Закарпатський угорський інститут ім. Ференца Ракоці II
Кафедра філології

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Кваліфікаційна робота
Роль ігор у процесі розвитку творчого потенціалу молодших школярів під час вивчення
англійської мови
Трофименко Олександри Сергіївни
Студентки 4-го курсу
Освітня програма 014 Середня освіта (мова і література (англійська))
Ступінь вищої освіти: бакалавр

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Науковий керівник: **Фодор Катерина Йосипівна**
                                            доктор філософії

Завідувач кафедри: **Берегсасі Аніко Ференцівна**
                                            д-р габілітований, доцент
                                            професор кафедри філології

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Рецензент:

Берегове
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Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education

Department of Philology

THE ROLE OF GAMES IN THE PROCESS OF DEVELOPING THE CREATIVE POTENTIAL OF JUNIOR SCHOOLCHILDREN DURING LEARNING A FOREIGN LANGUAGE

Bachelor's Thesis

Presented by: Trofimenko Oleksandra
a 4th year student
Professional Education program:
014 Secondary education (language and literature (English))

Thesis supervisor: Katalin Fodor
PhD, Associate Professor

Second reader:

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Content

Зміст

Introduction

Learning a foreign language can be a challenging task, but incorporating games into language learning can make it both enjoyable and effective. Games provide an immersive and interactive experience that can help learners to improve their language skills in a fun and engaging way (Yermolenko L.P.2012). Playing games in a foreign language can help learners to practice grammar, vocabulary, pronunciation, and sentence structure. Games can also help learners to improve their listening and speaking skills as they communicate with other players. In addition, games can provide learners with an opportunity to learn about the culture of the language they are studying, which can enhance their understanding and appreciation of the language (Oliynyk T.I.2012).

Games can also provide learners with a sense of accomplishment as they progress through different levels and achieve new goals. This can help to motivate learners and keep them engaged in the learning process (Milter G.A.2013).Playing games in a foreign language can help learners to build confidence in their ability to communicate in that language.

Games have been shown to play a vital role in the development of children's creative potential, as they encourage them to think outside the box and come up with new ideas (Milter G.A.2013). When children play games, they are motivated to participate and engage in the learning process actively. Games can provide an enjoyable and interactive environment, which encourages students to communicate and interact with each other in the target language (Oliynyk T.I.2012) .

Games can be a useful tool for teachers to engage their students in the learning process and to reinforce language concepts (Morozova D. 2017). Games can also provide opportunities for children to practice their listening, speaking, reading, and writing skills in a fun and relaxed environment. Furthermore, games can be adapted to suit different learning objectives and age groups, making them a versatile teaching tool (Harb, A.2007).

The types of games that can be used in the language learning process are endless. For example, traditional games like charades, hangman, or bingo can be adapted to suit language learning objectives(Yermolenko L.P.2012). Games like "Simon Says" or "Red Light, Green Light" can be used to teach vocabulary, grammar structures, and pronunciation. Computer games and online resources can also be used to enhance language learning, providing students with access to interactive resources, videos, and quizzes (Nimchuk G.B. 2003).

Games can also foster creativity by encouraging students to use their imagination and problem-solving skills. For example, role-playing games can provide students with opportunities to use their language skills in a real-world context, which can help to develop their confidence and fluency in the language. Also games can be a valuable tool in developing the creative potential of junior

schoolchildren during learning a foreign language (Oliynyk T.I.2012). Games can make language learning fun and engaging, and can help children to develop a range of skills, including vocabulary, communication, creativity, and cultural awareness.In addition, games can help learners to develop cultural understanding and appreciation of the language they are studying, as many games incorporate cultural elements and themes (Yermolenko L.P.2012).

Overall, games are a useful and versatile tool for teaching a foreign language. They provide an engaging and interactive way for learners to practice and improve their language skills, while also enhancing cultural understanding and building confidence (Milter G.A.2013).

Nowadays, game is a part of lesson in many schools. It is vital to learn students through new ways, which are not boring and help them to learn English faster and effectively (Harb, A.2007).

It helps many students and teachers to teach and learn easier, especially nowadays, teachers can make the lessons more interesting and to encourage everyone in the class to take part in the lessons, to teach how they should work in the groups or alone.Lack of inspiration and motivation, using traditional methods of learning and teaching, being discouraged by teachers and having a fear of not learning English easily are some of the fundamental difficulties in learning to speak English correctly and fluently. Due to not having enough self-confidence, learners - especially young ones - face more problems in this area (Harb, A.2007).To overcome this trouble, some teachers believe that games, specifically integrating ones into the teaching process, could increase students' desire and willingness to learn more and communicate in classrooms in all levels and from different interests (Morozova D. 2017).

As a matter of fact, learners want active, fun, and interesting enough activities to get motivated to learn more (Milter G.A.2013). Games emphasize the meaning in language learning, thus, learners will better remember the language they learnt games enable children to develop physically, socially, emotionally, and cognitively as well as being enjoyable and fun, either as a competition or cooperation with clearly defined goals and rules and games provide a fun and comfortable environment in which learners are more motivated to take risks in language practice.

So, incorporating games into the foreign language learning process for junior schoolchildren can provide an enjoyable and effective way of developing their language skills while stimulating their creativity and imagination (Yermolenko L.P.2012).Games can provide a relaxed and interactive learning environment, making language learning more engaging and enjoyable for students. By using games as a teaching tool, teachers can create a more dynamic and engaging learning environment, which can help to reinforce language concepts and develop students' language skills (Oliynyk T.I.2012).

Significance, relevance, centrality: The role of games in foreign language education has been recognized as important for engaging learners, promoting language acquisition, and enhancing learners' motivation and confidence. Junior schoolchildren, in particular, have shown to benefit from game-based activities in foreign language classrooms as they tend to have a natural curiosity and desire to explore, experiment, and play. Therefore, investigating the potential of games in developing the creative potential of junior schoolchildren during foreign language learning is of great significance and relevance for both pedagogical and psychological reasons. This research aims to contribute to our understanding of how games can be effectively integrated into foreign language education to foster creativity, communication, and cultural awareness in young learners.

Object: The general focus of this work is to investigate the role of games in the process of developing the creative potential of junior schoolchildren during foreign language learning.

Subject: The specific aspects of the problem that will be explored in this work include:

- The relationship between game-based learning and creativity in the context of foreign language education.
- The mechanisms and factors that facilitate or hinder the development of creativity in young learners through game-based activities.
- The learners' perceptions, experiences, and attitudes towards game-based learning in foreign language education.
- The pedagogical implications of integrating game-based activities into foreign language classrooms for fostering creativity, communication, and cultural awareness in junior schoolchildren.

Aim/Purpose: The aim of this work is to contribute to our understanding of how games can be effectively integrated into foreign language education to foster creativity, communication, and cultural awareness in junior schoolchildren. Explore the potential of games in developing the creative potential of junior schoolchildren during foreign language learning.Identify the factors that influence the effectiveness of game-based activities for enhancing learners' creativity in the foreign language classroom. Investigate the learners' perceptions, experiences, and attitudes towards game-based learning in foreign language education.

Structural work consist of an introduction, three parts,first is «Games, their importance and impact on learning»,second is «Types of games»,third part is «Research»,conclusion and list of used literature.

It is described in the first part how games can be an effective tool for learning English as they can provide an engaging and motivating learning experience that can help learners retain

information and develop their language skills. However, it is important to note that games should be used in conjunction with other teaching methods, and should be selected based on their relevance to the learning objectives and the needs of the learners. The second part about English learning games,their types and importance during teaching because they provide a fun and engaging way for students to practice and improve their English language skills. English learning games can be highly effective in reinforcing what students have learned in class. By providing a fun and engaging way to review language concepts, games can help students to retain information and apply it in real-life situations. This can lead to more successful language learning outcomes and greater overall proficiency in English. Third part is empirical survey. A survey is based on the responses of English language teachers, comparing their opinion on the importance and benefits of games during English language learning.

Part 1
Games, their importance and impact on learning

This part consist of five main questions related to the importance of games, their benefits, impact on children, the advantages and disadvantages of games. Incorporating games into the classroom can be a valuable and effective way to support student learning and engagement (Konysheva, A. V. 2008).

By creating a fun and interactive learning environment, teachers can help to improve learning outcomes and build essential skills that will benefit students in the long term.Motivating unmotivated students can be a challenging task, but incorporating games into English language learning can be an effective strategy (Yermolenko L.P.2012). Games can make learning fun and engaging, providing students with a sense of enjoyment and achievement. Additionally, incorporating competition and rewards into games can help to increase motivation and promote a desire to learn (Squire, 2011). By tailoring games to individual students' interests and abilities, teachers can create a more personalized and effective learning experience (Constantinescu, R. S. 2012).In this part is highlighted that games play an essential role in language learning classrooms and offer potential benefits to the learning process, making lessons more engaging and motivating for students, including those who may be shy or reluctant and also by adding games to a lesson plan can greatly alleviate the stress that comes with learning a new language (Nimchuk G.B. 2003). Language learners often feel pressured to succeed in a language they don't know, and may feel anxious about being judged or reprimanded by their teacher for making mistakes (Konysheva, A. V. 2008).

By incorporating games into the learning process, learners can feel less anxious, experience more positive emotions, and gain self-confidence.

It is also stated here that adding games to a lesson plan can greatly alleviate the stress that comes with learning a new language. Language learners often feel pressured to succeed in a language they don't know, and may feel anxious about being judged or reprimanded by their teacher for making mistakes (Squire, 2011). By incorporating games into the learning process, learners can feel less anxious, experience more positive emotions, and gain self-confidence. And also games improve learners' language acquisition. Thanks to the motivation and interaction created by games, children can acquire knowledge faster and more effectively than by other means (Stronin 2011). Motivational activities are a powerful tool to engage students in class and boost their participation and learning outcomes (Nimchuk G.B. 2003). When using motivational activities, teachers should consider the age, interests, and learning styles of their students to ensure that the activities are relevant and engaging(Yermolenko L.P.2012). They should also set clear goals and expectations for the activities, provide positive feedback and reinforcement, and

create a safe and supportive classroom environment that encourages participation and collaboration. It's important to evaluate the effectiveness of the activities and make adjustments as needed to maximize their impact on student motivation and learning (Konysheva, A. V. 2008).

Importance of Language Games in Learning English: Language games are an effective and engaging way to learn and practice English language skills. By providing a fun and interactive learning experience, language games can help to improve learners' vocabulary, grammar, pronunciation, and fluency (Stronin 2011). They also encourage learners to use English in real-life situations, which can boost their confidence and motivation. Furthermore, language games can promote critical thinking, problem-solving, and creativity, which are essential skills for success in today's globalized world.Language games can make the process of learning English more enjoyable and effective, leading to better language proficiency and communication skills (Pham 2007).

There is also highlighted that language games can also help learners improve their grammar and sentence structure, benefit of language games is that they can cater to different learning styles and preferences as well (Stronin 2011).

1.1 Benefits of games in the classroom

The game is a special activity that flourishes in children's years and accompanies a person throughout his life. The game is the most accessible type of activity for children, it is a way of processing the impressions and knowledge received from the surrounding world (Kapitula M. S., Brushnevska M. I. 2021).

There are a lot of benefits of games in the classroom. Games are a great way to practice new vocabulary. Instead of going home and memorizing word lists, they actually get to use them, which, in turn, helps them remember more (Morozova D. 2017). Games can also help students to get rid of inhibitions when it comes to actually speaking the language, which is a problem for many students. Games help them to be more creative and spontaneous when using the language, helping them overcome shyness. Without any doubt it can help students enhance their communication skills in general, even outside of the classroom (Kapitula M. S., Brushnevska M. I. 2021).

Lengeling and Malarcher (1997) took the list of potential benefits of games in the classroom even further:

Affective

- Games lower the affective filter.
- They encourage creative and spontaneous use of language.
- They promote communicative competence.
- Games are both motivating and fun.

Cognitive

- Games reinforce learning.
- They both review and extend learning.
- Games focus on grammar in a communicative manner.

Class Dynamics

- Games are extremely student centred.
- The teacher acts only as facilitator.
- Games build class cohesion.
- They can foster whole-class participation.
- games promote healthy competition

Adaptability

- Games can be easily adjusted for age, level, and interests.
- They utilise all four skills.

- Games require minimum preparation after the initial development stage (Lengeling and Malarcher 1997).

It's important to note that when the above was written almost 20 years ago, it mainly referred to traditional games. However, recent evidence suggests that the same principles still apply (Constantinescu, R. S. 2012).Teachers have cited additional benefits of using games in language lessons, such as reducing students' fear of making mistakes and increasing their production, teaching instructional language and cultural differences, and allowing for a greater variety of emotional connections to the language. Games play an essential role in language learning classrooms and offer potential benefits to the learning process, making lessons more engaging and motivating for students, including those who may be shy or reluctant (Lee W. R. 1991,Hadfield J. 1999).Adding games to a lesson plan can greatly alleviate the stress that comes with learning a new language. Language learners often feel pressured to succeed in a language they don't know, and may feel anxious about being judged or reprimanded by their teacher for making mistakes (Nimchuk G.B. 2003). By incorporating games into the learning process, learners can feel less anxious, experience more positive emotions, and gain self-confidence. This is because games provide a safe space for learners to practice the target language without fear of punishment or criticism (Hadfield J. 1999).

Play activities are especially important for children. Ensuring a positive mood is the most important condition for any specific activity of the child. Children always willingly do what is attractive, pleasant for them, what gives them a sense of satisfaction and joy. The game is not only an imitation of life, it is a very serious activity that allows the child to assert himself and realize himself (KIRLYK O.V., TOVKANETS H.V.2020).

While playing in class, it is important to take it seriously and not be too overly enthusiastic. Instead, it should be used for purposes such as relaxation, entertainment, or a break. Playing games can also be utilized as a way to enhance skills, develop speech and communication abilities, and improve cognitive functions like memory and perception (David Betteridge, 1984). The value of the game also lies in the fact that a student with weak knowledge can become the first during the game, because ingenuity and cleverness are sometimes more important than direct knowledge. And the feeling of interest and strength helps to overcome the barrier that arises when learning a foreign language (David Betteridge, 1984). Developing language learning activities for children is essential for several reasons. Firstly, it enables teachers to develop each student, as relying solely on textbooks may not suit everyone due to varying levels of proficiency, interests, and learning styles. Additionally, textbooks designed for a broad audience may not fully align with the specific

requirements of a particular group of students (Morozova D. 2017). However, creating learning materials can be time-consuming and may require additional resources such as photocopying facilities. Furthermore, some common obstacles include the expenses involved in implementing certain ideas, a lack of reference materials for inspiration, and a shortage of skills for designing activities (Nimchuk G.B. 2003). To overcome these challenges, involving students in the process of preparing activities can be an effective solution. Children are often brimming with ideas and enthusiasm and can contribute by creating illustrations, short stories, dialogues, riddles, rhymes, chants, or poems. This approach gives them a genuine reason for using the language and, over time, they can create activities for each other (Hadfield J. 1999).

So, incorporating games into the classroom can provide a range of benefits for both students and teachers. Here are some of the key benefits of using games in the classroom: (Harlow, England: Long Man, 2002)

1. Increased engagement: Games are fun and interactive, and can help to keep students engaged and motivated in the learning process. This can be particularly helpful for students who may struggle with traditional teaching methods or who may be bored with routine classroom activities (Squire, 2011).

2. Improved retention: Games can help students to retain information more effectively by making learning more memorable and engaging. This is particularly true when games are used to reinforce important concepts or skills (Squire, 2011).

3. Enhanced learning outcomes: Games can help students to develop a range of skills and knowledge, including problem-solving, critical thinking, communication, and collaboration. These skills are essential for success in the classroom and beyond (Gee,2007).

4. Increased participation: Games can provide an opportunity for all students to participate and contribute, regardless of their academic abilities or language proficiency. This can help to create a more inclusive and supportive classroom environment (Gee,2007).

5. Reduced stress: Games can be a fun and low-stress way to learn, which can help to reduce stress and anxiety in the classroom (Squire, 2011).

6. Increased motivation: Games can provide a sense of achievement and progress, which can help to increase students' motivation and confidence in their abilities (Gee,2007).

Games can be a powerful tool for promoting engagement and learning in the classroom (Nimchuk G.B. 2003). When used effectively, games can help students develop critical thinking, problem-solving, and decision-making skills, while also fostering social and emotional growth.

