GAME AS ONE OF THE INTERACTIVE METHODS AT ENGLISH LESSONS WITH STUDENTS OF NON-LINGUISTIC SPECIALTIES

Ilona Palahuta; Uman (Ukraine)

In the context of Ukraine's competitive access into the international educational world, it becomes increasingly difficult to ensure a high level of education for students, using only traditional teaching methods for this purpose. The implication of new effective foreign language's teaching methods for student's preparation, particularly non-linguistic specialties, has become not only desirable but also necessary.

Among the advanced methods in the modern English language learning process, a great attention is given to interactive methods, which are based on a student-centered approach, aimed at developing not only the learner's creativity, but also the ability to think and react quickly, improving communicative skills.

«Interactive learning» can be defined as the interaction of a teacher and a student in the process of communication and learning in order to solve linguistic and communicative problems. Interactive activity includes the organization and development of dialogues aimed at interaction, understanding, solving problems which are important for each participant in the educational process.

Using of interactive teaching methods encourages not only a student, but also a teacher to constant creativity, promotes the development of pedagogical abilities, orientates on searching students' unique qualities, peculiarities of their thinking.

The structure of the English language course with the using of interactive technologies consists of four stages:

1) Preparation. This stage involves organizational issues such as handouts, decision about the venue and the necessary technical facilities.

2) Introduction. At this stage, it is important to explain rules, goals, a technically generated task, division into groups, division roles and reminding students about the amount of time led out to the game.

3) Conducting. It is necessary to discuss situations, which were given by the teacher, independent or group searching solutions and formulate answers.

4) Reflection and results. Elements of this stage are the discussion of the «game» results, evaluation and a feedback [1].

Interactive teaching methods include: presentation, heuristic conversations, role-playing games, discussions, « brainstorming», competitions with practical tasks and their subsequent discussion, planning business plans, projects, creative activities, using multimedia computer programs and involvement of English-speaking specialists.

Game is the most interesting activity for students, a way of adaptation the impressions received from the outside world [2]. The game clearly shows the features of thinking and imagination, emotionality, activity, a developing need for communication. An interesting game increases the student's activity level, and it can solve a more difficult task than in a regular class. But it does not testify that all lessons should take the form of a game. Game is just one of methods, and it only works well with others: listening, dialogues, reading, and more.

Game has a great value for the development of a personality. The success of an educational game is determined by abilities and age characteristics of participants. The educational business game has the following functions:

1)   Educational (during the educational activity provides development of students' creative potential, their independence in mastering methods of obtaining the necessary knowledge).

2)   Communicative (realized through the organization of communication, regulation of interpersonal relationships and the emergence of a mechanism of a behavior self-regulation).

3)   Activating (provides stimulating cognitive processes, interests, needs).

4)   Informative (appear in the orientation of the game's content on social, psychological and methodological problems).

5)   Knowledge integration functions (provides cross-curricular links between the courses of common objects of study) [3].

Let's look at some examples of the most interesting interactive games for students. Games, which we offered below, include mastering the vocabulary of a studied topic.

«Grabaminute» is a game in which a student is given 1 minute to represent a term, written on an interactive map. The participant should provide the most information about the subject or term, its meanings, usage, etc. A winner is the student who provided the most complete and relevant information about the subject or term specified on the card.

«Anitemdescription» is a game in which you need to describe the word or phrases pointed on the interactive cards without telling the root of the word and using gestures. The rest of the group, which has to guess the word, plays an active role.

«Chainstory» is a game on logics, a manifestation of fantasy and personality. The essence of the game is to continue the history of the previous student.

The above mentioned games can be conduct in the second part of the lesson, to increase students' activity and improve the information perception. They do not require much training and depend on the theoretical level of students' knowledge.

The main problem with engaging interactive games is the fact that the student often does not have his own opinion, and if he has, he is afraid to express it openly, to the whole class. Regular interactive lessons promote a significant improvement of students' communicative skills, disappearing students' internal restrictions. In the process of communication, students learn: to communicate with different people, to express alternative thoughts, to make informed decisions, to participate in discussions.

Qualitative students' language training is not possible without using modern educational technologies. Modern technologies in education are vocational-oriented foreign language learning, using project methods, application of information and telecommunication technologies, work with educational computer programs, distance learning of foreign languages, creation of presentations in Open Office Impress, Microsoft PowerPoint, using resources the World Wide Web. Multimedia learning

tools are promising and highly effective mechanisms which allow you to process and present more information than traditional information sources.

It should also be remembered that multimedia learning tools, which are used in the learning process should meet psychological, didactic and methodological requirements.

Interactive games with involving multimedia technologies may include: the method of presentation projects, a demonstration of «Video projects», conducting interactive games «First Million», «The brain of the class», «Blinking frames» and others. Using multimedia technologies is possible for supplement trainings and lectures. The main advantage of online learning is the combination with traditional methods. The interactivity of English teaching methods appears in the synthesis of the above mentioned technologies, in the variety of forms of conducting classes.

The involvement of multimedia projects into group assignments will facilitate the explorative search and solving by a group of students a significant task for them with the aim of obtaining a real result.

Taking into consideration the above mentioned material, we came to the conclusion that using of interactive forms and methods in the implementation of a person-centered approach and the teaching of English make it possible to increase practically the number of conversational practice at lessons, are interesting for students, help to learn the material and use it in the future lessons, play didactic and various developmental functions. Thus, the teacher becomes a mentor of independent educational, cognitive and creative activities of students. With so many advantages, you should also remember the disadvantages: with frequent using, the perception of interactive games becomes mechanical, loses creative interest, that why, it is necessary to differentiate games and combine interactive teaching methods with traditional ones.

LITERATURE:

1. Гін А. Безкровна атака: Технологія проведення навчального мозкового штурму: [Цікава і проста форма навчальної діяльності], 2000. С.7–11.

2. Крамаренко С.Г. Інтерактивні техніки навчання, як засіб розвитку творчого потенціалу учнів // Відкритий урок, 2002. С.7–10.

3. Пометун О., Пироженко Л. Сучасний урок. Інтерактивні технології навчання. Київ, 2004. 192 с.