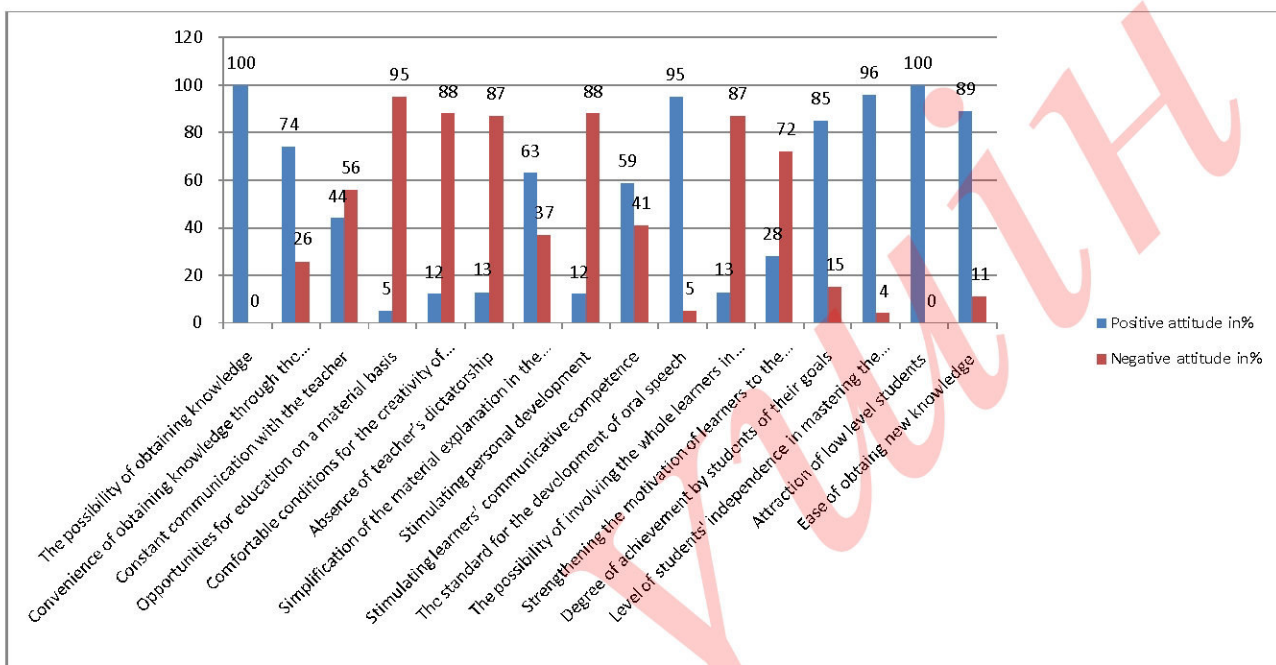| 14	Level of students' independence in mastering the study material	96	4
15	Attraction of low level students	100	0
16	Ease of obtaing new knowledge	89	11

Figure 4. Students' relation to Students' relation to the use of national games in the second language acquisition process

Thus, students, in general, expressed a positive attitude towards language learning with the help of national games. And when choosing the form of training (anonymous questionnaire) by national games or common language games, 69% of respondents preferred the first type of training, taking as a basis the possibility of enhancing communicative competence. Foranillustrativeexample, thediagram (Figure 5.):
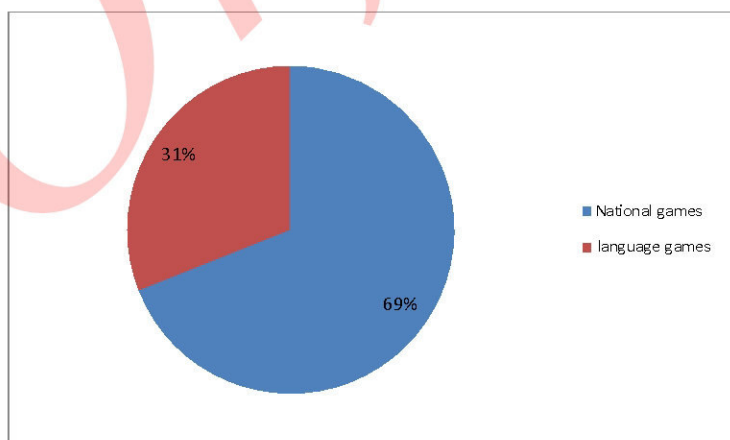
Figure 5. National games priority over otherlanguage games

So, the system of using national games in developing communicative competencesrepresents approaches to create interest in studying English, positive attitude towards partners of communication, to develop and systematize the knowledge of English gained in their activity, to fulfill communicative abilities on levels, i.e. in general, to universalize communicative qualities, knowledge, abilities, skills of communication in English.