According to a study by Gee (2007), games can also help students develop a sense of agency and identity, as they take on new roles and responsibilities within the game world. Additionally, games can be used to teach a wide range of subject matter, from math and science to history and literature (Gee,2007). Overall, the use of games in the classroom can help make learning more fun, interactive, and meaningful for students, while also promoting the development of important skills and knowledge (Kirriemuir & McFarlane, 2004).

1.2   Possible disadvantages of using games in foreign language teaching

While games can be an effective and engaging tool for foreign language teaching, there are also some potential disadvantages to using them: (Harlow, England: Long Man, 2002)

1. Limited Vocabulary: Games often focus on specific topics or areas of vocabulary, so they may not provide a comprehensive language learning experience (Pham 2007).

2. Lack of Context: Games may not always provide enough context to help students understand the meaning and usage of new vocabulary or grammar structures (Harlow, England: Long Man, 2002).

3. Overreliance on Gaming: If games are overused in the classroom, students may become more focused on the game itself than on the language learning objectives (Pham 2007).

4. Difficulty Level: Depending on the game, some students may find it too easy or too difficult, which could lead to boredom or frustration (Pham 2007).

5. Technological Issues: Games may require access to technology, which could be a barrier for some students or schools with limited resources (Harlow, England: Long Man, 2002).

6. Time Constraints: Games can take up a lot of class time, which could detract from other important language learning activities such as speaking and listening practice (Harlow, England: Long Man, 2002).

7. Lack of Authenticity: Some games may not provide authentic language use, which could limit students' exposure to real-world language and culture (Harlow, England: Long Man, 2002).

It's important to use games as a supplement to other language learning activities, rather than as the sole method of instruction. Teachers should carefully select and design games that align with their language learning objectives and the needs of their students (Harlow, England: Long Man, 2002).

One potential disadvantage of using games is that they may have a limited scope. While games can be useful for developing specific language skills, such as vocabulary or grammar, they may not cover all the skills needed for communication in real-life situations (Constantinescu, R. S.2012). For example, a game that focuses on memorizing vocabulary may not provide opportunities for students to practice using that vocabulary in context or to develop their speaking and listening skills (Squire, 2011).Another potential disadvantage of using games is that they can lead to an overemphasis on gaming rather than language learning itself. Students may become more focused on achieving the objectives of the game than on learning the language. Teachers need to ensure that games are used as a tool to support language learning, rather than the primary focus of the lesson (Azarmi, 2011).Additionally, games may not be suitable for all learners. While many students may enjoy playing games, some may find them frustrating or unhelpful. Teachers need to take into account individual learning styles and preferences and provide alternative activities for students who do not enjoy playing games (Aleksina E.V. 2017)

Games that rely heavily on individual play or competition may also limit opportunities for meaningful interaction between students. Collaboration and communication are important aspects of language learning, and games that do not provide opportunities for these activities may not be effective for developing these skills (Squire, 2011). Finally, using technology in the classroom can be challenging, and technical difficulties may arise when using games. Connectivity issues or other technical problems may disrupt the lesson, and teachers need to be prepared to troubleshoot these issues and have alternative activities prepared in case the game is not functional (Azarmi, 2011).

In conclusion, while games can be a valuable tool for teaching foreign languages, there are potential disadvantages to consider. Teachers need to be mindful of the limitations of games and ensure that they are used in a way that supports language learning and provides opportunities for meaningful interaction between students. By doing so, teachers can use games effectively as part of a broader approach to teaching foreign languages (Aleksina E.V. 2017)

1.3 Developing the creative potential during learning English with games

Learning a new language can be a challenging process, but it doesn't have to be dull and tedious. Incorporating games into language learning can not only make the experience more enjoyable, but it can also help develop creativity (Chaikina S.2017). One of the most significant benefits of using games in language learning is that they engage learners in a fun and interactive way. This approach can promote a positive attitude towards learning and reduce the stress often associated

with language acquisition (Morozova D. 2017). When learners are relaxed and enjoying themselves, they are more likely to be receptive to new concepts and more open to taking risks with language (Sripramong, 2004). Games also encourage learners to think creatively. By providing opportunities for problem-solving and critical thinking, games can help learners develop their creativity and innovation skills (Constantinescu, R. S. 2012). This can be particularly valuable in language learning, where learners need to think outside the box and use their imagination to express themselves effectively (Aleksina E.V. 2017).There are many different types of games that can be used for language learning, from board games and card games to digital games and apps. Some games focus on specific language skills, such as vocabulary or grammar, while others promote communication and conversation skills (Stronin 2011).

For example, in a vocabulary game, learners may be presented with a word and asked to match it with a picture or definition (Nimchuk G.B. 2003).This can help them develop their word recognition skills and increase their vocabulary. In a conversation game, learners may be given a scenario or topic and asked to have a conversation in English. This can help them practice their speaking and listening skills and develop their confidence in using the language (Aleksina E.V. 2017). Incorporating games into language learning can be an effective way to develop creative potential (Stronin 2011).By engaging learners in a fun and interactive way, games can promote a positive attitude towards learning and reduce the stress often associated with language acquisition. Moreover, they can provide opportunities for problem-solving and critical thinking, helping learners to develop their creativity and innovation skills (Sripramong, 2004).

Games can be an effective tool for motivating unmotivated students to learn English. They can make the learning process more engaging and enjoyable, which can help to increase students' interest and participation (Nimchuk G.B. 2003).Games can also provide opportunities for students to practice their English in a low-pressure environment, which can help to build their confidence and reduce anxiety (T.Erben and R.Ban 2014).According to the book "Teaching English Language Learners Through Technology" by Tony Erben and Ruth Ban, games can help to motivate unmotivated students by providing a sense of achievement and progress. Games can also provide immediate feedback to students, which can help to reinforce their learning and provide a sense of accomplishment (T.Erben and R.Ban 2014). Another book, "Teaching English as a Second or Foreign Language" by Marianne Celce-Murcia, suggests that games can be particularly effective for unmotivated students who are visual or kinesthetic learners. By incorporating visual and physical elements into games, teachers can create a more dynamic and

interactive learning experience that can engage these students and help them to retain information more effectively (Marianne Celce-Murcia 2007).

Overall, incorporating games into English language learning can be a useful strategy for motivating unmotivated students. By making the learning process more engaging and enjoyable, games can help to increase students' interest and participation, which can lead to more successful language acquisition (Marianne Celce-Murcia 2007). Motivating unmotivated students during English learning can be a challenging task, but incorporating games into the classroom can help make the learning process more engaging and motivating (Azarmi, 2011).Here are some tips for using games to motivate unmotivated students:

Choose games that are relevant and interesting to your students: Consider your students' interests and preferences when selecting games to use in the classroom. If your students are interested in sports, choose games that incorporate sports-related vocabulary or themes (Marianne Celce-Murcia 2007). Incorporate competition: Many students are motivated by competition, so consider using games that involve competition or teamwork. This can help students stay engaged and motivated throughout the learning process.Provide opportunities for success: Make sure the games are challenging but not too difficult for your students. If the games are too difficult, students may become frustrated and lose motivation. On the other hand, if the games are too easy, they may become bored and lose interest (Azarmi, 2011).Offer incentives: Consider offering rewards or incentives for students who participate and do well in the games. This can motivate students to participate and try their best. Make it fun: Above all, make sure the games are fun and enjoyable for your students. Laughter and fun can go a long way in motivating unmotivated students. By incorporating games into English learning, teachers can create a more engaging and motivating learning environment for their students. With the right games and approach, even unmotivated students can become more engaged and enthusiastic about learning English (Betteridge, and Buckby 2005). Using games is advantageous to any language level classes though it may serve different purposes and may be used in different ways. Various studies have been conducted on the role of "play" in language learning and how learning could occur with the help of games (Azarmi, 2011). Not surprisingly, many researchers and educationalists support the use of language games in the classroom for a numerous benefits. One of these advantages is that learners are motivated to learn the language when they are in a game. McCallum (1980) considers games as a stimulating factor to arouse students' interest and one of the highest motivating techniques. Similarly, Wright, Betteridge, and Buckby (2005) also remark games as an effective means of sustaining students' interest. Students' anxiety towards language learning decreases as games are employed is another advantage associated with games.

According to Crookal (1990), in language classes, learners feel stressful because they think that they have to master the target language that is unknown to them. Besides, learners become too anxious about being criticized and punished by their teachers when they make a mistake. Games are advantageous at this point because they reduce anxiety, increase positive feelings and improve self-confidence because learners have no fear of punishment or criticism while practicing the target language freely (Betteridge, and Buckby 2005).

Games can be highly beneficial in language teaching and learning. Crookall found that games can change the roles of teachers and learners, and encourage learners to take an active role in their own learning. Cross suggested that games can help learners acquire language in a natural way, similar to how they learned their first language. Games can also create real-life situations for using language and motivate learners to engage with the material (Crookall 1990). Using games in the classroom can facilitate language learning by providing opportunities for practice and communication, while also developing social skills and team spirit. Games can also provide a tool for expression, allowing students to share their thoughts, ideas, feelings, and aptitudes. Therefore, it is important for language teachers to integrate games into their teaching programs, rather than seeing them as mere time fillers or entertainment (Cross 2000). As far as learners' involvement is concerned, Crookall (1990) concludes that learners and teachers change their roles and relations through games and learners are encouraged to take active role in their learning process. As a result, games provide learners with a chance to direct their own learning. Sharing with Crookall's findings,(Cross 2000) states that when learners completely focus on a game as an activity, they acquire language in the same way that they acquire their mother tongue, i.e. without being aware of it. To state this differently, by putting learners in real life situations, games make a connection with the real usage of language (Celce-Murcia, 2007). (Deshpande 2008) also contributes that games can capture the attention of the students because players think deeply how to win and get good scores and this motivates them and make the lesson more interesting. Using games in classrooms, according to Lee (1995), can facilitate English learning in many perspectives, i.e. providing opportunities for target language practice, facilitating students' communication, and creating a real life situation for using language. Two years later,(Phillips 1997) adds that playing games in the classroom enables to develop the ability to cooperate, to compete without being aggressive, and to be a good loser. Additionally, according to Jacobs and Kline Liu (1996) and Ersoz (2005), games can help students develop their social skills and ability to work together as a team. Furthermore, Harb (2007) argues that games can provide students with a wealth of information, facts, and concepts about people and the world. Harb also suggests that the main objective of game activities is to provide enjoyment, which can

enhance students' social and emotional development. Games can also serve as a tool for students to express their thoughts, ideas, feelings, emotions, and abilities (J. and K. Liu 1996, Ersoz 2005).

To sum up, games have a great pedagogical value providing language teachers with many advantages when they are used in foreign language classes (Constantinescu, R. S. 2012).The review of the studies related to language games indicates that games are crucially important in foreign language teaching and learning in a variety of areas. Therefore, it is important that teachers should not see games as time fillers or tools designed for fun only, but integrate them into their foreign language teaching programs (Betteridge, and Buckby 2005). Motivation is often overlooked in language teaching, as Michael Rost, editor for the "World View" student book series, describes it as the "neglected heart" of language teaching. Teachers tend to forget that students' motivation affects all their learning activities. However, research indicates that motivation plays a crucial role in language learning. Students' motivation impacts their effort, which affects their results and abilities. Therefore, teachers should focus on building students' motivation to enhance their English skills and their ability to learn. Despite acknowledging the importance of motivation in teaching English as a second language, the challenge for teachers is to motivate their students effectively (Lesley 2005,Kuvshinov, V. I. 1993). Recent research has shown that students benefit from having a clear understanding of the lesson's objective or intention. This means that they comprehend what they are supposed to learn and why, and can even assess their own learning and actively participate in planning their next steps (Constantinescu, R. S. 2012). However, there is some debate over whether students may become less engaged if they know that the games they play are primarily for additional language practice. Some argue that certain games, which are appropriately challenging and consider cultural context, learning topics, available time, and classroom settings, can have a positive impact. Additionally, feedback plays a significant role in enhancing motivation, which is something that games can also facilitate. Online games, in particular, can provide immediate and more immersive learning experiences that offer diverse forms of feedback to students (Ersoz 2005).

Primarily, the key issue for students who lack motivation is often that they don't understand the importance of learning English. However, playing games not only recreates real-life situations but also helps them recognize that they can achieve various tasks using English, which is inherently inspiring. As educators, we have an obligation to explain how and why games will assist students in learning (Ersoz 2005). This can also motivate learners (or parents) who believe that playing games is a waste of time. For instance, telling adult students that

playing games such as hangman or hotseat can enhance spelling skills, sharpen their minds to recognize the form and configuration of new words, and facilitate the learning of new vocabulary can help them appreciate their value (Simpson 2011). A foreign language as a school subject takes an important place in the system of public education. It is not a secret that English lessons often become very much alike and boring not only for pupils but for teachers as well (Chaikina S.2017).

Ersoz (2005) described motivating ESL (English as a Second Language) students can be a challenging task, but there are some effective strategies that you can use to engage them and keep them motivated. Here are some ideas: (Ersoz 2005)

1. Create a positive learning environment: Make your classroom welcoming, inclusive, and supportive. Encourage your students to ask questions, share their ideas and opinions, and make mistakes without fear of being judged (Chaikina S.2017).

2. Use a variety of teaching techniques: Use a range of teaching techniques such as games, role-playing, music, videos, and group work. This will help to keep the lessons interesting and engaging for the students (Chaikina S.2017).

3. Set achievable goals: Help your students to set achievable goals, such as learning new vocabulary words, improving pronunciation, or mastering a grammar point. Encourage them to track their progress and celebrate their successes (Kuvshinov, V. I. 1993).

4. Personalize learning: Take the time to get to know your students and their interests. Use their interests and experiences to create lessons that are relevant to them (Chaikina S.2017).

5. Provide regular feedback: Provide regular feedback on your students' progress and encourage them to reflect on their learning. Celebrate their successes and help them to identify areas for improvement (Kuvshinov, V. I. 1993).

6. Use positive reinforcement: Use positive reinforcement to motivate your students. Praise their efforts and progress, and provide rewards for achieving their goals (Kuvshinov, V. I. 1993).

7. Keep it fun: Learning should be enjoyable. Incorporate humor and fun activities into your lessons to keep your students engaged and motivated (Chaikina S.2017).

Overall, the key to motivating ESL students is to create a positive and supportive learning environment, use a variety of teaching techniques, set achievable goals, personalize learning, provide regular feedback, use positive reinforcement, and keep it fun (Kuvshinov, V. I. 1993).

So, motivating unmotivated students can be challenging, but incorporating games into your English lessons can make a significant difference. Strategies to motivate your students:

1. Make the games fun and engaging: Choose games that are interesting and entertaining for your students. Incorporate elements that appeal to their interests and hobbies (Chaikina S.2017).

2. Use competition: Introduce a competitive element to the games by keeping score or awarding prizes. Students are often more motivated when there's a prize to win (Simpson 2011).

3. Provide immediate feedback: Give your students feedback on their performance right away. This will help them see the progress they're making and stay motivated to continue playing (Ersoz 2005).

4. Celebrate success: Celebrate your students' achievements and successes, no matter how small. Positive reinforcement can go a long way in motivating students to continue learning (Aleksina E.V. 2017)

5. Use group activities: Encourage your students to work together in teams. This will foster a sense of community and encourage them to motivate each other (Simpson 2011).

6. Use a variety of games: Don't rely on just one game or activity. Use a variety of games to keep your students interested and engaged (Chaikina S.2017).

Remember, the key is to create a positive and supportive learning environment that encourages your students to participate and take risks. By incorporating games into your English lessons, you can make learning fun and motivate even the most unmotivated students. (Ersoz 2005)

1.4 Points to think about when using motivational activities to involve students in class

Every student is different and we should be extremely accuracy when we want to motivate them, first of all we ought to see their emotions, feedback, find the right way to the whole class, talk with them, ask their opinions about the lessons and games. It is crucial to know when will be the best time to motivate students (Morozova D. 2017). When it comes to engaging students in class, motivation is key. In order to make the most of motivational activities, teachers should consider a few important points (Sripramong, 2004). Firstly, it's important to understand the needs and interests of your students. Activities that align with their interests are more likely to be successful. For example, if your students enjoy sports, incorporating a sports-related activity into your lesson plan can make the material more engaging (Chaikina S.2017).Secondly, setting clear goals and objectives for each activity is crucial. Students need to understand what they are working towards and why. This helps them stay focused and motivated throughout the activity (Sripramong, 2004). Thirdly, it's important to provide students with feedback throughout the activity. Positive reinforcement helps keep them engaged and motivated. Additionally, providing constructive feedback can help students improve their skills and feel more confident in

their abilities (Chaikina S.2017). Fourthly, choosing activities that allow for collaboration and teamwork can be highly beneficial. Working together towards a common goal can help build a sense of community and foster a supportive learning environment. Lastly, keep in mind that students learn in different ways. Some may be more visual learners while others may prefer hands-on activities (Nimchuk G.B. 2003). Providing a variety of activities that cater to different learning styles can help ensure that all students are engaged and motivated (Sripramong, 2004). By considering these points, teachers can use motivational activities to involve their students in class and create a more effective and enjoyable learning experience (Chaikina S.2017).Foreign scientists M. Williams, R. Berden and Z. Dyorny were among the first researchers who understood the importance of the dynamic nature of motivation. In their dynamic model of motivation, three stages are distinguished: 1) reasons for learning; 2) the decision to learn something and 3) maintaining effort or perseverance to achieve the goal of learning (Harapko V.I., Zelenko K.-I.I.2019).

