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## APPLICATION OF GAME TECHNOLOGY IN ENGLISH LESSONS

### Abstract

This article discusses the use of gaming technology in teaching English, their place and effectiveness. In addition, the advantages of gaming technology are discursive personality skills, cognitive activity and one of the most important learning objectives - the main features and possibilities of the formation and formation of student discursive skills. In recent years, the intensive development of computer networks and information and communication technologies (ICT) has opened up additional opportunities in the field of education.

They are primarily related to the use of the global computer Internet. Today, information and communication technologies have become an essential condition of modern education, as it has become possible. It helps to increase cognitive interest, develop skills of independent work, search, analyze objects and phenomena, discover sources of information, foster responsibility for obtaining new knowledge and develop the information culture of the individual. This article discusses potential technologies for developing critical thinking using video in high school. In particular, the article deals with the following issues: strategies and technologies of training with video material for the formation of critical thinking (VCTD); also, special attention is paid to the Bloom taxonomy as a means of teaching critical thinking.

**Keywords:** education system, Internet technologies, foreign language, role-playing games, business games, business trainings, travel games, blitz games, production games, role-playing games

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## АҒЫЛШЫН ТІЛІ САБАҒЫНДА ОЙЫН ТЕХНОЛОГИЯСЫН ҚОЛДАНУ

### *Аңдатпа*

Ұсынылған мақалада ағылшын тілін оқыту да ойын технологиясын қолдану және олардың алатын орны және тиімділігі қарастырылады. Сонымен қатар ойын технологияның артықшылығы жеке тұлғаның дискурсивтік біліктілігі, танымдық белсенділігі және оқытудың маңызды мақсаттарының бірі – білім алушының дискурсивтік біліктіліктің калыптастыру және оны калыптастырудың негізгі ерекшеліктері мен мүмкіндіктері жайлы айтылады. Соңғы жылдары компьютерлік желілер мен ақпараттық - коммуникациялық технологиялардың (акт) қарқынды дамуы білім беру саласында қосымша мүмкіндіктер ашады. Олар ең алдымен, ғаламдық компьютерлік Интернетті қолданумен байланысты. Бүгінгі таңда ақпараттық-коммуникациялық технологиялар заманауи білім берудің ажырамас шарты болды, өйткені, танымдық қызығушылықты арттыруға, өзіндік жұмыс дағдыларын дамытуға, объектілер мен құбылыстарды іздеуге, талдауға, ақпарат көздерін табуға ықпал етеді, жаңа білім алу кезінде жауапкершілікті тәрбиелейді және тұлғаның ақпараттық мәдениетін дамытады. Әсіресе, мақалада келесі мәселелер қарастырылады: сыни ойлауды калыптастыру үшін бейне материалмен оқыту стратегиясы мен технологиясы (VCTD); сонымен қатар сыни ойлауды оқыту құралы ретінде Блум таксономиясына ерекше назар аударылады.

**Түйін сөздер:** білім беру жүйесі, интернет технология, шетел тілі, рөлдік ойындар, іскерлік ойындар, іскерлік оқу ойындары, саяхат ойындары, блиц ойындары, өндірістік ойындар, рөлдік ойындар

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## ПРИМЕНЕНИЕ ИГРОВОЙ ТЕХНОЛОГИИ НА АНГЛИЙСКИХ УРОКАХ

### *Аннотация*

В этой статье обсуждается использование игровых технологий в преподавании английского языка, их место и эффективность. Кроме того, преимуществами игровых технологий являются дискурсивные навыки личности, познавательная деятельность и одна из важнейших целей обучения - основные особенности и возможности формирования и формирования дискурсивных умений ученика. В последние годы интенсивное развитие компьютерных сетей и информационно - коммуникационных технологий (ИКТ) открывает дополнительные возможности в сфере образования. Они связаны, прежде всего, с использованием глобального компьютерного Интернета. На сегодняшний день информационно-коммуникационные технологии стали неотъемлемым условием современного образования, так как это стало возможным. способствует повышению познавательного интереса, развитию навыков самостоятельной работы, поиску, анализу объектов и явлений,

обнаружению источников информации, воспитывает ответственность за получение новых знаний и развивает информационную культуру личности. В особенности, в статье рассматриваются следующие вопросы: стратегии и технологии обучения с видео материалом для формирования критического мышления (VCTD); Также, особое внимание уделяется таксономии Блума, как средства обучения критическому мышлению.