The final stage allows us to emphasize the effectiveness of using national games not only developing learners' communicative competence, but also in forming their motivations to the second language acquisition and andformingtheir spiritual value knowledge. That is, national games that were used by us motived our learners towards the acquisition of the English language and formed their spiritual valueknowledge.

As it is known, all groups of the English Philology department consist of students from foreign countries as Turkmenistan, Uzbekstan, Kurguzstan and China. Though these students have been studying in Kazakhstan at least for three years and know English at a certain level, they have no idea about the culture and tradition of the Kazakh nation. Moreover, these pupils have no personal interest to master English for their own purposes and low-probability of their successful activity is present and makes 10,8%. Taking it into account, we came to a conclusion about the need of strengthened use and attentive selection of national games in the course of teaching English for forming their motivation prior to the development ofthe learners' communicative competences on the one hand and spiritual value knowledgeon the other hand.

Therefore, we selected the methods as questioning, testing, interviewing, self-diagnostics, performance of tasks, analysis of products of pupils' activity, interview of the teachers. In order to define an initial condition of *components*of developing learners' communicative competences, their motivation and cultural value knowledge in the process of teaching English we relied on the situation where interest to mastering English predetermines further continuous system education and self-education of the identity, development of necessary significant qualities. And therefore we carried out questionnaire and interview which are designed to reveal the levels of learners' communicative competences and cultural spirituality knowledge.

The obtained study data and thorough analysis showed that the main motive of studying English practically all students questioned want to have possibility to improve their communicative competences, to be motivated and to improve their spiritual spirituality value knowledge.

After analyzing the condition of formingthese components we came to a conclusion that these components are formed at low and average level. The study result of forming components of developing communicative competence, forming their motivation towards the language acquisition and spiritual value knowledge in the process of teaching English is presented in the following table.

Table 6– Initial levels of students'communicative competence, motivations and spiritual value knowledge in the conditions of other language activities

Levels of students	Numbers of students (%)		
	Communicative competence	Motivations	Spiritual value knowledge
Low	71,1	70,3	71,3
Average	29,9	29,7	28,7
Required	-	-	-
High	-	-	-

To show a total level of communicative competence, formationof motivationand spiritual valueknowledge in teaching English we gave four criteria characterizing a condition of communicative competence and cultural spirituality knowledge which corresponded to formation level, i.e. to their qualitative description: low, average, required and high.

The experiment results carried out among Turkmen, Uzbekian, Mongolian and Chinese students shown in the following table and the graphic representation is given below in the table.

Table 7 – Levels of forminglearners' communicative competence, motivations and spiritual value knowledgein the conditions of national games

In percentage

Level of communicative competence	Numbers of students (%)		
	Communicative competence	Motivations	Spiritual value knowledge
Low	68,76	58,75	75,1
Average	31,24	41,25	24,9
Required	0	0	0
High	0	0	0

These tables representation indicated the low level of communicative competence of foreign students is 68, 76%, while their average level is 31,24%, the low level of motivations of foreign students is 58,75% and on the other hand students' average level is 41,25%. The lowest level 75,1% belonged to thespiritual value knowledge of the foreign students, while their average level is 24,9%. Students' low and average levels do not promote to fast adaptation, and, therefore, successful functioning in learning activity.

Thus, the experiment results indicated that mainly low level of developing communicative competences in the process of teaching English as a key motivation in their activity that makes essential the organization and carrying out of experimental work on the development of cultural spirituality knowledge in the course of teaching English for checking of efficiency offered in the research of system and a technique,

and approbation of the pedagogical conditions revealed in complete pedagogical process.