Hong (2002) states that "Teachers need to consider which games to use, when to use them, how to link them up with the syllabus". According to Deesri (2002), when teachers want to choose certain games to be played in the class, they should first consider the games' purpose, students' characteristics whether they are old or young, and the suitable time of playing the game. Some games should be used in the morning, others in the afternoon and others on Friday. To implement games in English class, teachers should consider numerous factors. One is choosing appropriate games to a group of learners. Ampaipan (1999) proposes six criteria for selecting games. There are a number of students in class, places, i.e. inside or outside class, level of age, i.e. children, teenagers or adults, level of English proficiency, i.e. beginner, intermediate or advanced learners, duration and the content, i.e. English skills, the difficulties of language. In addition, teachers should further consider how to implement games to class. Reese (1999, cited in (Sripramong, 2004) suggests that games can be used in English class for two purposes. The first is to activate background knowledge in presentation stage such as, matching picture with target vocabulary. Secondly, it is used to practice English skills or learn particular grammar in practice stage such as, using spelling games to teach vocabulary. To exploit games in the process of teaching and learning English, teachers should take these points into consideration. The first thing is that the games must have a clear learning objective and purpose. It should be clear what the students are learning and practicing in the activities and procedures of the game (Ampaipan 1999). It is important for teachers to carefully form teams or groups when assigning students to collaborative activities. Teachers should avoid randomly grouping students, as this may lead to one group having an unfair advantage or students only working with their friends. Instead,

teachers should try to balance the teams by separating the strongest and weakest students, which will allow struggling students to learn from those who are more confident and competent in their knowledge. This strategy promotes meaningful discourse about language and learning among students (Sripramong, 2004). When using games in the classroom, it's important for teachers to explain the rules and procedures clearly and make sure all students understand them. They should also allocate the same amount of time for all teams to answer, and avoid starting a new round if there isn't enough time for all teams to participate. Additionally, teachers should decide beforehand if only the first answer will be accepted, since some students might make mistakes and need to correct themselves. This will ensure that the game is played fairly and effectively. (Ampaipan 1999). It is important for teachers to be prepared for unexpected events, such as absences or schedule changes, and to maintain a comfortable and safe classroom environment. All usual classroom rules and procedures should be followed when playing games, and teachers should be aware that some students may become emotionally charged during gameplay. To avoid negative reactions, teachers should discuss with students beforehand how to treat and communicate with one another respectfully (Sripramong, 2004).

Points to consider when using motivational activities to involve students in class:

1. Tailor activities to student interests and abilities: Choose activities that align with student interests and abilities to increase engagement and motivation. This can be achieved through student surveys or conversations to learn more about their preferences (Aleksina E.V. 2017).

2. Ensure activities are relevant to the curriculum: While it is important to make activities enjoyable, they must also be relevant to the curriculum. Tie the activity to the learning objectives to ensure students understand the relevance of the activity to their learning (E. Wright 2001).

3. Ensure activities are relevant to the curriculum: While it is important to make activities enjoyable, they must also be relevant to the curriculum. Tie the activity to the learning objectives to ensure students understand the relevance of the activity to their learning (Chaikina S.2017).

4. Provide clear instructions: Ensure that instructions for the activity are clear and concise. This reduces confusion and frustration and allows students to focus on the task at hand (Aleksina E.V. 2017).

5. Set achievable goals: Set goals that are achievable for students to help build confidence and motivation. Celebrate their successes and provide feedback on areas where they can improve (Chaikina S.2017).

6. Set achievable goals: Set goals that are achievable for students to help build confidence and motivation. Celebrate their successes and provide feedback on areas where they can improve (Aleksina E.V. 2017).

7. Provide feedback: Provide feedback to students throughout the activity to help them understand how they are progressing. This can be achieved through verbal feedback or written feedback on their work (Andrew Wright 2001).

By keeping these points in mind, you can create motivational activities that engage students and foster a positive learning environment (Aleksina E.V. 2017).

Considering points when using motivational activities can be important for a number of reasons: Encourages participation: When students know that they can earn points for their participation in motivational activities, they are more likely to engage in the activities and put forth effort.Provides a sense of accomplishment: Earning points can provide a sense of accomplishment for students and help them feel motivated to continue participating in class. Helps track progress: Points can be used to track a student's progress over time, which can be motivating for some students. Seeing their points increase can give them a sense of achievement and encourage them to continue working hard (Andrew Wright 2001). Can be used as a reward system: Points can be used as a way to reward students for their efforts and achievements. This can be particularly effective for students who are motivated by extrinsic rewards. Fosters healthy competition: Points can be used to create a sense of healthy competition among students, which can be motivating for some students. This can encourage them to work harder and push themselves to do better.

Aleksina E.V. consider points when using motivational activities can be an effective way to encourage student participation, track progress, provide a sense of accomplishment, and foster healthy competition in the classroom. However, it's important to remember that points should be used in conjunction with other motivational strategies and should not be the sole focus of your efforts to motivate students (Aleksina E.V. 2017).

1.5 Importance of Language Games in Learning English

Language games can be a fun and effective way to learn English. By incorporating elements of play and competition into language learning, language games can help learners stay engaged and motivated while practicing various aspects of the language, such as vocabulary, grammar, and pronunciation (A.Kaminska 2015). In the "The Journal of Language Teaching and Learning" A.Kaminska mentioned one benefit of language games is that they can help learners build their vocabulary. Games like word scrambles, crossword puzzles, and word association games require players to think about words and their meanings, which can help them to expand their vocabulary (Constantinescu, R. S. 2012). Additionally, games like charades and Pictionary

can help learners practice describing words and concepts using gestures and visual cues, which can improve their communication skills (A.Kaminska 2015).

L.S. Vygotsky in his article «The use of games in English lessons» highlited that language games can also help learners improve their grammar and sentence structure. Games like sentence scramble or "Mad Libs" require players to rearrange words or fill in blanks in sentences, which can help them practice forming grammatically correct sentences. By making these exercises more engaging and interactive, learners may be more likely to remember the rules of grammar and apply them correctly in their own speech and writing (L.S. Vygotsky 2018). Finally, language games can be a useful tool for improving pronunciation. Games like tongue twisters or rhyming games can help learners practice the sounds and rhythms of English words, which can improve their overall fluency and comprehension. Additionally, games like pronunciation bingo or "Simon Says" can help learners practice specific sounds or words in a fun and engaging way (L.S. Vygotsky 2018).

Language games are important in learning English because they make the learning process more engaging and enjoyable (Constantinescu, R. S. 2012).When learners are having fun, they are more likely to stay motivated and dedicated to their language learning goals. Language games provide an interactive and immersive experience, allowing learners to practice their language skills in a more natural and organic way.Furthermore, language games can help learners develop important cognitive and social skills. Games often involve problem-solving, critical thinking, and communication, which are all essential skills for language learning and beyond. Additionally, language games can encourage learners to work collaboratively and build relationships with their peers, which can create a supportive and positive learning environment (A.Kaminska 2015).

Another benefit of language games is that they can cater to different learning styles and preferences. Some learners may prefer visual or kinesthetic learning, while others may be more auditory or verbal. Language games can incorporate a variety of learning styles, making the learning experience more accessible and personalized for each learner (L.S. Vygotsky 2018).L.S. Vygotsky mentioned that language games can provide a low-pressure environment for learners to practice their language skills. Learners may feel self-conscious or nervous when speaking or writing in a second language, but games can create a more relaxed and non-judgmental atmosphere. This can help learners build confidence and develop their language skills at their own pace (L.S. Vygotsky 2018). Language games are important in learning English because they can improve motivation, engagement, cognitive and social skills, learning preferences, and

confidence. Incorporating language games into language learning can create a more effective, enjoyable, and personalized learning experience (A.Kaminska 2015).

Language games can be a valuable tool for learning English as a second language. Here are some reasons why: (Rixon Shelagh 2010)

Makes learning fun: Language games are a great way to make learning fun and engaging. They provide an interactive and entertaining way to learn and practice language skills, which can motivate learners to continue learning (Rixon Shelagh 2010).

Encourages communication: Language games often require interaction and communication between players. This can help learners build confidence and fluency in using English to communicate with others (Khuziakhmetov, A. N, Valeev, A. A, Kralova, Z.2018).

Improves vocabulary: Many language games focus on vocabulary building. By playing games that involve learning new words and phrases, learners can expand their vocabulary and improve their understanding of the English language (Rixon Shelagh 2010).

Enhances grammar: Language games can also help learners improve their grammar skills. By playing games that involve correct sentence construction, verb tenses, and other grammatical concepts, learners can improve their understanding and use of English grammar (Khuziakhmetov, A. N, Valeev, A. A, Kralova, Z.2018).

Develops critical thinking: Many language games require problem-solving and critical thinking skills. By playing games that require learners to think critically, they can improve their overall cognitive abilities, as well as their English language skills (Rixon Shelagh 2010).

The Versatility of Games in the Classroom

Games can be a highly effective teaching tool in the classroom. They have the ability to engage students, provide hands-on learning experiences, and make learning fun. Additionally, games can be adapted to suit different subjects, grade levels, and learning styles, making them a versatile tool for educators (Khuziakhmetov, A. N, Valeev, A. A, Kralova, Z.2018).

One way that games can be used in the classroom is to reinforce content that has already been taught. For example, teachers can use games to review vocabulary, concepts, or skills that have been covered in class. This type of game can be played individually or in teams, and can be adapted to suit different levels of difficulty. (Petrichuk, I. I. 2008) Another way that games can be used in the classroom is to introduce new content. This can be done through games that simulate real-world scenarios, or through games that allow students to explore new concepts in a fun and interactive way. For example, a game that simulates a historical event or scientific process can help students understand the content in a more engaging way than simply reading about it in a textbook (Aleksina E.V. 2017).

Games can also be used to develop critical thinking and problem-solving skills. For example, strategy games can help students learn to think ahead and make decisions based on multiple variables. Puzzle games can help students develop their spatial reasoning skills, while logic games can help them learn to analyze complex problems and come up with solutions (Petrichuk, I. I. 2008).Games can be used to promote teamwork and social skills. Multiplayer games can encourage students to work together and communicate effectively, while competitive games can teach students how to handle winning and losing gracefully.The versatility of games in the classroom makes them a valuable tool for educators. By engaging students in a fun and interactive way, games can help make learning more enjoyable and effective (Aleksina E.V. 2017).

Games are a versatile tool that can be used in various ways to enhance the learning experience in the classroom (Constantinescu, R. S. 2012). Review and Reinforcement: Games can be used as a fun way to review and reinforce concepts that have been taught in the classroom. They provide an engaging way for students to revisit information and solidify their understanding. Assessment: Games can also be used as an assessment tool to evaluate student learning. By designing games that assess knowledge and skills, teachers can obtain valuable feedback on student progress (Rixon Shelagh 2010). Active Learning: Games can be used to promote active learning in the classroom. They encourage students to be involved in the learning process, work collaboratively, and think creatively. Skill-building: Games can also be used to develop and reinforce important skills such as problem-solving, critical thinking, and communication. By designing games that target specific skills, teachers can help students develop these skills in a fun and engaging way (Rixon Shelagh 2010). Motivation: Games can also be used as a motivational tool to increase student engagement and interest in learning. By incorporating games into lessons, teachers can make learning more enjoyable and interactive, which can increase student motivation and participation (Rixon Shelagh 2010).

Games are a versatile tool that can be used in a variety of ways to enhance the learning experience in the classroom. They can be used for review and reinforcement, assessment, active learning, skill-building, and motivation. By incorporating games into lessons, teachers can make learning more fun, engaging, and effective (Aleksina E.V. 2017).

In conclusion, games can offer many benefits in the classroom, including increasing student engagement and motivation, improving learning outcomes, and developing essential skills (Aleksina E.V. 2017).Incorporating games into language learning classrooms can be an effective strategy to motivate students who may be reluctant or shy. Games can make learning enjoyable and reduce the stress that comes with learning a new language (Rixon Shelagh 2010).

By tailoring games to students' interests and abilities, teachers can create a more personalized learning experience (A.Kaminska 2015). Games can also help language learners build self-confidence and positive emotions, as they gain a sense of accomplishment and experience success in a fun and interactive way. While games may not be the sole solution to all learning challenges, they can certainly play an important role in supporting student learning and engagement.

As it is highlighted in this part including games in a language lesson plan can help alleviate the stress and anxiety that language learners often experience. Games can make the learning process more enjoyable and help learners feel more confident in their abilities. Additionally, games can improve language acquisition by motivating and engaging learners, leading to faster and more effective knowledge acquisition (Chaikina S.2017).

Motivational activities can be a powerful tool for engaging students and improving their learning outcomes. Teachers should take into account their students' age, interests, and learning styles when selecting activities that are relevant and engaging. It is important to set clear goals and expectations, provide positive feedback and reinforcement, and create a supportive classroom environment that encourages participation and collaboration (Rixon Shelagh 2010). Evaluating the effectiveness of the activities and making necessary adjustments is essential for maximizing their impact on student motivation and learning (Sripramong, 2004).

Part 2
Types of game

This part consist of different types of games and their classification,games which can make a lesson much more interesting especially for those children who are not so motivated. Children love playing games (Stronin 2011). Playing games is a vital and natural part of growing up and learning. Children learn by experimenting with their environment and the world around them and playing games is one way that they can discover this (Ariyan 2016).And without any doubt playing a game can bring variety to a lesson. Using a foreign language in playing a game immediately makes the learning of the words useful for them (Milrud R.P. 2017).It brings to life the whole reason for learning the language. Games can be classified into different categories based on their specific roles in the English learning process. In this part are highlighted different types of games such as: Lexical Games: These games focus on building English vocabulary, and they can help learners learn new words in a fun and interactive way. Examples of vocabulary games include word association games, hangman, and matching games (Leites 2017).Grammar Games: Grammar games help learners to practice and reinforce their understanding of English grammar rules. Examples of grammar games include sentence-building games, board games that require using specific grammar structures, and grammar-based puzzles. Listening and Speaking Games: Listening and speaking games focus on developing learners' listening and speaking skills. These games can help learners develop their ability to understand and communicate in English. Examples of listening and speaking games include role-playing games, storytelling games, and listening comprehension games (Livingstone 2018).Reading and Writing Games: Reading and writing games help learners develop their English reading and writing skills. These games can help learners develop their ability to comprehend written English and express themselves in writing. Examples of reading and writing games include crossword puzzles, word searches, and storytelling games.Pronunciation Games: Pronunciation games help learners practice their English pronunciation, including stress, intonation, and phonetics. Examples of pronunciation games include tongue twisters, rhyming games, and mimicking games (Zenkovsky 2012).

Games play an important role in English language learning, as they make the learning process more engaging, fun, and effective (Leites 2017).By incorporating games into their lesson plans, English teachers can create a more dynamic and interactive classroom environment that encourages learners to actively participate and develop their language skills (Zenkovsky 2012).

2.1 Classification of games and their roles

In foreign language lessons, there are many tasks related to role-playing games (Nimchuk G.B. 2003). Game tasks that do not require the creation of a language situation and in which recall is mainly used; group forms of work, when the teacher can intervene and correct students' work; elaboration of dialogues, when students (together and individually) train in correct pronunciation close to native speakers; filling gaps in dialogues with the help of the necessary vocabulary (but at the same time there are no roles to be played); freely composing dialogues in groups in written form - all these types of tasks can be considered as preparatory work for conducting role-playing games (Stronin 2011).

