

внесок, є більша ймовірність, що дискусія врахує всі важливі моменти, а саме спонтанна розмова спонукає учасників до вирішення питань та розбіжностей у зручний час. Тому ці переваги підвищують як якість рішень, так і швидкість процесу. Проведення дискусії полегшує втручання фасилітатора (вчителя), якщо незгода між учасниками виявиться ворожою. Цей формат дискусії також є гнучким, оскільки дозволяє змінювати кількість учасників. Основним недоліком цього методу обговорення є невелика кількість учасників.

Аналізуючи вищезазначений матеріал, можна дійти висновку, що використання інтерактивного методу в реалізації особисто орієнтованого підходу та викладанні англійської мови дає змогу практично збільшити кількість розмовної практики на занятті, виявляється цікавим для учнів, допомагає засвоїти матеріал та використати його у подальших заняттях, виконує дидактичні та різні розвивальні функції. Таким чином, викладач стає наставником самостійної навчально-пізнавальної та творчої діяльності учнів. Підсумовуючи вище викладене, варто додати, що робота в такому напрямку є досить ефективна у навчанні учнів англійської мови.

#### Література

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### GAME-BASED LEARNING IN THE ENGLISH SPEAKING CLASSROOM

**Фарина Н. І.**

*студентка факультету філології і журналістики,  
Тернопільський національний педагогічний університет  
імені Володимира Гнатюка,  
м. Тернопіль, Україна*

It is very important to like the process of learning English language. Teachers don't have to force their students to learn something that makes them bored as there is

such interesting up-to-date information in the modern world. There are many games specifically designed as educational games, as well as a number of entertainment games that have been successfully used for educational purposes. It should be said that educational games may help students to understand that being smart isn't something monotonous.

Definitions of game-based learning mostly emphasize that it is a type of game play with defined learning outcomes. Usually it is assumed that the game is a digital game, but this is not always the case. It involves the use of game elements, such as incentive systems, to motivate players to engage in a task they otherwise would not find attractive [6, p. 98]. One definition defines a game as “a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome [8, p. 124]. Game-based learning may also include points and stars, would involve redesigning the homework activities, using artificial conflict and rules of play, to make them more interesting and engaging [7, p. 145].

Let's find out why we should use games in the classroom

### **Play and cognitive development**

Psychologists have long acknowledged the importance of play in cognitive development and learning. Piaget J., for example, described play as being integral to, and evolving with, children's stages of cognitive development. According to Piaget, play becomes more abstract, symbolic, and social as children mature through different developmental stages [5, p. 64]. This understanding of the role of play in children's cognitive development has informed our understanding of educational games [3, p. 69].

### **Development of problem-solving skills**

It is important to get students thinking and answering questions. Games help us develop essential problem-solving skills. For children, this is an especially vital skill to learn early on, because they are going to be mature.

### **Instant feedback**

Sometimes it may be hard to know if your students understood their readings and your explanations. Nowadays old-fashioned ways of quizzing don't work so well. Whereas classroom games improve student engagement and give you instant, valuable feedback on how well students are really doing – because fun games open up even the shyest of students and get everyone involved [9, p. 43].

### **Player Engagement**

Related to motivation, one of the most frequently cited reasons to consider digital games for learning is that they allow for a wide range of ways to engage learners. Which types of engagement are implemented depends on design decisions that reflect the specific learning goal, learner characteristics, and setting [2, p. 26]. For example, a game can engage the learner behaviorally by using gestures as input or inviting players to perform specific physical actions as part of play. Game characters engage the learner emotionally, and social features such as collaborative play support sociocultural engagement.

### **Adaptivity**

Adaptivity is the capability of the game to engage each learner in a way that reflects his or her specific situation. This can be related to the learners' current level of knowledge, to cognitive abilities, or to the learners' emotions [1, p. 106].

**Here's top 10 simple games to implement in the English speaking classroom [10]: Last Man Standing, Charades, Pictionary, Board Race, Taboo Words, Hangman, 20 Objects, Hot Seat, Chalkboard, Acronym, Categories.**

Teaching strategies are usually quite abstract. Children learn formal definitions leaving almost no space for imagination thus requiring some exterior action, and not just intellectual absorption. It happens that children don't like their school and the second language because of excessive abstraction. It usually has nothing to do with reality. Educational games will give benefit to teachers and students. Results are quick and incredible because games create a rich environment full of interaction and simulations for the students.

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