Upon completion of the first stage of developing communicative competences in the process of teaching English the discussions, survey, expert evaluation on revelation of level of developing language and cultural assimilation knowledge of experimental and control groups together are given below in table 1.

Table 8 – Results of the first stage of experimental work on developing communicative competence, motivations and spiritual value knowledge in the conditions of national games

In percentage

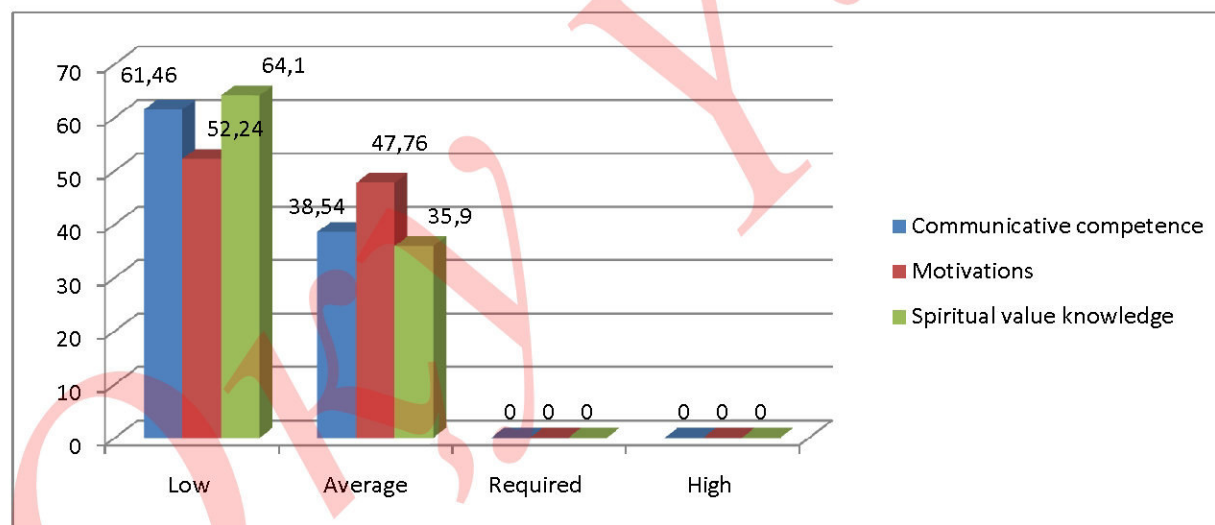| Level of communicative competence	Numbers of students (%)		
	Communicative competence	Motivations	Spiritual value knowledge
Low	61,46	52,24	64,1
Average	38,54	47,76	35,9
Required	0	0	0
High	0	0	0

Figure 6 –Results of the first stage of experimental work on developing communicative competence, motivations and spiritual value knowledge in the conditions of national games

The numbers in the table indicate that the number of students with the average level of communicative competence, motivations and spiritual value knowledgeconsiderably increased up to 52,24%and the number of students with low level decreased up to (47,76%. However, there are still no students with required and high levels of communicative competence, motivations and spiritual value

knowledgethat, in our opinion, is explained by the fact that students learned English activity not profoundly. Meanwhile, the analysis of questionnaires, results of conversations and expert evaluations showed students'interest based not only on desire to master a foreign language and culture, but also on acquisition of English in their practical activity in all its complexity and multi-aspects at necessary and high level. Students can imagine well enough the main features and importance of learning English for the development of their communicative competence in the target language.

Since the purpose of the second substage was the formation of communicative skills on the basis of comprehensive opportunities of 5 national games in the course of learning English, integration of the spiritual value knowledge was used. The use of national games in teaching English, integration of spiritual value knowledgegive pupils the chance to form theoretical and practical bases, significant and specific aspects of communicative activity. Moreover, we drew special importance to teaching English during which we focused to the development of spiritual value knowledgeon the base of national games in the process of teaching English, recognitions, correct understanding and adequate reaction to language, cultural distinctions in communication of multilingual partners.

After completing the second substage, we conducted an identification analysis of developing communicative competence, motivations and spiritual value knowledgein the process of teaching English (Table 9 and Figure 7).