Stronin M.F. offers the following classification of games in accordance with the language skills they contribute to:

· grammatical;

· lexical;

· phonetic;

· spelling;

· auditory;

· language

As we can see, role-playing games can only be lexical, auditory and linguistic, because they are the ones that have opportunities for training students in the use of vocabulary in situations close to real life, teaching students to understand the content of statements, developing auditory and language reactions, teaching students consistently, logically and creatively use the acquired language skills, express their thoughts. They, in turn, are divided into certain groups by content (Stronin 2011).Milrud R.P. offers the following classification of role-playing games are as follows:

· household games;

· games with a fairy-tale content;

· simulation role-playing games;

· cognitive role-playing games;

· role-playing games of business content;

· worldview role-playing games.

The role-playing game, according to its components, has the following components:

· the role performed by the student

· game actions, with the help of which this role is realized

Role-playing games can be effectively used at various stages of learning (Milrud R.P. 2017).

Regarding the age of students, the expediency of using different types of role-playing games is followed by the table:

Pupils of primary school age	Role-playing games with fairy-tale content;
Pupils of secondary school age	Imitative role-playing games of cognitive content
High school students	Imitative role-playing games of worldview content; Role-playing games of everyday and social content (about etiquette, culture of behavior)

Roles performed by students also have their own classification. It is important to remember about it because role-playing games are effective only in conditions of correct selection and distribution of roles (Milrud R.P. 2017). Roles can be:

· social (doctor, worker) who have an educational influence;

· interpersonal (friends, classmates, opponents), which contribute to the personal orientation of communication;

· psychological (positive personality, neutral or negative personality).

"The more role positions, the wider the student's social experience in communication will be" (Ariyan 2016).

2.2 Ways to introduce English to the young learners by games

The initial stage in secondary school is understood as the period of learning a foreign language, which allows laying the foundations of communicative competence, which are necessary and sufficient for their further development and in the course of studying this subject. As a rule, the 1st-4th improvement classes of general educational institutions belong to the initial stage (Milrud R.P. 2017). It takes quite a long time to lay the foundations of communicative competence, because students need to familiarize themselves with the studied language as a means of communication from the first steps (Ariyan 2016). This means that they must learn to understand a foreign language by ear (listening), express their thoughts by means of the studied language (speaking), read, that is, understand a foreign language text read about themselves, and write, that is, learn to use the graphics and spelling of a foreign language when performing written assignments, aimed at mastering reading and speaking, or being able to express one's thoughts in writing (Nimchuk G.B. 2003). Indeed, in order to lay the foundations for each of the listed types of language activity, it is necessary to accumulate language tools that ensure the

functioning of each of them at an elementary communicative level, which allows moving to a qualitatively new level of their development in the future (Ariyan 2016).

The initial stage is also important because the success in mastering the subject at the following stages depends on how the learning goes at this stage. The English methodologist G. Palmer, who attached great importance to the beginning in learning a foreign language, wrote: "Take care of the first two stages and the rest will take care of itself" (Milrud R.P. 2017). In addition, it is at the initial stage that the methodical system, which is the basis of foreign language learning, is implemented, which from the first steps allows the teacher to enter this system and carry out the educational process in accordance with its main provisions (Zenkovsky 2012). As you know, the construction of the initial stage can be different with respect to language material, its volume, organization; consistency in the formation and development of oral and written language; accounting for the conditions under which the educational process is carried out; revealing the potential of the subject itself in solving educational, educational and developmental tasks facing the school (Milrud R.P. 2017). A junior schoolboy is still a small person, but already very complex, with his own inner world, with his individual psychological characteristics (Leites 2017).

Junior school age is called the peak of childhood. The child retains many childlike qualities - light-heartedness, naivety, looking at an adult from the bottom up. But she is already beginning to lose childlike immediacy in behavior, she has a different logic of thinking (Kulagina 2016). Zenkovsky mentioned that primary school is the most responsible period in a person's life. It is at the primary school age that purposeful learning and upbringing begins, the main activity of a child becomes educational activity, which plays a decisive role in the formation and development of all his mental properties and qualities (Zenkovsky 2012). Studying for a junior high school student is a significant activity. At school, he acquires not only new knowledge and skills, but also a certain social status. The child's interests, values, and the whole structure of his life are changing (Milrud R.P. 2017). In this period, life in all its diversity, not illusory and fantastic, but real, real, always surrounding us - that's what excites her activity. During this period, the child gradually leaves the illusory world in which he lived before. The child gravitates towards real life. She is no longer a mystic and a dreamer. She is a realist (Zenkovsky 2012). The fact that it does not necessarily have to be given in personal, real or past experience is of interest. Other countries, other peoples and their activities attract the attention of the schoolboy to a rather strong degree. There is a colossal expansion of the mental horizons. (Milrud R.P. 2017). The immediacy of children's reactions and insatiable vulnerability at this age are most noticeable in the extracurricular environment. In situations where children feel quite

relaxed, they almost involuntarily satisfy their curiosity: they run closer to what interests them; strive to try everything possible for themselves. They like to use names that are new to them, to note out loud what will seem good and what will be unpleasant (Leites 2017). During walks and excursions, younger schoolchildren have a pronounced desire and ability to grasp unusual, new things and remember them. Sometimes they begin to express fantastic judgments aloud to each other. But they themselves do not attach importance to their remarks. Their attention jumps: they can't help but look, listen, and their exclamations and guesses obviously help them in this (Zenkovsky 2012). Elementary school students often show a tendency to talk: to tell about everything they read, saw and heard at school, on a walk, on TV. At the same time, they usually turn out to be a long story with many references that are difficult for outsiders to understand. Of course, such a story gives them pleasure, for them the significance of everything that happened to them is obvious (Smirnov 2017).

The need to share, to revive in consciousness what happened to them recently, may indicate the power of impressions - children, as it were, strive to get used to them. All these are unique internal conditions for learning. At the elementary school age, the sharpness of perception, the presence of the necessary prerequisites for verbal thinking, the focus of mental activity on repeating, internally accepting, create more favorable conditions for the enrichment and development of the psyche (Leites 2017). According to P.M. Yakobson, impressions from poems and stories performed in an expressive artistic form, from a theatrical performance, from a song, from a musical piece and a film can be deep and lasting in children of 10 years of age. Feelings of pity, sympathy, indignation, concern for the well-being of the beloved hero can reach great intensity. However, young schoolchildren make serious mistakes and distortions in their perception of individual emotions. In addition, a young schoolboy may not understand some people's experiences, and therefore they are not interesting to him and unavailable for empathy (Yakobson 2018).

According to A. A. Smirnov, the emergence of broad realistic interests forces the child to pay attention to the experiences of the people around him, to understand them "objectively", not judging them from the point of view of only the meaning they have for him at this moment. She begins to understand someone else's suffering precisely as suffering, as an unpleasant experience of a given person, for example, her friend or mother, and not only as a source of some inconvenience for herself. If the previous era is usually characterized as selfish, then the new stage of life can be considered as the beginning of altruistic manifestations (Smirnov 2017). Zenkovsky V.V. notes that primary school age is a classic time for the formation of moral ideas and rules. A child is typically "obedient" at this age, he adopts various rules and laws in his heart

with interest and enthusiasm. She is not able to form her own moral ideas and strives precisely to understand what is "necessary" to do (Zenkovsky 2012). It should be noted that younger schoolchildren are characterized by increased attention to the moral side of the actions of others, the desire to give an action a moral assessment. Borrowing the criteria of moral assessment from adults, younger schoolchildren begin to actively demand appropriate behavior from other children (Smirnov 2017). The main activity that ensures the formation of mental properties and qualities of a school-age child is educational and cognitive activity. Moreover, it most intensively performs the function of personality development when it is just being formed, that is, in elementary school age (Livingstone 2018).

The individuality of a child before this age is also manifested in cognitive processes or cognitive abilities. These are mental processes by which a person learns about the world, himself and other people. These abilities include: feeling, perception, memory, thinking and imagination. Cognition is also impossible without speech and attention (Smirnov 2017). The younger schoolboy perceives the surrounding life with lively curiosity, which reveals something new to him every day. The development of perception does not happen by itself, here the role of the teacher is very important, who on a daily basis educates the ability not just to look, but also to consider, not just to listen, but also to listen, teaches to identify essential signs and properties of objects and phenomena, indicates what to pay attention to, teaches children to systematically and systematically analyze perceived objects (Nimchuk G.B. 2003). A number of studies have proven that the most effective method of organizing perception and fostering observation is comparison. At the same time, perception becomes deeper, the number of errors decreases (Livingstone 2018). In primary school age, there is a significant expansion and deepening of knowledge, the skills and abilities of the child are improved. This process progresses up to the 3rd - 4th grades and leads to the fact that most children have both general and special abilities for various types of activities. General abilities are manifested in the speed with which a child acquires new knowledge, abilities and skills, and special abilities are manifested in the depth of studying individual school subjects, in special types of work and in communication (Ushinsk 2018).

Of particular importance for development at this age is the stimulation and maximum use of the motivation to achieve success in children's educational, work, and play activities. Strengthening such motivation, for the further development of which the younger school age is a particularly favorable time of life, brings two benefits: first, a very useful and stable personal trait is established in the child - the motive of achieving success, which dominates the motive of avoiding failure; secondly, it leads to accelerated development of various other abilities of the

child (Livingstone 2018). The thinking of a junior high school student undergoes very big changes in the learning process. The development of creative thinking leads to a qualitative restructuring of perception and memory, to their transformation into arbitrary, regulated processes. It is important to properly influence the development process, because for a long time it was believed that a child's thinking is, as it were, an "underdeveloped" thinking of an adult, that a child learns more with age, becomes smarter, and becomes shrewd. Studies of children's creativity allow us to distinguish at least 3 stages of the development of creative thinking: visual-active, causal and heuristic (Ushinsk 2018). Similarly, one of the most important conditions for the formation of a child of primary school age is creative imagination. Real learning of any educational subject is impossible without active imagination, without the ability to present, imagine what is written in the textbook, what the teacher speaks about, without the ability to operate with visual images (Yakobson 2018). Thus, it can be asserted that a junior high school student is a "little adult" in whom the most important processes are beginning to take shape. And it is very important, in our opinion,that children do not feel more burdened by the school program, and the game can help with this. In the form of game activity, you can always easily and quickly explain some new material, work out difficult points, brighten up boring routine daily learning, and most importantly, interest children in learning English from childhood (Ushinsk 2018).

2.3 Language games to make learning English fun Motivational games

The game is an ancient achievement of culture. It exists as long as society exists. And the life of every single person is also accompanied by a game. In our time, the game has become not only an independent type of activity, but also its universal tool in almost all spheres of social life: economy, politics, management, science and, without a doubt, in the field of education (Filatov 2018).

The main function of pedagogical activity is not simply to transfer knowledge, but to create problem-cognitive situations and manage the process of students' cognitive activity, taking into account their individual characteristics (Yakobson 2018).

In human practice, game activity performs the following functions: (Ushinsk 2018)

· entertaining (this is the main function of the game - to entertain, make pleasant, inspire, arouse interest);

· communicative (mastering the dialectic of communication);

· diagnostic (detection of deviations from normative behavior, self-discovery during the game);

· game therapy (overcoming various difficulties that arise in other types of life);

· self-realization (manifestation of abilities and hidden possibilities);

· international communication (assimilation of common for all people of socio-cultural values);

· socialization (inclusion in the system of social relations);

· aesthetic (pleasure from the game).

Here it should be added that, if we turn to F. Schiller's research, he is the one who talks about the aesthetic function of the game. For him, the game is a pleasure connected with freedom from the external need to manifest an excess of vitality. He says that "the object of incitement to play, represented in the general scheme, may be called a living image." We can also find an indication of the aesthetic function of the game in such scholars as H. Spencer and V. Wundt.

Let's consider in more detail the features of all these functions:

The educational function consists in the development of memory, attention, perception of information, the development of general educational abilities and skills, and it also contributes to the development of foreign language skills. This means that the game is a particularly organized activity that requires tension of emotional and mental forces, as well as the ability to make decisions (what to do, what to say, how to win, etc.). The desire to solve these questions sharpens the mental activity of students, that is, the game contains rich educational opportunities (Yakobson 2018). The educational function consists in the education of such a quality as an attentive, humane attitude towards a game partner; a sense of mutual assistance and support also develops (Nimchuk G.B. 2003).Pupils are introduced to cliché phrases of language etiquette for improvising speech to each other in a foreign language, which helps to cultivate such a quality as politeness (Ushinsk 2018). The entertaining function consists in creating a favorable atmosphere in the lesson, turning the lesson into an interesting and unusual event, an exciting adventure, and sometimes into a fairy-tale world. The communicative function consists in creating an atmosphere of foreign language communication, uniting a group of students, establishing new emotional and communicative relations based on communication in a foreign language (Filatov 2018).

The relaxation function is the removal of emotional tension caused by the stress on the nervous system during intensive foreign language learning (Yakobson 2018). The psychological function consists in forming the skills of preparing one's physiological state for more effective activity, as well as restructuring the psyche for assimilating larger amounts of information. Here it is worth noting that psychological training and psychocorrection of various personality manifestations are carried out in game models, which can be approximated to life situations (in this case, it can be a role-playing game). The developmental function is aimed at the harmonious development of personal qualities to activate the individual's reserve capabilities (Ushinsk 2018).

The place and role of the game method in the educational process, the combination of elements of play and learning largely depend on the teacher's understanding of the functions and classifications of various types of games (Filatov 2018).

2.4 Phonetic games

o *I Hear - I don't hear*

The teacher pronounces words that either contain or do not contain the letter "N". The student should raise his hand if he hears this letter in the word. The team that made the fewest mistakes wins (Gillian Porter Ladousse 2001).

o *Who has the best pronunciation?*

The teacher says a few words while throwing the ball to one of the players. The latter must reproduce the words in the same order, repeating the teacher's pronunciation and intonation. Each student answers twice. The one with the best English pronunciation wins (Oller 2013).

o *Wolf and sheep*

The teacher ("shepherd") chooses the leader ("wolf"). The "wolf" has several cards with large written words in his hands. He turns to the students of each team. "Lamb" (student) must correctly name all the letters of the word written on the card. If the "lamb" made a mistake, the "wolf" takes it away (the student is kicked out of the game). The team in which the "wolf" took fewer "lambs" wins (Gillian Porter Ladousse 2001).

o *Game "Auction"*

The teacher prepares cards with images of objects whose names are known to the students and lays out all these cards with the images facing up. Students sit or stand around the table. The teacher pronounces a sound or sound combination, and the students must quickly find on the table an object whose name begins with this sound (sound combination). The one who takes the problem the fastest found the smartest buyer. Then the teacher names another sound and the game continues. The one who "bought" the most things wins (Oller 2013).

o *Game "Name the word"*

Students stand in a circle. One of the players throws the other's ball and pronounces a sound, for example [e]. The player who caught the ball must name a word with this sound, for example, pet. Continuing the game, he calls another sound and throws the ball to his neighbor (Gillian Porter Ladousse 2001).

o *The game "What is the intended sound?"*

The teacher names a chain of words that contain the same sound. Students have to guess what that sound is (Oller 2013).

o *Game "One Extra"*

The teacher offers the students to choose from three or four words the one that does not have a certain sound (an extra word). For example: meet, seal, sit, veal (redundant word sit), bat, pen, and, sad (redundant word pen) (Oller 2013).

The method of highlighting the desired sound can be clapping after the "extra word" or students can simply name it (Oller 2013).

2.5 Games to learn the rules of reading
o Can You Read These Combinations of Letters?

The teacher prepares cards in advance with learned letter combinations (ee, ea, ar, or, ir, er, ur, ou, ow, ei(ey), ai(ay), sh,ch). Then he pronounces one sound and asks the students to show the letter combination that graphically conveys this sound in writing. If the student makes a mistake, the teacher takes away the card with the wrong answer. The students who have more cards left win (Tony Rinvolucri 2008).

o Read flash cards

The teacher quickly shows the students cards on known reading rules so that they read them correctly. Whoever makes a mistake is out of the game. The cards that were read incorrectly are put aside, and then they are read aloud again (Tony Rinvolucri 2008).

o Put the Words or Word-Combination in Sentence

The class is divided into two teams. The teacher writes on the board sentences written out from any textbook text that convey its general meaning. But the sentences are missing key words or phrases. Students carefully read all the sentences written on the board about themselves. Then, at the teacher's signal, the players of both teams open the textbook on the specified page and start reading the text, looking for the necessary word or phrase for each sentence. The student who found the word first approaches the board and writes it in the corresponding cell. If he did not make a mistake, his team gets a point. The team with the most points wins (Yakobson 2018).