**Ключевые слова:** система образования, интернет-технологии, иностранный язык, ролевые игры, деловые игры, бизнес-тренинги, игры-путешествия, блиц-игры, производственные игры, ролевые игры

**Introduction.** The most advanced, effective methods of teaching and educating children of the human race will continue to use their experience and will continue to develop innovative models of the novelty of classical pedagogy. At the present time, the formation of personality is carried out through the development of thinking skills through the student himself, his organization of action. Education is the path to success. Teaching, education, adaptation to the modern way of life of young people is the main task facing the teacher. The modern educational system introduces innovative forms and methods of teaching pedagogical personnel, which places high demands on professional competence. «Professional competence is the unity of theoretical and practical abilities and the ability of a person to perform professional activities».

President of the Republic of Kazakhstan N. Nazarbayev A. In his message to the people of Kazakhstan on January 29, 2011 «I want to say that the knowledge of the three languages for modern Kazakhstanis is a prerequisite for the success of everyone. So, by 2020, the number of people speaking English should be at least 20 percent. <<Therefore, I believe that every teacher should urgently urge to send a message to a student who is interested in developing the English language and studying the results of the fetus. Learning a foreign language is interesting and interesting. At present, the requirements for teachers are to improve students' ability to qualitative education, develop thinking, technologies in schools foreign language. In the process of learning a foreign language. The purpose of teaching in foreign languages is to teach to talk, communicate and achieve common positions and build relationships, and the educational goal is to teach and express one's opinion on the basis of a culture of listening to other people.[1]

Along with new information technologies, I use the game method, using interactive training in my class. I think that the teacher will achieve the goals. Participants of the event will be able to interact with their teachers and will be able to test their abilities, one of the most effective games in the learning process is the following:

**1. Role-playing games.**

**2. Business games.**

**A) Business games: travel, blitz games.**

**B) Production games**

Role-play is an effective form of interactive technologies. Role-playing games are divided into two types:

1. Each student plays a role.
2. Small groups of students play a role.

As for business, educational games, for example, a lesson on the topic, written scripts, short situations oynaw. Al games travel, the student keeps a journal or letter to friends and relatives jazadı. Blic Let's talk about educational games, mini-games, the development of specific skills bağıttaladı. mnaday (photos), photographs (family members, friends, house, room), interviews (depending on the holidays), a truth detector (truth, wrong), etc. In socio-economic games, values can solve complex problems. For example, you might want to "Reset the environment or the trash." [2]

The school of foreign languages teaching methodology of the game boladı. Olaris divided into two types: preparatory games and creative oyındarı. Dayındıq games, grammatical, lexical, phonetic and spelling games jatadı. Grammatikalıq structures and trained jiberedi. Sol bothering to remember the game that task jeñildetedi. Misalı, putting something in English and asking: "Where are my glasses?" or "What is this?" And I think it's good to continue playing the game, because it's hard to remember. For example, "Domino", "Bingo" games, draw interesting geometric shapes, letters or numbers in every corner of the aesthetic set a record, according to the chaotic, to say the correct word games berw. Fonetikalıq arnalğan. Al write the correct spelling of the words of the scoring game.

**Methodology.** As usual, the game oqwşılar 2-3 bölinedi. Bul group of students do not need to prepare for games, the only game tanıstıramın. Bul from the point of view of various games, creative games boladı. Sonimen also includes a quiz, event, food, games, for example, the role of the ring "Star of the

moment", "Amazing Square", "Leader of the XXI century" All games are associated with the development of games [3].