Table 9 – The results of the second substage of experimental work on developing communicative competence,motivations and spiritual value knowledge in the process of teaching English

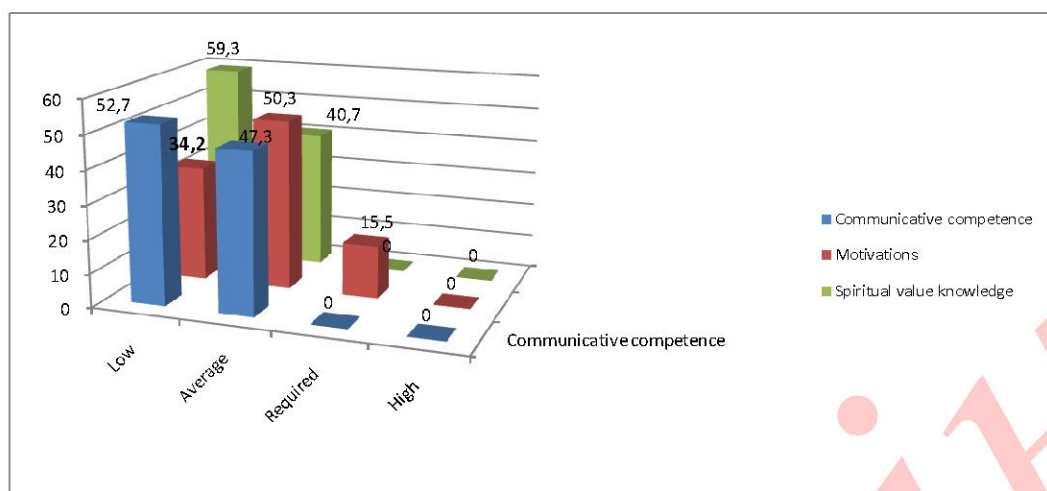| Level of communicative competence	Numbers of students (%)		
	Communicative competence	Motivations	Spiritual value knowledge
Low	52,7	34,2	59,3
Average	47,3	50,3	40,7
Required	0	15,5	0
High	0	0	0

Figure 7 –Results of the second substage of experimental work on developing communicative competence, motivations and spiritual value knowledge in the process of teaching English

The above-stated experiment results witness about efficiency of national games, in developing linguistic communicative competence in the process of teaching English that was reflected in dynamics of levels of formation of this integrative quality in experimental group. However, we can see few foreign students at required level withthe small percent of 15,5 %. In our poit of view, this is due to the fact that the students' language level that they obtained during the teaching process doesn't allow them to develop their practical and communicative skills.

With a view to develop the students' communicative competences at the required level, during the third and final stage, we made use of another 5 different national games. The importance of this step in developing of communicative skills, forming their motivations towards the language acquisition and their spiritual value knowledge is noted that here students not only form their communicative skills, but also gain deeper knowledge on studying language through playing national Kazakh games.

After a skillful usage of national games to enhance their communicative competences in the English language, the students highly emphasized the relevance of playing national Kazakh games as they allowed them to develop their speaking skills, motivated them to learn the foreign language in the easiest way and improved their spiritual value knowledge.

At the third and final substageof the experiment we taught the students English for their practical activity on the basis of using national Kazakh games, tutorials, electronic textbooks that were worked out etc. When all performances came to the end, we discussed the results of the experiment and even students made reports on various actual problems of teaching the language where they encountered with difficulties of improving their speaking skills, namely their oral performance. The received results witnessed the efficiency of the offered system and technique of developing communicative competencein the process of teaching English (Table 10and Figure 8).

Table 10 – The results of the third substage of the research work on developing

communicative competence, motivations and spiritual value knowledge in the process of teaching English