2.6 Games to develop reading skills
Read without mistakes

Students are divided into three teams. On the table are cards with excerpts of the text (three sentences per card). Representatives of each team in turn choose a card and read a sentence. For each correctly read sentence, the team gets one point. The team with the most points wins (Nosachenko 2012).

Be attentive

The teacher reads a word or phrase from the text, and the students must find it in the text as quickly as possible and correctly read the sentence with this word or phrase. Whoever finds the right word or phrase in the sentence first, then chooses the word that all the other participants are looking for (Nosachenko 2012).

Read without mistakes

Students are divided into three teams. Cards with excerpts of text (three sentences on a card) lie face down on the table. Representatives of each team in turn choose a card and read a sentence. For each correctly read sentence, the team gets one point. The team with the most points wins (Tony Rinvolucri 2008).

Write-read

The teacher divides the students into two teams, each of which chooses a captain. Team captains go to the board. In the given time, they must write as many words as possible that start with one letter (for example, j: January, June, July, just, jumping, journey, jacket, job, jam, joke, joy) (Nosachenko 2012).

The teacher checks the correctness of what is written and crosses out the words with errors. Then team members take turns reading the remaining words. Misread words are also crossed out. The team that has more correctly written and read words left wins (Nosachenko 2012).

2.7 Games to develop listening skills

Teaching listening skills is one of the most difficult tasks for any EFL teacher as successful listening skills are acquired over time and with lots of practice. (M.Fábián 2018) Therefore, with the help of games, you can speed up this process and also interest students. In the lesson, we can use various games. For example:

o Who Understands the Text Best?

The teacher gives students cards on which sentences are written that either correspond to the content of the text or do not correspond to it. The students' task is to mark pluses those sentences that correspond to the content after listening to the text. The first three students who complete the task the fastest win (Oliynyk 2012).

o Listen to the Text and Try to Remember as Many Words as You Can

The teacher reads a small passage in which all the words are well known to the students. They are given the task of naming as many words as possible from the read passage (Tony Rinvolucri 2008).

o Which Team Is the Best?

The class is divided into two teams. The teacher alternately calls students from both teams and gives various orders, for example: "Walk round the table", "Go to the blackboard". For each correctly completed task, the team receives a point (Nosachenko 2012).

o Spoken Messages

The class is divided into three teams. The teacher writes in advance on three sheets of paper one sentence in which there is any order (Tony Rinvolucri 2008).

The teacher gives these notes to three students. Pupils read the instructions and pass them to their neighbor, who then goes on. Players sitting at the last desks must complete the task. The team that completes the task quickly and correctly wins (Nosachenko 2012).

o Listen and Find Pictures

The class is divided into two teams. Game participants listen carefully to the text.

On the teacher's desk there are drawings, some of them do not correspond to the content of the text. A representative of one team, who was called to the blackboard, must arrange the pictures in the correct sequence according to the content of the text. Then the students listen to another text, the teacher calls the next student (Elkonin 2018).

o Numbers, Line Up!

Each student of the class receives a card with a number from 1 to 0. The teacher calls the number, for example: 570. Students who have the numbers 5,7,0 come forward and show the number. In the future, the numbers can be complicated (Nosachenko 2012).

o Do it!

Various objects are laid out on the teacher's desk. Two students are called to the blackboard. The teacher gives them instructions that relate to the items on the table. For example: Take the blue pen! Put the red pen in the pencil case! Give me the book! (Elkonin 2018)

o Blind Man

All students join hands and form a circle. One of the students is blindfolded and stands in the center of the circle. He slowly counts from 1 to 10, while the students move in a circle. After the presenter says "10", everyone stops. The blindfolded presenter approaches any of the students and asks him various questions in English, except for "What is your name?". He must guess who he is talking to by the voice and say his name (Nosachenko 2012) .

o Gossip

Students sit down or stand in a row. The player on the edge is chosen as the presenter. He whispers some sentence in his neighbor's ear. The second student whispers it to the next, etc. Then each player, starting with the last in line, says this sentence aloud (Tony Rinvolucri 2008).

o Running dictation

The class is divided into teams. A sheet with sentences or words is attached to the board. One student from each team quickly goes to the board, memorizes a sentence, returns to the team and dictates this sentence. (Running is not allowed!). Then another student has a turn and so on. The first team to collect all the sentences and write them down correctly wins (Oliynyk 2012).

o Let's color the balloons

Pupils are offered to color the balloons according to the teacher's instructions. Then you need to correctly name the color of each ball. The winner is the one who names all the colors correctly. For example: Number 1. It is red. Number 2. It is blue. etc (Oliynyk 2012).

o Simon Says

The teacher gives commands. If the teacher says "Simon Says" before the command, the students follow the command. If the command is given without the words "Simon Says", the students must remain still in place (Milrud 2017).

2.8 Games for the development of speech skills

o Greeting

Students stand in a circle. The teacher starts the game: greets one of the students: "Hello, Max!", while throwing him a ball. The student must catch the ball and respond to the greeting. If the student drops the ball, the teacher tells him: "Goodbye!". The student answers the teacher: "Goodbye!" and turns his back to the circle. That student remains out of the game until another student drops the ball. Then the second student is eliminated from the game, and the first one returns. Thus, only one student does not participate in the game (Oliynyk 2012).

o Hot potato

Students sit in a circle. The teacher holds the ball and says the phrase: "Hello! I am + name". Then the students pass the ball to each other in a circle until the teacher says: "Stop!" . The student who gets the ball must stand up and introduce himself, saying: "Hello! I am + name". The game continues until all students have named themselves (Elkonin 2018).

o Greeting chain

Children stand in a circle. The teacher holds the ball, says hello, says his name, asks the student next to him his name and hands him the ball. The student greets, says his name and asks the next student for his name. So the ball is passed in a circle until it reaches the teacher again. The chain of greetings is started and finished by the teacher (Nosachenko 2012).

o What can you see?

Prepare a card with a small hole in the middle. Cover with this card a picture with an image of a previously studied lexical unit. The teacher moves the hole around the picture, giving students the opportunity to answer the questions: "What is it?", "What color is the...?", "Where is the...?" (Elkonin 2018).

o Ask your friend

Ask a friend to do what I ask you to do. For example: Give me the book. P1 (turning to a friend): Give me the book, please (Tony Rinvolucri 2008).

o Ask me

The teacher has many toys or other items on the subject being studied on the table. The teacher says that the students should ask them in English. For example: P1: Give me a ball. T: Here you are. P1: Thank you (Oliynyk 2012).

o Good Morning, Michael

One of the students goes to the teacher's desk and turns his back to the class. The teacher points to one of the students behind the desk, who says: "Good Morning, Michael." The student standing at the table must guess who he is talking to by the voice and answer: "Good Morning, Nick". Depending on the students' level of preparation, the following speaking skills and examples can be trained: Good afternoon! Good evening! How are you? Good bye! etc (Callahan 2018).

2.9 Lexical and grammar games

o Good memory

The class is divided into groups of 3-4 students. On the board, the teacher writes about 15 words on the topic being studied. Students are given time to memorize these words, after which the teacher erases the words from the board. The students' task is to write down as many words as they remember. The group that wrote down the most words and made the fewest mistakes wins (Callahan 2018).

o Call a word

This game requires chairs, music, and word cards that you would like to repeat with your students. Chairs are placed in a circle with the seat facing forward. The cards are attached to the backs of the chairs. The teacher turns on the music, the students walk around the chairs, and when the music stops, they sit on the nearest chair. Students must name the word on the back of the chair (Nosachenko 2012).

o Walking game

This game requires six cards on the topic being studied and a die. The cards are attached to the board face down. Each picture is given a number: from 1 to 6. Students take turns throwing the dice. It is necessary to name the word that is under the number that fell on the cube. If the word is called correctly, the card can be turned over, if the student is wrong, the card remains closed (Tony Rinvolucri 2008).

o Find the picture

This game can be played in teams. The teacher writes words on the board on a given topic and attaches pictures to these words in random order. The teacher pronounces a word, two students from the team must choose a picture for this word and connect them. Then the players from the other team perform the tasks (Oliynyk 2012).

o *Who is in the trap*

The teacher shows the children a picture, names the word for this picture and hands the card to the first student. This student also names the word and passes it to the next student. Meanwhile, the teacher names and hands the next card to the first student, and so on, until all the cards "walk" around the class. After some time, the teacher says "Stop!". Pupils who have cards in their hands should stand up and say which words are shown in the pictures. Then the game continues (Oliynyk 2012).

o *Find a word*

The teacher divides the board into two parts and writes the same words on both sides, but in random order. The class is divided into two teams. The teacher shows a card with a picture of one of the words, and one student from the team must find this word on the board and circle it. Whoever completed the task faster wins 1 point for his team (Tony Rinvolucri 2008).

o *Do you believe me*

The teacher asks the students to stand at their desks. Then the teacher picks up a card with a word on the given topic. If the word matches the picture, students must jump, if not, students must stand still (Oliynyk 2012).

o *A very long sentence*

Students stand in a line. The teacher gives each student a card for the topic being studied. The first student reports: "I've got a ..." and names the word shown in his picture. The next student says the same sentence and adds his word to it. The game continues until the last student names all the words in the line (Tony Rinvolucri 2008).

o *Prepare your bag*

The whole class participates in the game. Pupils go to the blackboard as they wish. Teacher. Help Pinocchio to fold the briefcase. The student takes the items on the table, puts them in a briefcase, naming each one. This is a book. This is a pen. This is a ruler (Oliynyk 2012).

o *Let's decorate the Christmas Tree*

Pupils draw a Christmas tree and decorate it with various toys. Then the students need to name these toys and their color. The one who names the most toys wins (Nosachenko 2012).

o *Yes/No game*

The student leaves the classroom. Children guess the subject. A student enters the class and asks: "Is it a book?" (This is a book?). The class answers in chorus: "Yes (no). It's (not) a book" (yes or no). A student is allowed to ask no more than three questions. If after the third question he did not guess the object, the children call him a choir (Tony Rinvolucri 2008).

o *One Step - one word*

The presenter lays out the cards on the table with the back side to the mountain. They are written: animals, food, furniture, numbers, colors, school, house, transport, sport. One of the participants pulls out a card and begins to take steps, naming, for example, animals, if he got this card. If a player runs out of words and someone else knows some more words, they can try to make more moves (Elkonin 2018).

> o *"What is missing"*

Cards with words are hung on the board, children name them. The teacher gives the command: "Close your eyes!" and removes 1-2 cards. Then he gives the command: "Open your eyes!" and asks the question: "What is missing?" Children remember the missing words (Nosachenko 2012).

> o *Colors*

The class is divided into two teams. The teacher names the color in English. Students pick up and show a card or object of the corresponding color. If one of the players made a mistake, his team receives a "-". The team with the least disadvantages wins (Tony Rinvolucri 2008).

> o *Racing game*

The teacher divides the class into two teams. On two desks at the end of the classroom, he lays out items: several pens, pencils, books, and others. It is possible according to the subject being studied. Then the teacher calls the word, and the representatives of the teams must quickly bring them to the start. The team that quickly and correctly copes with the task wins (Elkonin 2018).

> o *To be*

Students stand in a circle. The teacher throws the ball to one of the students and names the personal pronoun. The student who catches the ball must name the form of the verb "to be" that agrees with this pronoun. That student then throws the ball to another student, saying the personal pronoun. Whoever makes a mistake is out of the circle. The winner is the one who has never made a mistake (Nosachenko 2012).

> o *Who has the best memory?*

Students are given toys. The teacher offers the children to look carefully and remember who has which toy. Then he collects them and shows them to the players one by one, asking: "Whose toy is it?" The one who raised his hand first answers: "This is Ann's toy." The player who gave the most correct answers wins (Elkonin 2018).

> o *Memory game*

There are many items on the teacher's desk. One of the students goes to the table, he is offered to carefully consider and remember them. Then the student turns his back to the table and

to the teacher's question: "What is there on the table?" begins to list what is on the table: "There is a ball on the table. There is a book on the table" etc (Elkonin 2018).

o To be

Pupils guess professions. The teacher asks one of the students about the profession of another student. The following dialog occurs:

T: What is Nick?

P1: He is a doctor.

P2: Wrong. I'm not a doctor.

P1: What are you?

P2: I'm a farmer.

o What can you do?

The class is divided into two teams. One team creates any sentence with the verb can (for example: "We can run"). The players of the other team must guess this sentence by asking questions: "Can you jump?", "Can you dance?" etc. The first team answers these questions: "No, we can't" "Yes, we can". If the sentence is guessed, the teams switch places (Tony Rinvolucri 2008).

o Have you…?

Toys are laid out on the teacher's desk (before the game, you should repeat the words on the topic). The students turn away, and the leader takes any toy and hides it behind his back. Students turn and ask questions: Have you got a…? Whoever guesses, becomes the host (Elkonin 2018).

In conclusion, games can be an effective and enjoyable tool for teaching English to young learners. There are various types of games that can be used to enhance different language skills, including phonetic games, games for reading and listening comprehension, and games for developing speech and grammar skills (Nosachenko 2012). Classification of games and their roles is important for teachers to consider when selecting games to use in the classroom. By choosing games that are relevant to the learners' age, interests, and learning styles, teachers can make the learning experience more engaging and effective (Oliynyk 2012).

Ways to introduce English to young learners through games include incorporating games into lesson plans, using technology-based games and apps, and encouraging learners to create their own games as a means of practicing language skills.Language games, such as motivational games, can make learning English more fun and engaging for young learners (Elkonin 2018). These games can help to reduce anxiety and boost learners' confidence and motivation to learn. Phonetic games are particularly useful for developing learners' pronunciation and speaking skills.

By practicing phonetic sounds in a fun and interactive way, learners can improve their ability to communicate in English (Tony Rinvolucri 2008). Games to develop reading, listening, and speech skills can help learners to develop language fluency and comprehension. These games can be adapted to suit different levels of learners and can be used to reinforce grammar and vocabulary knowledge. Lexical and grammar games can be used to teach learners specific vocabulary and grammar rules in a fun and engaging way. These games can also help learners to improve their accuracy and confidence in using English (Oliynyk 2012).

Using games in language learning can be a valuable tool for engaging learners, promoting creativity, and enhancing language acquisition outcomes. By incorporating games into language teaching, teachers can create a more dynamic and effective learning environment for young learners (Oller 2013).

Part 3
Empirical survey

       This part consists of an empirical study.While writing the bachelor theses, a study was conducted to find out how much teachers are consider that using games it is useful when learning a foreign language. The survey was conducted in English language on the Google Forms platform. Survey questionnaires are attached in the apps.To prove my claims, charts will be seeing with metrics and examples of responses.The aim of this survey is to gather opinions from educators effectiveness of using games in the process of developing the creative potential of children while learning a foreign language.

3.1 Participants of the survey

    In this survey involved 35 teachers who have experience teaching a foreign language to junior schoolchildren (ages 6-12) using games as a language learning tool. The teachers were recruited from various schools and language centers that offer foreign language instruction to junior schoolchildren. The participants of the survey were English language teachers from Zakarpattia region. 20 of them work in schools and 15 are private English language teachers.

3.2 Survey instrument

    This survey of twenty-five questions was conveyed between 35 junior school teachers to collect their opinions on the role of games in the process of developing the creative potential of junior schoolchildren while learning a foreign language.The instrument was questionnaire (see Apendix 1). The survey asked the teachers to share their opinions on the role of games in the process of developing the creative potential of junior schoolchildren while learning a foreign language. Specifically, the survey asked the teachers to respond to questions related to the effectiveness of games in promoting creativity in language learning, the types of games that are most effective, and the benefits and challenges of using games for language learning. The survey also included open-ended questions to allow the teachers to provide additional feedback and suggestions.

    The aim of this survey was to gather insights and perspectives from experienced language teachers on the use of games as a means of promoting creativity and enhancing language learning outcomes in junior schoolchildren. The results of the survey can inform future efforts to design and implement effective language learning programs that utilize games as a tool for developing the creative potential of young learners. The brief analysis is given below.