One of the key elements of teaching English in schools vocabulary jürgizw.Ol work on enriching the vocabulary of studentsaladı.Oqwşınin a special place in the test methods of the vocabulary is bar.Olar.

1. Conversation and conversation about the environment: at home, school, class, parents, educational tools, D.

2.Support the user with his daily use (clothes, dishes, home furniture, etc.).

3. Checking the degree of understanding of the word (the display of unfamiliar things, etc.).

The basic principle of vocabulary organization is to develop lexical material from the student, to learn how to effectively use it in conversations and conversations.

It is necessary to know the principles of the organization of vocabulary. They will be studied on the basis of words, frequency, situation- the thematic basis. English words should be used not only in a lexical manner, but also in a lexico-grammatical unit. For example, the word "reader, reading, book" should not be used separately, but should be given in words. This is the principle of vocabulary.

The teacher needs a thorough search. "The main goal of teaching foreign languages in high school is to be a communicative goal, ie. E. The secondary school must master the study of a foreign language as a means of communication in the volume specified in the graduation program. Consequently, the main types of speech should be the ability to listen and understand spoken words in the form of a monologue and dialogue, read written texts and receive information in it.

The elements of the game play an important role in the methods of teaching foreign languages. It is important to use the elements of the game to create the speaker's ability to speak, learn new words, increase interest in the language and check the level of knowledge. The teacher should choose simple, easy-to-use during class. The selected games should correspond to the age, vocabulary and level of knowledge of the students. To use the elements of the game during the lesson, the teacher should be able to plan ahead. The plan should, from the point of view of methodology, satisfy the following conditions:

- Observe the subject and content of the lesson;
- a clearly defined time distribution;
- Specification of the type of game (group game or individual game);
- preparation of materials necessary for production;
- choose words, phrases, proverbs and utterances;
- definition of complex grammatical, lexical and phonetic materials;
- Transition plan.[4]

The games that are used in the classroom are diverse. They are divided into two types of games for reading and communicative games. There are differences in the place, purpose and function of each of these games in a foreign language lesson. At the initial stage of teaching a foreign language, the use of educational games or communication games is decided on the basis of knowledge and skills of students. Students who study the language can not communicate freely and communicate, so the teacher can use only communicative games. Before the game begins, commenting is performed in the native language. If the game is held in the form of a competition, all students will be ready to participate from start to finish. Elements of the game are not tired of the students but interesting. At the end of the game, students' opinions and views are analyzed and evaluated. By the end of the game, students learn to work actively, work independently draw conclusions. One of the main aspects of teaching a foreign language at the initial and subsequent stages is that it is an effective use of game elements.

**Results.**Through the game, the child will receive social experience, so you need to choose which game you can use foreach lesson, depending on the purpose of the lesson, age. [5]

Games are divided into five main types:

- 1) board games
- 2) didactic games
- 3) movement of the game
- 4) Business games
- 5) intellectual games

**Discussion.**I. Board games.

It is a tool that develops students' thinking, strengthens their thinking. In the classroom, we can use table games in group and individual work. This includes rabbis, crosswords and they can be played on board, on

wet paper, on paper or on a computer. It is best to use these games in the final, general and educational sessions.

#### II. Didactic games.

One of the ways that students develop cognitive activity and develop self-motivation. They help to make any educational material interesting and attractive, helping students improve their mood, satisfy their work and easily master the educational process.

For example: "Playing the alphabet." The first student says: "Apple..." means the word "A", the next student repeats the first student and begins with the word "B" (for example: box).

#### III. Motivational games.

These games will help you quickly move from one activity to another and do not require special training. We can hold them in a closed room or in an open space.

#### IV. Intravenous Business games.

Helps to deepen and improve student learning content. They actively learn about travel, vocabulary, stress and stress. Business games develop the imagination of students, teach them to compare and prove.