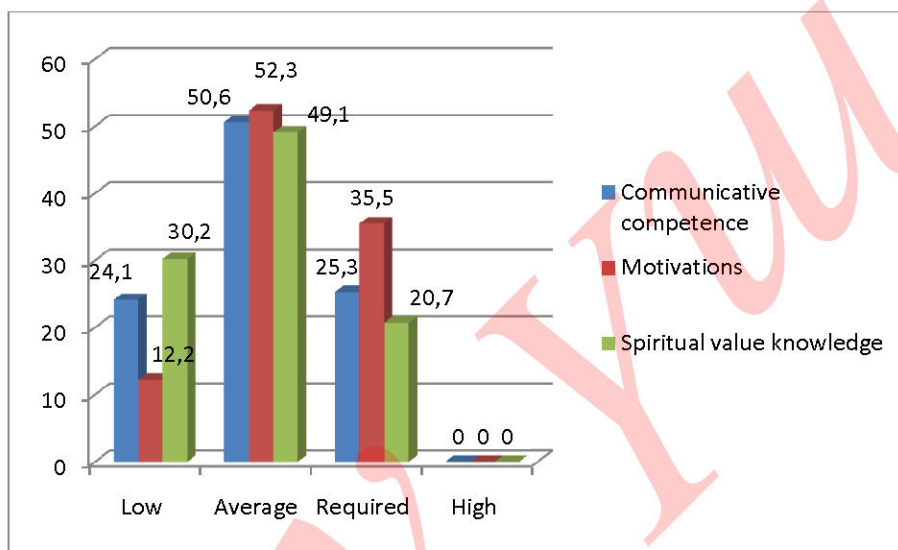| Level of communicative competence	Numbers of students (%)		
	Communicative competence	Motivations	Spiritual value knowledge
Low	24,1	12,2	30,2
Average	50,6	52,3	49,1
Required	25,3	35,5	20,7
High	0	0	0

Figure 8 – The results of the third stage of research work on developing communicative competence, motivations and spiritual value knowledge in the process of teaching English

The analysis of the final stage indicates rather noticeable growth on an average (52,3%) and required levels (35,5%) and reduction of number of pupils with low level (12,2%) that implies about the efficiency ofusing national Kazakh games. The heated discussions that took place after the completion of the whole experiment stages pointed out the significance of using national games not only to develop the communicative skills of learners, but also to form learners' motivations towards the second language acquisition and spiritual value knowledge that means the acquaintance with the culture and traditionand language of the Kazakh language in the process of learning the English language.

The results of the experimental work that we have carried outallow us emphasizethe significant relevance in reaching the growth level of communicative competences and prove the efficiency of using national games developed by us and a technique and the hypothesis offered which has been the basis for our research.

CONCLUSION

Samples of folk pedagogy proven centuries ago with wisdom and longevity are the source of education. The pedagogical heritage of the people which has not lost its significance, even in the long run, is the root of the parents 'and teachers' lives. The abundant experience accumulated in the child's mind-consciousness, intelligence has been differentiated over the centuries and is closely linked to the tradition of national education, and continues from generation to generation.The game opens the doors of life to the child, stimulates his creativity, improves his logic and connects his entire life, and folklore treasures help to develop the child's educational abilities.

National games are part of the national pedagogy as the eighth of the "seven miracles" performed by human beings is noteworthy. National games contribute much to our generations to explore who their ancestors are, to examine their psychological identity and thinking systems, to analyze their goals, to descend traditions from generation to generation. Through the game, students learn to communicate with each other quickly, learn from one another in agility, ingenuityand knowledge. There is no learner, who wants to be good and intelligent, who is dreaming to be strong and energetic. The game itself, like the source of education and upbringing, promotes the learner's knowledge.

In national games, it is important to use the leading role of pupils who are able to use the children during the sessions, breaks, and leisure time. The tutorship organization continues to play national games, with the help of activists, in-class and out-of-school hours. He controls and guides him. He relaxes during a national game during the lesson. The learners extend the knowledge of life and learn the collective self-interest.

The first methodological peculiarity of the use of national games as a way of teaching is that we can use them for learners of any age, in classroom and out-of-school studies. For example, national games as "Bayga", "Staircase", "White Bone", "Shotgun", etc. can be used appropriate to the language topics.

National games of national pedagogy as "Altynsaka", "Bayga", "Kokpar", "Putting Ring", "Five Stones", "Togyzkumalak", "Taking silver", "A white bone" and many others are our treasures. Therefore, they are of great benefit to bring up our generation.