3.3 Findings of the survey

1)First of all teachers were asked whether they believe that games can help develop the creative potential of junior school children while learning a foreign language?
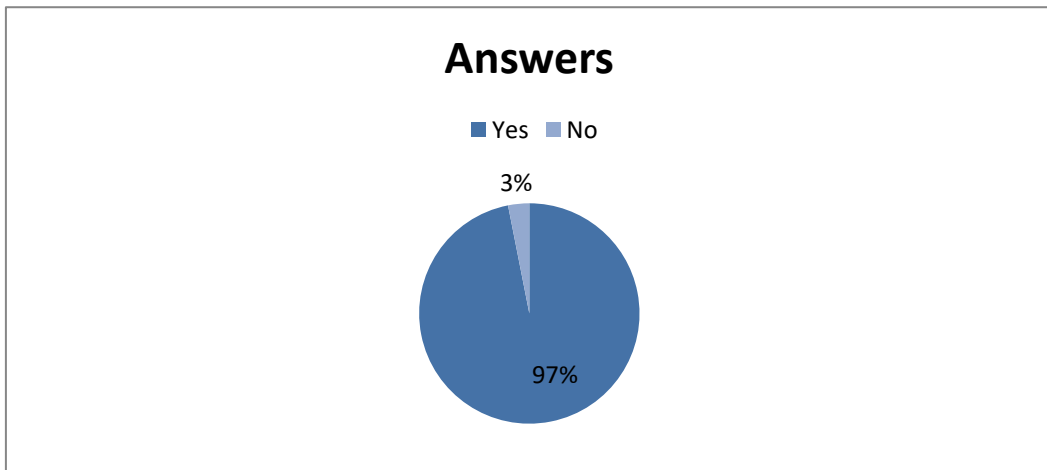
As we can see from the diagram, all the surveyed people responded "yes". This obviously suggests that the use of games in language learning is widely recognised as a valuable teaching tool.

Games can be an effective way to help children learn a foreign language while also encouraging creativity. Games provide a fun and engaging way for children to practice language skills and can help to reinforce vocabulary, grammar, and pronunciation in a natural and intuitive way (Harmer, J. 2007).

Additionally, games can encourage children to use their imaginations and creativity. For example, games that involve storytelling or role-playing can help children to develop their language skills by encouraging them to use language in a creative and expressive way (Livshits O.L 2017).

There are many educational games specifically designed for children learning a foreign language (Nosachenko I. A 2012). These games can be used in the classroom or at home to provide an interactive and engaging way for children to practice their language skills and develop their creative potential (Harmer, J. 2007).

2)I wanted to know if the teachers think that playing games can help junior schoolchildren learn a foreign language more effectively?

The responses to this question are quite the same—100% positive. This indicates that games are effective for learning a foreign language. Such an approach is often really engaging and makes language learning more enjoyable.

Playing games can be an effective way to help junior schoolchildren learn a foreign language. Games provide a fun and engaging way for children to practice and reinforce their language skills, including vocabulary, grammar, and pronunciation (Livshits O.L 2017)

One of the benefits of using games in language learning is that they can help to create a positive and relaxed learning environment. When children are having fun and enjoying themselves, they are more likely to be motivated to learn and to retain what they have learned. This is particularly important for younger children who may have shorter attention spans and may become bored or disengaged with traditional language learning methods (Kolesnikova O.A 2019)

Games can also provide opportunities for children to practice their language skills in a more natural and authentic way. For example, games that involve role-playing or storytelling can help children to use language in a meaningful and creative way, which can help to reinforce their language skills and improve their fluency (Nimchuk G.B. 2003).

Furthermore, games can be designed to cater to different learning styles and preferences, such as visual, auditory, or kinesthetic. This means that children who may struggle with traditional language learning methods can still engage with and benefit from games.

3) The participants were asked what types of games they think are most effective for teaching foreign languages to junior schoolchildren?

Among the most common responses are memory games, pictionary and reading games, educational and logical games. It is worth noting that some respondents mentioned that such games are particularly useful for helping students memorise new vocabulary and phrases. A few respondents also mentioned games like shooters or competition games, which is quite surprising, as the games are known for their entertaining purposes. However, such games may be suitable for some children who are interested in them.

The most effective games for teaching foreign languages to junior schoolchildren are those that are fun, engaging, and designed with language learning goals in mind. Teachers and parents can choose games that suit their children's interests and learning styles to ensure maximum engagement and learning outcomes (Livshits O.L 2017).

4) Teachers were asked for their opinion, what is the best game to use in language teaching?

Answers

■ Charades   ■ Bingo   ■ Pictionary

2%

39%   59%
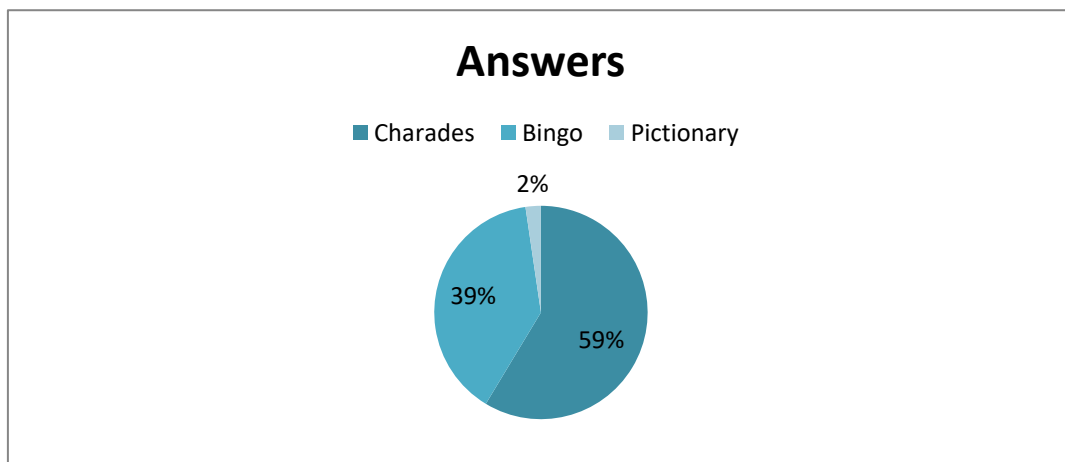
The most commonly chosen one is Pictionary, with 41.2 % respondents selecting it. Most people believe that this game is the best to use in language teaching. The reason for such a choice may be that the game encourages creative thinking and improves drawing skills.

The second popular choice is Charades (35.3%). This game can be a fun and encouraging way of learning new words and phrases, as it requires children to use nonverbal language to act out words without using a language.

Finally, 23.5% chose Bingo as the best game. This game is particularly useful for practising listening skills, as children must listen carefully to different words and phrases being called out.

It is also worth nothing that the choice of a game depends on many factors, such as the age and language level of children.

5) I wanted to ask teachers whether they think that games can help improve pronunciation and speaking skills? Why so?

The majority of the respondents agree that games are helpful when it comes to pronunciation and speaking skills. Among the given reasons are increased engagement and motivation, exposure to correct pronunciation and new vocabulary, and opportunities for practice and repetition. games can be helpful in improving pronunciation and speaking skills in language learners, including junior schoolchildren. Games can provide a fun and engaging way for learners to practice speaking and pronunciation in a low-pressure environment, which can help to build confidence and reduce anxiety.

For example, games that involve role-playing or storytelling can help children to practice speaking in a natural and authentic way, and to use language creatively and expressively. This can help to improve their pronunciation, intonation, and fluency, as well as their ability to communicate effectively in different situations.

Games can also be designed to focus specifically on pronunciation, such as games that involve phonics or sound recognition. By practicing pronunciation in a fun and interactive way, learners can develop a more accurate and confident speaking style (Kolesnikova O.A 2019).

Moreover, games can provide an opportunity for learners to receive feedback on their pronunciation and speaking skills, either from a teacher or from their peers. This feedback can help learners to identify areas for improvement and to develop strategies for improving their pronunciation and speaking skills (Nimchuk G.B. 2003).

It can be an effective tool for improving pronunciation and speaking skills in language learners, including junior schoolchildren. By providing a fun and engaging way to practice speaking and pronunciation, games can help learners to build confidence, reduce anxiety, and develop more accurate and fluent speaking skills.

On the other hand, some people mentioned that games may not be sufficient on their own, because language learning often requires some additional activities such as speaking practice.

6)Teachers were also asked if they think that games are more effective in teaching grammar or vocabulary?
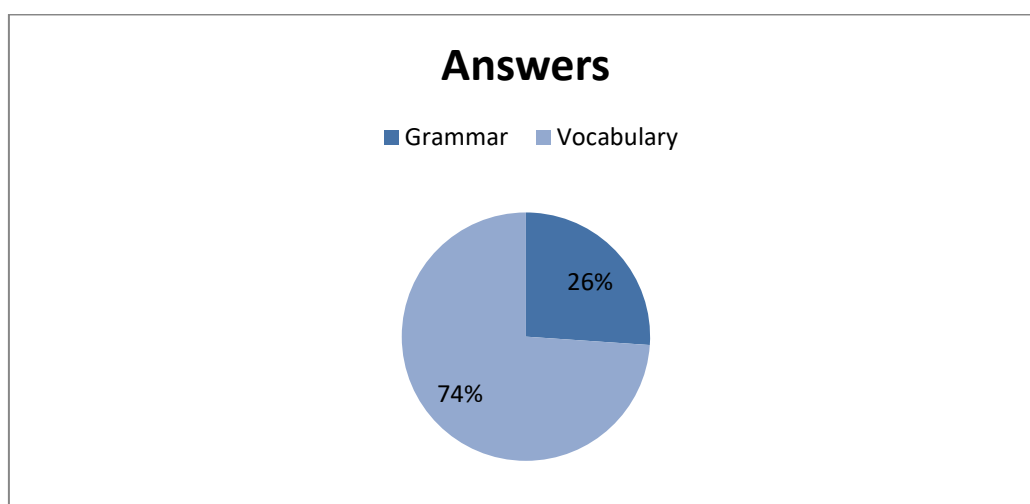
The majority of people (70.6%) believe that games are more effective in teaching vocabulary, while 29.4% think that games are more effective in teaching grammar.

Both grammar and vocabulary are important components of language learning, and games can be effective for teaching both of these aspects of language (Nosachenko I. A 2012). However, the effectiveness of games in teaching grammar or vocabulary may depend on the specific learning goals and the type of game being used.

For vocabulary learning, games can be particularly effective because they can help learners to practice and reinforce new words and phrases in a fun and engaging way. Vocabulary games can help learners to develop their memory and recognition of new words, and can
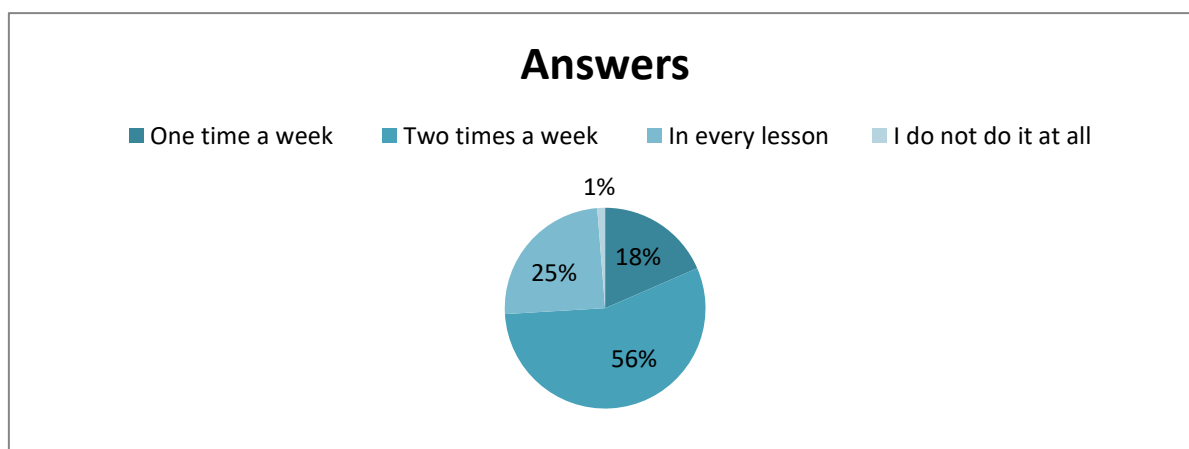
encourage them to use new vocabulary in context. Examples of vocabulary games include word searches, matching games, and memory games (Kolesnikova O.A 2019).

For grammar learning, games can also be effective in providing learners with an opportunity to practice and reinforce new grammar rules and structures. Games that involve sentence construction or fill-in-the-blank activities can help learners to develop their understanding of grammar rules, while also providing opportunities for creative expression. Examples of grammar games include board games, card games, and online quizzes (Livshits O.L 2017).

It is worth noting that while games can be effective for teaching both vocabulary and grammar, they are not a substitute for explicit instruction or guided practice. Games should be used in conjunction with other language learning activities to provide a well-rounded and comprehensive learning experience (Constantinescu, R. S. 2012).

In conclusion, both vocabulary and grammar are important components of language learning, and games can be effective for teaching both of these aspects of language. The choice of which type of game to use may depend on the specific learning goals and the needs of the learners (Nimchuk G.B. 2003).

7) I wanted to know how often they incorporate games into your language teaching curriculum?

Answers

■ One time a week   ■ Two times a week   ■ In every lesson   ■ I do not do it at all

1%

18%

25%

56%

According to the responses, the majority of teachers incorporate games into their language teaching curriculum at least once or twice a week. However, some of the respondents mentioned they don't do it at all. This suggests that while games are an important language learning tool, they are not the only one. Besides, it also indicates that approaches to language teaching vary from teacher to teacher.

8) Teachers were asked about the main benefit in incorporating games into language teaching?

The most common response is that incorporating games into language teaching makes the lessons more interesting and engaging for students, leading to better language acquisition. Some other responses about the main benefits:

1) Creating contexts where language is useful and meaningful;

2) Providing a low-pressure environment to experiment with new language skills;

3) Reducing the stress and anxiety associated with language learning;

4) Providing a pleasurable and enjoyable experience for children;

5) Allowing learners to work productively and stay interested in the language.

9) And also they were questioned about challenges they face when incorporating games into language teaching?

The most common responses to this question are:

- Lack of motivation in children and fear of making mistakes.

- Every child has a different level of English, so it's quite hard to find a proper game that is suitable for all students.

- It can be challenging to find games that are both fun and effective for learning. I need to spend time researching and testing different games to find ones that work well for their students.

- Games can be confusing if learners don't understand the rules or how to play. It's important to provide clear instructions and to ensure that learners have a solid understanding of the game before beginning.

- Games can be time-consuming, and it can be challenging to find the right amount of time to devote to game-based activities without taking away from other important language learning tasks.

- Different learners have different learning styles, and some may not respond well to game-based activities. It's important to be flexible and adapt games to meet the needs of different learners.

From the given responses, we can conclude that there are some challenges that teachers do face when incorporating games into the language learning process.

10) Teachers were also asked what they think games are more effective for teaching younger or older junior schoolchildren? Why so?

Based on the responses, it becomes obvious that games are considered effective for teaching both younger and older junior schoolchildren. However, most of the respondents agreed that games may be more effective for young schoolchildren, because they acquire knowledge faster and can adapt to different learning approaches. Some respondents also noted that games promote social skills and develop higher-order thinking skills.

Games can be effective for teaching language to learners of all ages, including junior schoolchildren. However, the effectiveness of games may vary depending on the age of the learners and their cognitive and linguistic abilities.

For younger junior schoolchildren, games can be particularly effective because they provide a fun and engaging way to learn, which can help to capture their attention and maintain their interest. Younger learners may also have shorter attention spans, and games can help to break up longer periods of study and provide opportunities for active learning (Kolesnikova O.A 2019).

Games can also be effective for older junior schoolchildren, particularly if they are designed to cater to their interests and preferences. Older learners may be more motivated to learn if they feel that the activities they are engaging in are relevant and engaging (Morozova D. 2017).

However, older learners may also have more advanced cognitive and linguistic abilities, which may require more complex and challenging games. Older learners may benefit from games that involve more complex problem-solving, critical thinking, and strategic planning, which can help to build their language skills while also developing other important cognitive and social skills.

In conclusion, games can be effective for teaching language to both younger and older junior schoolchildren. The choice of which type of game to use may depend on the age and abilities of the learners, as well as their interests and preferences. Games can be adapted to suit the needs and abilities of different learners, and can be used in conjunction with other language learning activities to provide a well-rounded and comprehensive learning experience (Nosachenko I. A 2012).

11) It was interesting to ask the teachers their opinion if they see a significant improvement in a student's language skills as a result of playing games?