#### V. Intellectual games.

These games give great impetus to students. This category includes tasks adapted to "concepts, syllables, intellect" - layers, riddles, puzzles.[6]

When you play any game, you should remember the following questions:

- cnelty, who plays various games, is ready for creativity;
- type, content and content of the age of the pupils;
- promotes a fun visual game;
- Interesting topic on the topic – topic.

**Conclusion.** The game "Telephony". This game is designed to remember the names of many. One student dials a phone number in the classroom and speaks orally. The caller must answer the call, create a short reply and create a dialogue. result

1. Creativity of each student increases.
2. Quickly work
3. Identifies the personality of the student
4. The student group aspires to part.
5. Ability of the student
6. Each student is assessed at his own level

I recommend students to solve anagrams:

«**Kim's Game**» teach things in a bag, you need to put them on your table and repeat. Then you need to hide one by one and find yourself. For example: Close your eyes! Open your eyes! What is missing? Catching: Playing:

- learn to work autonomously;
- the dictionary develops language and language;
- attracts attention;
- raise awareness;
- Teaches mutual respect;
- Do not break the rules of the game, that is, discipline;
- Increase students' trust in each other;
- Increased interest in the class.

Famous American writer E. Gradient "You can not effectively learn a foreign language, until you make a mistake in this language. So hurry up and make your million mistakes, "- all learned, having studied millions of mistakes in English.

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## **СИСТЕМА УПРАЖНЕНИЙ ПРИ ИЗУЧЕНИИ ПАРЕМИЙ С ЛИНГВОКУЛЬТУРОЛОГИЧЕСКОЙ ТОЧКИ ЗРЕНИЯ НА УРОКАХ РУССКОГО ЯЗЫКА**

*Аннотация*

В данной статье рассматривается методическая система изучения паремий на уроках русского языка. Лингвокультурологический анализ паремий позволяет на основе аккумулированной информации культурно-исторического характера выявить сложившиеся ценностно-значимые представления этноса, прежде всего о человеке в совокупности определенных свойств, качеств, деятельности, его отношения к миру. Паремии - это афоризмы народного происхождения, характеризующиеся лаконичностью формы, воспроизводимостью значения и имеющие, как правило, назидательный смысл. Паремия является уникальным объектом для исследования языка и культуры, цель которого - изучение культурных наслоений в структуре значения языковых единиц. Паремия способна не только к выражению умозаключения, но и к формированию обобщенных представлений о жизненных закономерностях. Поскольку паремии являются частью национальной языковой картины мира, соответственно и частью национального языкового менталитета, то в этом случае, на наш взгляд, возможно говорить также о существовании пословичного менталитета, то есть менталитета нации, отраженного в паремиологическом фонде. При изучении дисциплины «Русский язык» студенты имеют возможность овладеть навыками лингвокультурологического анализа языковых единиц, познакомиться с разными типами упражнений и заданий, подготовиться применять приобретенные навыки и реализовывать умения в урочной, внеурочной и внеклассной деятельности.

**Ключевые слова:** язык, культура, паремия, лингвокультурология, упражнения, фразеологические единицы, пословица

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## **ОРЫС ТІЛІ САБАҚТАРЫНДА ПАРЕМИЯНЫ ЛИНГВОКУЛЬТУРОЛОГИЯЛЫҚ ТҮРҒЫДАН ОҚЫТУДЫҢ ЖАТТЫҒУЛАР ЖҮЙЕСІ**

*Андатпа*

Бұл мақалада орыс тілі сабақтарында паремияны оқытудың әдістемелік жүйесі қарастырылады. Паремияны лингвомәдени талдау мәдени-тарихи сипаттағы жинақталған ақпарат негізінде этностың қалыптасқан құндылық-маңызды түсінігін, ең алдымен адам туралы белгілі бір қасиеттердің,