

THE USE OF GAME TECHNOLOGICAL METHODS IN PREPARING FUTURE FOREIGN LANGUAGE TEACHERS FOR PROFESSIONAL AND EDUCATIONAL ACTIVITIES

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ANNOTATION

The article is devoted to the problem of using game technologies when preparing future foreign language teachers for professional pedagogical activity. The article describes in detail the features of educational games and also justifies the importance of a competent choice of game technologies by a teacher. Particular attention is paid to the types of games that can be used in the process of language training by students. The focus is on the role of games in the process of increasing students' cognitive interest and motivation to learn a foreign language in high school.

Base words: theory, methodology, knowledge, skills, abilities, types of games, intercultural communication.

Recently, it has become increasingly clear that the main goal of professional training for prospective foreign language teachers is to develop the ability and willingness of university graduates to engage in intercultural communication, both oral and written. This is mainly because the development of the foreign language specialist and communicative competence of future teachers is the main goal of modern foreign language pedagogy since the foreign language specialist and communicative competence is an important part of the general competence of the teacher that prepared the teacher for the future prepared for intercultural professional interaction [1]. We believe that the achievement of the above goal will be facilitated by the use of game technologies in the educational process of higher education, which occupy one of the most important places in the tools of foreign language teaching.



A review of domestic and foreign methodological literature shows that game technologies are actively used by teachers as an effective teaching tool in language teaching. Since ancient times, the game has been used as an educational tool, therefore it is widely considered in the theory and methodology of teaching, including professional. Game theory is discussed in detail in the works of such scientists as P. P. Blonsky, L. S. Vygotsky, NK Krupskaya, AN Leontiev, K. D. Ushinsky, SL Rubinstein, AS Makarenko. Analysis of the works of these scientists allows us to conclude that it is the game technology that allows the student to personally participate in the workings of the studied phenomenon, allowing him to simulate real-life conditions. K.D. Ushinsky believed that games are partly man's creation, which does not pass without a trace, but to some extent contribute to the formation of his personality [2]. A. S. Makarenko emphasized that the main value of the game and its specific meaning is that it represents collective activities and teaches social relationships [3].

The concept of game technologies includes a fairly large group of techniques and methods for organizing the pedagogical process in the form of a variety of educational games. The pedagogical game is characterized by a precisely formulated learning goal and a pedagogical result corresponding to this goal, which has a pedagogical-cognitive orientation, thanks to which, in combination with competently organized pedagogical work, the students will learn to develop an aesthetic sense, the ability to learn designed to perceive, emotionally perceive and love the beauty in the surrounding reality: in nature, art, social life [4].

The use of gaming technologies in the educational process of higher education implies an intensive teaching method, which consists in providing the student with all pedagogical information during one lesson in sufficiently large quantities that the subjective Barriers of substance coping [5]. Active cognitive activity of students helps to organize their attention and allows them to work calmly and enthusiastically for a long time. At the same time, it should be noted that "since the cognitive activity is based on cognitive interest, cognitive interests inevitably invade all areas of human activity and activate cognition" [6]. During the game, you will learn new material in a simpler, more accessible, and relaxed way of working, while actively developing and fixing it. The process is extremely important in the game as the game has no obvious goal for the student player.

The training takes place in the process of active contact and interaction between the students, who further develop their language and technical skills and at the same time prepare them for further activities. Therefore, the practice of developing a



student's knowledge, skills, and abilities is a game. It should be noted that the game technologies used by the teacher should fully correspond to the goals of foreign language teaching in a higher education institution because if the goals are set instrumentally enough, they become more and more concrete goals and concrete methodological tasks that ensure their implementation to achieve certain goals [7]. The place and role of game technology in the educational process depend on how the teacher understands the functions of educational games. Thus, the same game can have several different functions. Let's describe these functions in more detail.

Training function. The game has a high value in education, it is closely connected with learning in the classroom, with observations in everyday life. The game promotes the development of general educational skills such as information perception, memory, and attention. Very often the game is an opportunity to impart new knowledge and expand horizons. **The communicative function.** The game opens up a wide range of communication options, allows the participants to interact more intensively with each other, and finds the right strategies for joint activities in the communication process. The communication game aims to develop pupils' skills for barrier-free communication in an intercultural context, and increases the student's motivation to learn a foreign language [8]

The function of creating a psychological working climate and an atmosphere of cooperation. Play is the type of activity where students communicate with their peers. They have a common goal, common efforts to achieve it, and common experiences. The game activity allows you to build trusting relationships with students and create a positive emotional background for the lesson. The function of a person's self-realization and self-expression. The game promotes the development of imagination since imagination activates a prerequisite for the creation of new situations and images, rules of the game, and cognitive activity of students. The game participants are given ample opportunity to express their own opinion, to realize themselves, and to manifest creative potential, the development of which "is not possible outside of productive creative activity" [9].

Matching games are a form of reconstruction of the subject and social content of the professional activity, modeling relational systems characteristic of this type of practice. These games are characterized by the lack of a certain structure, a set sequence of actions, and a plan. Such games involve improvisation, improvisation, and creativity. The choice of the game depends first of all on what the student is, what he needs, and what educational tasks require their solution [10].



In summary, games are a teaching method that belongs to the group of active forms of teaching practical foreign language skills. The game is a conditional reproduction of the real practical activity of its participants and creates conditions for real communication. The game helps increase students' motivation to learn a foreign language and is an effective way to increase students' interest in learning. Therefore, the use of gaming technologies in the preparation of future foreign language teachers for professional and educational activities greatly facilitates the educational process, making it more interesting, accessible, and practical for students.

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