Answers

■ Yes ■ No

0%

100%
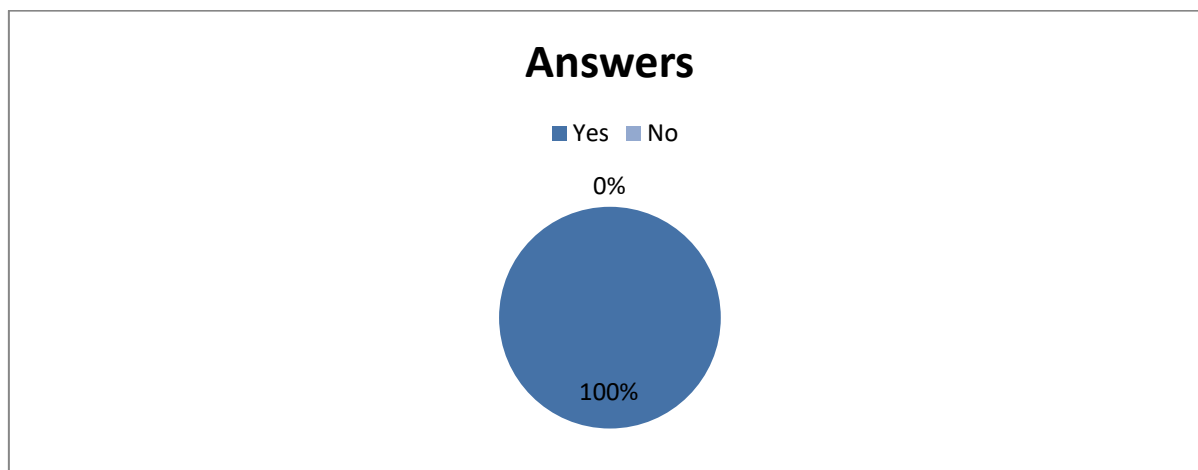
All of the respondents agreed that they had seen a significant improvement in a student's language skills as a result of playing games. This indicates that games may be an efficient language learning tool.

12) I wanted to know, what is the most important factor to consider when choosing games for language teaching?

Answers

■ English level ■ Relevance ■ Interaction ■ Educational value

1%

23%

18%

58%
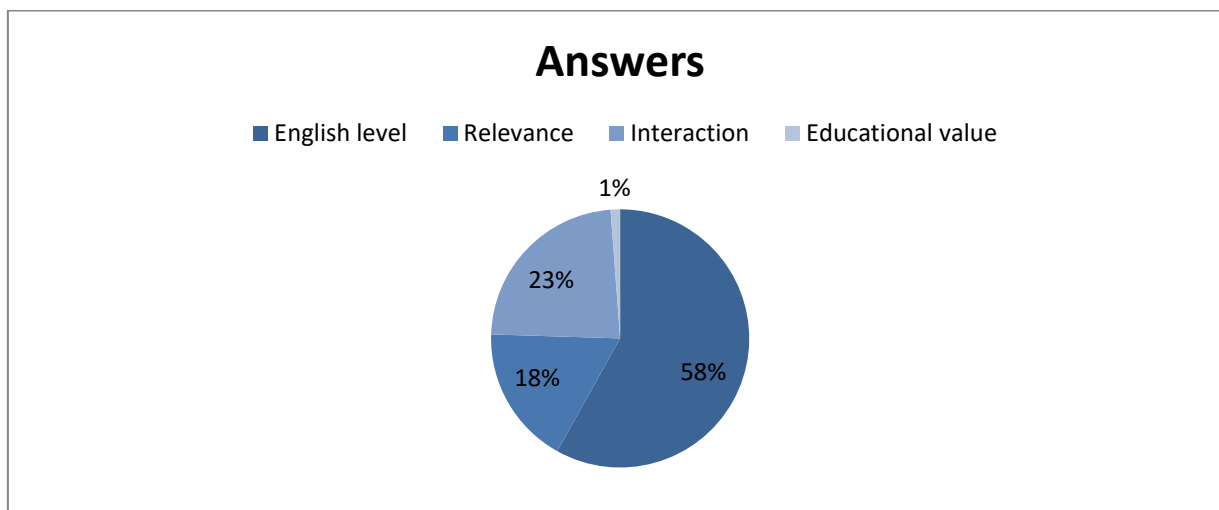
From the given responses, it becomes obvious that the language level is considered the most important factor to consider when choosing games for language teaching. It was chosen by 58.8% of respondents. Games that are too hard or too easy may not be really motivating and encouraging.

Additionally, 23.5% of respondents emphasised the importance of interaction, which can help keep students engaged and motivated.

A smaller percentage (17.6%) mentioned the importance of relevance. Games that are related to students' interests may be more effective for language learning.

Surprisingly, none of the respondents mentioned educational value as the most important factor. While it is important for language games to serve an educational purpose, it seems that the other factors are more important to those surveyed.

13) Survey participants were asked whether playing games in a foreign language can be intimidating for junior schoolchildren who are just starting to learn? Why so?

The responses suggest that playing games in a foreign language can be intimidating for junior schoolchildren who are just starting to learn, especially if they have limited exposure to the language. There are several reasons basen on the responses why playing games in a foreign language can be intimidating for junior schoolchildren:

1. Lack of confidence: Junior schoolchildren who are just starting to learn a foreign language may lack confidence in their language skills, and may feel self-conscious about

making mistakes or being misunderstood. This lack of confidence can make it difficult for them to participate in games that require them to speak or interact in the foreign language.

2. Limited vocabulary: Junior schoolchildren who are just starting to learn a foreign language may have a limited vocabulary, which can make it difficult for them to understand the rules and instructions of games. They may also struggle to express themselves or communicate effectively in the foreign language, which can make it difficult for them to participate in games that require them to use the language creatively.

3. Anxiety: Junior schoolchildren may experience anxiety when playing games in a foreign language, especially if they feel that they are being evaluated or judged by their peers or teacher. This anxiety can make it difficult for them to concentrate or perform well in the game.

However, despite these challenges, playing games in a foreign language can also be a valuable and rewarding experience for junior schoolchildren. Games can provide a fun and engaging way to learn, which can help to motivate and inspire learners to develop their language skills. By providing a low-pressure environment in which to practice and develop their language skills, games can help to build learners' confidence and reduce anxiety over time (Livshits O.L 2017).

14) They were also asked if they had difficulties explaining game rules in a foreign language to junior schoolchildren?

Based on the responses, it seems that some of the surveyed teachers have had difficulties explaining game rules in a foreign language. Reasons for these difficulties include unclear rules, complex instructions, and lack of familiarity with the game. However, some teachers have found success by choosing games with simple and understandable rules.

When explaining game rules to junior schoolchildren in a foreign language, it can be helpful to use simple and clear language, and to provide visual aids or gestures to help illustrate the rules. It can also be helpful to break down the rules into smaller, more manageable parts, and to provide opportunities for learners to practice and review the rules before starting the game (Nosachenko I. A. 2012).

Another strategy is to scaffold the language learning process by gradually increasing the complexity and difficulty of the game rules as learners become more familiar with the language. For example, teachers can start with simple vocabulary and grammar structures and gradually introduce more complex rules and instructions as learners become more proficient in the language.

It is important to remember that learning a foreign language is a gradual and ongoing process, and that learners may need time and support to fully understand and internalize game rules in a foreign language. By providing a patient and supportive learning environment, teachers can help to reduce anxiety and build learners' confidence and motivation to learn (Kolesnikova O.A 2019).

15) Teachers were asked their opinion about involving technology, such as educational games on tablets, can it enhance language teaching?

Based on the responses provided, we can see that the majority of respondents believe that involving technology, such as educational games on tablets, can enhance language teaching. Many respondents mentioned that the main benefit of involving technology in lessons is that it makes them more interesting and immersive, especially for younger learners who may be more drawn to colourful and interactive materials.

16) The participants were asked how can they balance the use of games with more traditional teaching methods?
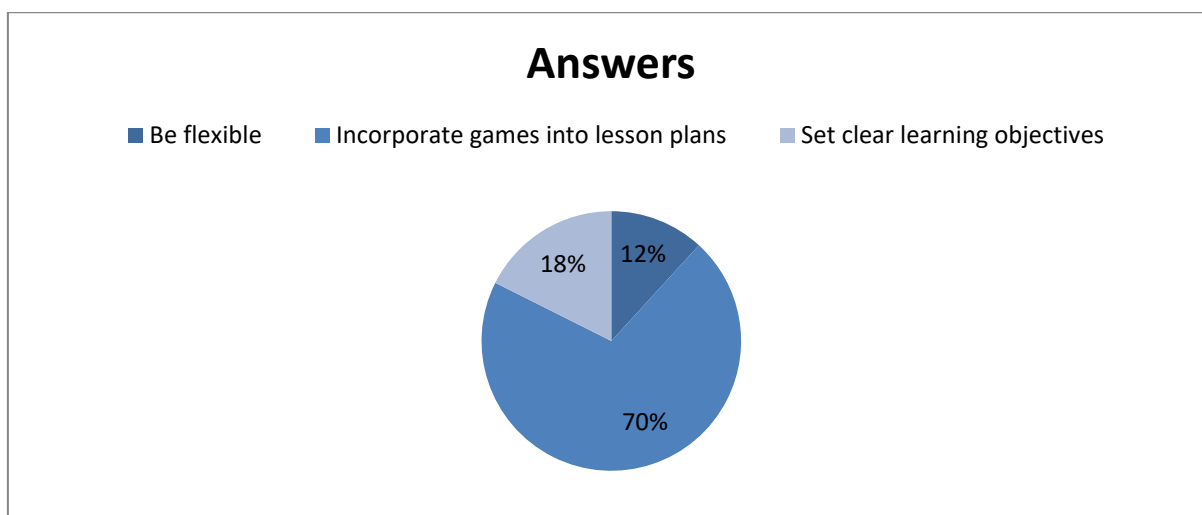
According to those surveyed, the most popular approach to balancing the use of games with more traditional teaching methods is to incorporate games into lesson plans, with 70.6% of responses indicating this option. This way, teachers can make sure students use the time allotted efficiently.

17.6% of responses suggest that setting clear learning objectives can also help balance the use of games with traditional teaching methods. In this way, teachers can ensure that games are used in a purposeful way with specific learning outcomes in mind.

11.8% of responses suggest that being flexible is the best approach. It suggests that teachers can adjust their teaching methods based on the needs and interests of their students.

17) Teacher were asked whetjer they think that games are a valuable tool for assessing language skills? Why so?

There are mixed opinions on this problem. Some argue that games aren't a good way to assess language skills and should only be used for teaching, while others argue that they are.According to one report, games are important for language learning because they help children leave their comfort zone and increase their interest in learning, while another claims that they only provide a partial picture of a student's knowledge.

However, even though games may not be the best tool for assessing language skills, they are still an important part of learning a foreign language.

18) I wanted to know the teachers' opinion about the use of competition in language learning games? 19) And what games are more effective for teaching listening or reading skills?

What is more, some responses suggest that instead of focusing on competition, language learning games should be designed to encourage collaboration and problem-solving decisions.

The use of competition in language learning games can be an effective way to motivate and engage junior schoolchildren in the language learning process. Competition can create a sense of excitement and challenge, which can inspire learners to work harder and achieve better results. Competition can also provide learners with a sense of achievement and recognition, which can help to build their confidence and motivation to learn (Kolesnikova O.A 2019)

However, it is important to balance competition with cooperation and collaboration in language learning games. Cooperation and collaboration can help to foster a positive and supportive learning environment, where learners can share ideas and learn from each other. Cooperation and collaboration can also help to reduce anxiety and promote a sense of belonging and connectedness, which can enhance learners' motivation and engagement in the language learning process (Nosachenko I. A 2012)

Therefore, while competition can be a valuable tool in language learning games, it is important to use it judiciously and to balance it with other learning strategies such as cooperation and collaboration. By providing a balanced and supportive learning environment, language learning games can help to optimize learning outcomes and promote learners' motivation and engagement in the language learning process (Livshits O.L 2017)

Answers

Reading **Listening**

47% 53%
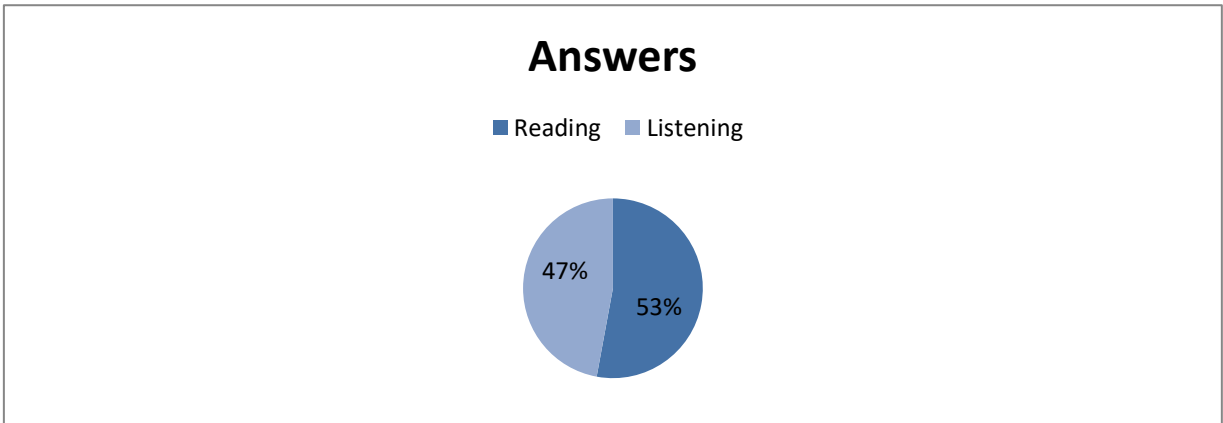
There is a slight preference towards games being more useful when it comes to teaching reading skills, with 52.9% choosing that option. However, it is worth nothing that there is no sole answer to the question, as both reading and listening skills are important components of language learning, and games can be effective for developing both.

Games can be an effective tool for teaching both listening and reading skills, depending on how they are designed and used (Nimchuk G.B. 2003).

For listening skills, games that require players to pay close attention to audio cues, such as matching sounds or identifying spoken words, can be effective for improving listening comprehension. Additionally, games that involve following directions or making decisions based on auditory information can also help to develop listening skills (Constantinescu, R. S. 2012).

For reading skills, games that involve reading comprehension, such as word games, puzzles, or interactive stories, can help improve reading skills. Additionally, games that involve using context clues or decoding skills can also be useful for developing reading proficiency (Morozova D. 2017).

In general, games that are engaging and interactive can be effective for teaching both listening and reading skills, as they can make the learning experience more enjoyable and motivate learners to actively engage with the content (Nosachenko I. A 2012)

20) Teachers were asked whether they think that playing games during foreign language lessons makes learning more fun?

Answers

Yes **No**

6%

94%
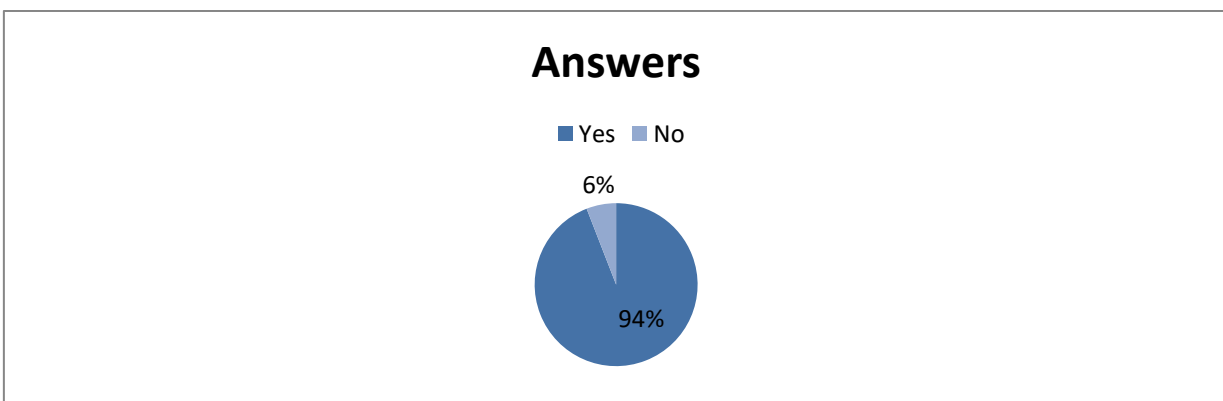
The absolute majority (94.1%) believes that playing games during foreign language lessons makes learning more fun. This suggests that incorporating games into a language learning plan can enhance the overall experience and make the process of learning more interesting. On the other hand, it seems there may be some concerns about such an approach.

21) And also they were asked whether they think that games can be used to teach more complex language concepts? Why so?