The first sensation of the need for such qualities as tolerance, patience and self-restraince begins with these national games. For example, it is possible to offer the following Kazakh national games to play with the students outside the classroom: "Aigolek", "Rope pulling", " Throwing a belt", "Blind goat", "Wolves attacking sheep", " "Camels", "Omgies", "Taking a flag", "Wolves and goats", "Alchy", "Khan", "Is Khan good?", "Guardians", "Rings collection", etc.

By conducting games, the teacher teaches learners not to lose the tradition of the Kazakh people, but to develop them further, to love and respect the love of their nation. Modern Kazakh national games will increase the mobility of learners, improve their health and increase their body weight. It affects the brain's perception of mind.

Communicative competence of students can be considered in the educational process not only as a condition of today's effectiveness and well-being of the student,

but also as a resource for the effectiveness and well-being of his future adulthood. Modern students have the opportunity to learn a foreign language and simultaneously develop their communicative competence. The complexity of learning a foreign language lies in the fact that it is also necessary to create conditions for the formation of communicative competence, that is, internal readiness and the ability to communicate with each other. Analysis of literature has shown that many methodologists note the effectiveness and productivity of the implementation of gaming technologies in the learning process. In the game, everyone is equal. It is feasible to almost every student, even one who does not have enough solid knowledge in the language. Moreover, a weak student can become the first in the game: resourcefulness and ingenuity are sometimes more important than knowledge in the subject. The sense of equality, the atmosphere of enthusiasm and joy, the feeling of feasibility of assignments - all this enables the student to overcome shyness, which prevents freely use the words of a foreign language in speech, reduces the fear of mistakes, beneficially affects the learning outcomes.

Foreign language becomes a means of ensuring a healthy lifestyle, becoming a major compulsory component of education not only in high schools, schools, but also in institutions that train and educate children of pre-school age.

Early foreign language teaching offers a great opportunity to generate interest in the world's multilingual language and culture, promote the development of communicative language, and have a great impact on the child's thinking, learning and memorization. However, it is necessary to use English as a game, taking into account the impatience inherent in pre-school age, the instability in attention, as well as the shortcomings of fatigue.

Nowadays, the actual issue is the creation of this versatile, multilingual creative personality. One of the pressing issues of today is to communicate with a child in a foreign language and to speak from an early age. It allows children to learn the language according to their age, to open the way for the world culture.

That is why the problem of further modernization of education is continuously aligned with the ever-changing world. All the education in the kindergarten is the place where the foundation of all knowledge and comprehensive development are the basis. That's why it is important to use the lesson as a basis for the continuous development of children's thoughts and communicative competence. Particular attention should be paid to theuse of national gamesa that enable them to form and develop their communicative competence.

Finally, games are one of the ways in which laernerscan develop cognitive activity, thinkingablilties and communicative competence. They help make any educational material more interesting and appealing, helping learners to improve their mood, to satisfy with their work, and to master the topic easily. When developing a theme, the task for game development is systematically used and organized, so that only the teacher can open the subject matter. It is important to take into control the psychological and age features and possibilities of learners. Only in this case can we achieve the desired results. Any technology that can be used effectively will improve the quality of education. Educate the educated generation to enter the top 50 developed countries since the future of Kazakhstan is in the hands of educated generation. Modern

youth is the future of Kazakhstan tomorrow. We want to finish our speech with these poems of Abai.

Ақырынжүріпанықбас,

Еңбегіңкетпесдалаға.

Ұстаздықеткенжалықпас,

Үйретуденбалаға!

After the completion, we came the **following conclusions** about the game:

a) The game is a means of education, mind, language, enrichment of vocabulary, education of life, emotional enlargement.

b) strengthens the will and behavior, improves human morality.

c) collective feelings increase.

d) aesthetic education - becomes an instrument of art and art of interpretation.

e) enablesto solve tasks of labor education.

f) Helps the body to grow - the game is psychological and physiological basis of comprehensive and harmonious upbringing of the learners.

g) allows developing communicative competence;

h) forms a motivation towards the second language acquisition;

i) builds spiritual value knowledge.

To sum up, games bring real world context into the classroom, and enhance learners' use of English in a flexible, communicative way. Therefore, the role of games in teaching and learning a foreign language cannot be denied. However, in order to achieve the most from games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of pupils, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account. In conclusion, learninga foreign language through games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

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