It can be concluded that the majority of respondents believe games can be used to teach complex language concepts. The fact that games can stimulate the brain and help develop critical thinking skills, teach children how to solve problems in groups, make strategic decisions, develop creativity, and improve logical thinking are some of the most common reasons given.

22) I wanted to know what the participants think and whether games can help develop critical thinking skills? Why so?

Incorporating games into foreign language lessons can make the learning experience more fun and engaging for students. Games can help to motivate learners, reduce anxiety, and increase their overall interest in the language.

Playing games can also provide opportunities for students to practice and reinforce language skills in a more relaxed and enjoyable way. For example, games that involve role-playing, storytelling, or problem-solving can help students develop communication skills and increase their confidence in using the language (Nosachenko I. A 2012).

Moreover, games can also provide a more interactive and immersive learning experience, as they allow learners to engage with the language in a more natural and dynamic way. This can help to make the language learning process more effective and enjoyable.

However, it's important to note that games should be used as a complementary tool to traditional teaching methods, and not as a substitute. A well-rounded language curriculum should incorporate a variety of teaching methods, including games, but also including reading, writing, speaking, and listening exercises, to provide a comprehensive and effective learning experience.

23)Teachers were asked if they had ever created their own game to help them learn a foreign language?

Answers

■ Yes ■ No

26%

74%
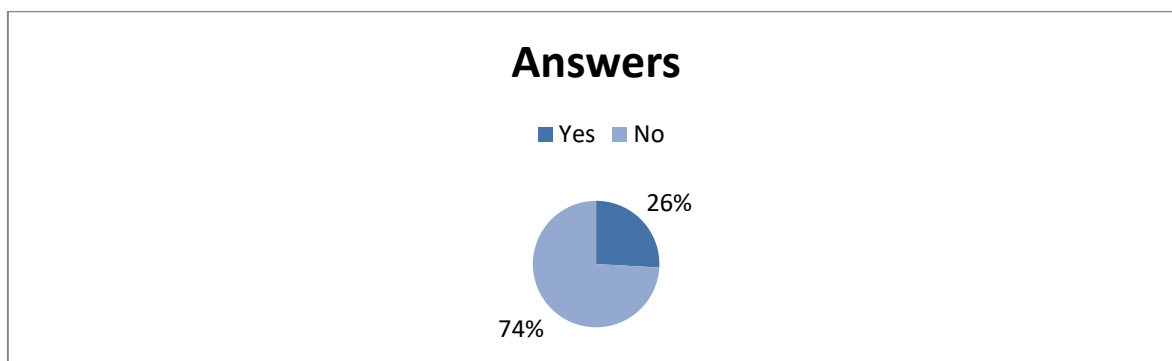
Based on the responses, 76.5% of people have created their own game to help them learn a foreign language, while 23.5% have not. This suggests that most teachers use game creation as an approach to language learning, although a minority of them may prefer more traditional language learning methods and not feel the need to create their own game. It is worth noting that, although creating a game may be a fun process, there are also many hardships that may occur during such a process. The difficulties mentioned above may also be an impediment for teachers in developing their own game.

24) They were also asked how games help to build confidence in your language skills?

Based on the responses, most people agreed that games help children build confidence in their languge skills in the following ways:

- Games provide motivation, which is a powerful influence on language learning.

- Games make children more open-minded.

- Games can provide immediate feedback on performance, which can be helpful in building confidence.

- Games create a low-pressure environment for language learning, where players can make mistakes without fear of embarrassment..

- Games involve speaking and listening, which can help practice these skills in a low-pressure environment.

25) I wanted to know whether teachers think that playing games can help improve overall language proficiency? Why so?

Those who are against the idea believe that grammar is also essential and that it is difficult to teach how to build a complete sentence correctly through games. However, some responses acknowledge that games can provide a context for practicing grammar rules and structures, and through repeated exposure and practice, players can become more comfortable and confident in using them (Constantinescu, R. S. 2012).

On the other hand, those who support the idea of using games to improve language proficiency believe that games can introduce new vocabulary related to the game's theme or story, and players can learn and reinforce new words and phrases through gameplay. Games can also help improve comprehension skills, speaking and writing skills, and provide opportunities for grammar practice.

3.4 Result of the survey

After analysing all the responses to the survey, it can be concluded that there is a wide variety of opinions on this topic. While some respondents were sceptical about the value of games in the process of learning, the majority believe that games can be helpful in the process.

The most common reasons given in favour of using games were that they make learning more fun and engaging and help with vocabulary acquisition. Some respondents also pointed out that games can help with grammar practise, comprehension, speaking, and writing skills.

On the other hand, some respondents expressed concerns about the limitations of games in language learning. A few respondents were sceptical about the value of games, underscoring their purpose of providing basic knowledge, while others emphasised the importance of using other teaching methods in addition to games. Based on the responses, there seems to be a mix of opinions on whether playing games can help improve overall language proficiency. Some responses suggest that games can provide a basic level of knowledge only, while others believe that games are a useful tool for improving grammar and enhancing vocabulary. In general, the majority of answers suggest that games can help develop critical thinking skills. The reasons provided include the need to analyze and solve complex problems, make strategic decisions, think creatively, and practice problem-solving and decision-making in a low-stakes environment. Only one report highlighted that games are not really helpful in such cases but did not provide any explanation. There is a great variety of opinions about whether it is good or bad to use competition in language learning games. Some people believe competition makes learning more enjoyable, while others are concerned about some disadvantages, such as anxiety, stress, and a focus on winning rather than learning.The responses suggest that many people believe that playing games in a foreign language can be intimidating for junior high school students who are just starting to learn. The reasons for this include limited vocabulary, complex grammar rules, a fear of making mistakes, and a lack of confidence. However, some respondents also believe that, with an appropriate approach, it is possible to overcome these challenges and help children acquire language skills more quickly.

To sum up, games can be an important tool in the language learning process, as they provide an engaging way of studying and create a friendly atmosphere. However, it is important to understand that games alone cannot provide a complete language learning experience and should be combined with more traditional methods to achieve full language proficiency (Morozova D. 2017).

Conclusion

Games have always been an important aspect of education, particularly in language learning. The use of games in the classroom has been found to promote creative thinking and enhance the learning experience for students (Konysheva, A. V. 2008).

Firstly, games provide an engaging and fun learning experience that helps to create a positive and interactive learning environment (Aleksina E.V. 2017). This is particularly important for junior schoolchildren, who may find traditional teaching methods to be boring and unstimulating. Games allow students to become active participants in their learning, which can help to develop their creativity and imagination (Oliynyk T.I.2012).

Secondly, games provide an opportunity for students to use language in a real-life context. This can help to develop their communication skills, as well as their ability to think creatively and solve problems (Milter G.A.2013). Games can also provide a platform for students to practice their language skills in a non-threatening environment, which can help to build their confidence and self-esteem (Harb, A.2007).

Thirdly, games provide a platform for collaboration and teamwork. Through playing games, students learn to work together towards a common goal, which can help to develop their social skills and enhance their ability to communicate effectively with others (Yermolenko L.P.2012).This is particularly important for junior schoolchildren, who are at a critical stage of their social development.

Finally, games provide a platform for students to express their creativity and imagination. Through playing games, students are encouraged to think outside the box and come up with unique and creative solutions to problems (Squire, 2011). This can help to develop their critical thinking and problem-solving skills, which are important for their overall intellectual development.

Games can play a vital role in developing the creative potential of junior schoolchildren during the process of learning a foreign language. Games can be used as a powerful tool to engage and motivate young learners and encourage them to participate actively in the language learning process. By incorporating games into their language lessons, teachers can create a fun and relaxed learning environment that promotes creativity and encourages students to experiment with language (Aleksina E.V. 2017)

One of the main benefits of using games in language learning is that they make the process more enjoyable and engaging for students. Games can help to reduce the stress and anxiety that some students may feel when learning a new language, which can be a significant barrier to their progress (Nimchuk G.B. 2003).By making language learning fun and enjoyable,

games can stimulate students' interest in the language, which can increase their motivation to continue learning and exploring the language further (Konysheva, A. V. 2008).

Another important benefit of using games in language learning is that they can help to develop students' creativity. Games can provide opportunities for students to express themselves and experiment with language in a fun and interactive way. Language games can encourage students to use their imagination and think creatively, which can lead to more natural and fluent language use (Milter G.A.2013).Additionally, games can help students to develop their problem-solving skills and critical thinking abilities by presenting them with challenges that require them to think creatively and use language in new ways (Harb, A.2007).

Games can also help to reinforce language learning by providing a way for students to practice and apply their language skills in a fun and interactive way (Yermolenko L.P.2012). Language games can be designed to target specific language areas, such as vocabulary or grammar, and can provide students with opportunities to practice using these language elements in context. Moreover, games can help students to develop their communicative competence by providing opportunities for them to interact with their peers and use the language in a social context (Aleksina E.V. 2017).

Finally, games can be used as a tool for assessing students' progress in language learning. By designing games that incorporate language learning objectives, teachers can evaluate their students' language proficiency and identify areas that need further development. Games can also be used as a tool for formative assessment, which can provide valuable feedback to both teachers and students about their language learning progress (Squire, 2011).

In conclusion, games play an important role in the process of developing the creative potential of junior schoolchildren during the process of learning a foreign language (Yermolenko L.P.2012).They provide an engaging and fun learning experience, promote communication skills, encourage collaboration and teamwork, and provide a platform for creativity and imagination. Therefore, it is important for educators to incorporate games into their language teaching curriculum to enhance the overall learning experience for students (Harb, A.2007).

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Резюме

    Ігри є одним із найефективніших засобів навчання, особливо для молодших школярів. Вони не лише дозволяють дітям засвоювати нову інформацію, а й розвивають їх творчий потенціал. У процесі вивчення англійської мови ігри відіграють особливу роль, оскільки дозволяють дітям не лише пам'ятати нові слова і граматичні правила, а й застосовувати їх у практичному контексті.

    По-перше, ігри сприяють формуванню мотивації до вивчення англійської мови. Коли діти граються, вони не тільки навчаються, а й отримують задоволення від процесу. Це спонукає їх більше зацікавлюватися мовою і витрачати більше часу на її вивчення.

    По-друге, ігри допомагають розвивати творчу уяву дітей. У процесі гри діти часто стикаються зі складними завданнями, які вимагають від них нестандартного мислення та пошуку нетрадиційних рішень. Це розвиває їх креативність та допомагає формувати навички рішення проблем.

    По-третє, ігри сприяють формуванню навичок спілкування на англійській мові. Багато ігор передбачають комунікацію між учасниками, що дозволяє дітям вчитися висловлювати свої думки на англійській мові, розвивати свій словник та граматику.

    Роль ігор в процесі вивчення англійської мови полягає в тому, щоб створити позитивне навчальне середовище, де діти можуть навчатися та розвиватися у веселій та динамічній атмосфері. Ігри стимулюють мислення, вдосконалюють зорову та слухову пам'ять, а також розвивають креативність та уяву дітей. Ігри дозволяють дітям взаємодіяти один з одним та з вчителем, що допомагає підвищити їхню мотивацію до вивчення мови та забезпечити більш ефективний процес навчання. Крім того, ігри дозволяють дітям використовувати мову у контексті та розвивати комунікативні навички, що дуже важливо для успішного вивчення мови. Ігри забезпечують захоплюючий та інтерактивний досвід, який може допомогти учням покращити свої мовні навички у веселій та захоплюючій формі.Ігри іноземною мовою можуть допомогти учням відпрацьовувати граматику, словниковий запас, вимову та структуру речень. Ігри також можуть допомогти учням покращити свої навички слухання та мовлення під час спілкування з іншими гравцями. Крім того, ігри можуть надати учням можливість дізнатися про культуру мови, яку вони вивчають, що може покращити їхнє розуміння та оцінку мови.Ігри також можуть дати учням відчуття успіху, коли вони просуваються на різних рівнях і досягають нових цілей. Це може допомогти мотивувати учнів і залучити їх до процесу навчання.

Однією з головних переваг використання ігор під час вивчення мови є те, що вони роблять процес більш приємним і захоплюючим для учнів. Ігри можуть допомогти зменшити стрес і занепокоєння, які деякі учні можуть відчувати під час вивчення нової мови, що може бути значною перешкодою для їх прогресу. Роблячи вивчення мови веселим і приємним, ігри можуть стимулювати інтерес учнів до мови, що може підвищити їхню мотивацію продовжувати вивчати та вивчати мову далі. Ще одна важлива перевага використання ігор під час вивчення мови полягає в тому, що вони можуть допомогти розвинути творчі здібності учнів. Ігри можуть надати учням можливість виразити себе та експериментувати з мовою у веселій та інтерактивній формі. Мовні ігри можуть спонукати учнів використовувати свою уяву та творчо мислити, що може призвести до більш природного та вільного використання мови. Крім того, ігри можуть допомогти учням розвинути навички вирішення проблем і критичне мислення, поставивши перед ними завдання, які вимагають від них творчого мислення та використання мови по-новому. Ігри також стимулюють творчу активність дітей. Наприклад, використання ігор зі словами або розмовними висловами сприяє розвитку лексичного запасу та граматичних навичок.Діти не тільки запам'ятовують нові слова, але й навчаються їх правильно вживати у контексті.Окрім того, грається в команді або парах дозволяє дітям розвивати комунікативні навички та навчитися співпрацювати один з одним.

Отже, ігри є не тільки розвагою для дітей, але і ефективним інструментом у процесі розвитку творчого потенціалу молодших школярів під час вивчення англійської мови. Використання ігор в навчанні допомагає створити цікаву та динамічну атмосферу, сприяє розвитку уяви та креативності дітей та дозволяє їм вчитися без напруження.

Appendix 1

1. Do you believe that games can help develop the creative potential of junior schoolchildren while learning a foreign language?

- Yes
- No

2. Do you think playing games can help junior schoolchildren learn a foreign language more effectively?

- Yes

- No

3.What types of games do you think are most effective for teaching foreign languages to junior schoolchildren?

4. How do you think, what is the best game to use in language teaching?

- Charades

- Bingo

- Pictionary

5.Do you think games can help improve pronunciation and speaking skills? Why so?

6. Do you think games are more effective in teaching grammar or vocabulary?

- Grammar

- Vocabulary

7.How often do you incorporate games into your language teaching curriculum?

- One time a week

- Two times a week

- In every lesson

- I don't do it at all

8. How do you think, what is the main benefit in incorporating games into language teaching?

9. What challenges do you face when incorporating games into language teaching?

10. Do you think games are more effective for teaching younger or older junior schoolchildren? Why so?

11. Have you ever seen a significant improvement in a student's language skills as a result of playing games?

- Yes

- No

12. How do you think, what is the most important factor to consider when choosing games for language teaching?

- English level

- Relevance

- Interaction

- Educational value

13. Do you think playing games in a foreign language can be intimidating for junior schoolchildren who are just starting to learn? Why so?

14. Have you ever had difficulties explaining game rules in a foreign language to junior schoolchildren?

15. Do you think involving technology, such as educational games on tablets, can enhance language teaching?

16. How can you balance the use of games with more traditional teaching methods?

- Be flexible

- Incorporate games into lesson plans

- Set clear learning objectives

17. Do you think games are a valuable tool for assessing language skills? Why so?

18. What is your opinion on the use of competition in language learning games?

19. Do you think games are more effective for teaching listening or reading skills?

- Reading

- Listening

20.Do you think playing games during foreign language lessons makes learning more fun?

- Yes

- No

21. Do you think games can be used to teach more complex language concepts? Why so?

22. Do you think games can help you develop your critical thinking skills? Why so?

23. Have you ever created your own game to help you learn a foreign language?

- Yes

- No

24. How do games help you build confidence in your language skills?

25. Do you think playing games can help you improve your overall language proficiency? Why so?

NYILATKOZAT

Alulírott, Trofimenko Oleksandra angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, de csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézírattárában helyezik el.

Beregszász, 2023. június 1.

_____

Trofimenko Oleksandra

Ім'я користувача: **Каталін Гнатик**	**ID перевірки:** **1015079356**
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Назва документа: **Трофіменко_А_Дипломна робота**

Кількість сторінок: 75   **Кількість слів:** 26323   **Кількість символів:** 180046   **Розмір файлу:** 1.27 MB   **ID файлу:** 1014764654

7.62%
Схожість

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7.62% Джерела з Інтернету	**561**

.... **Сторінка** 77

Не знайдено джерел з Бібліотеки

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Цитати	**347**

.... **Сторінка** 78

Посилання	**1**

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1.08%
Вилучень

Деякі джерела вилучено автоматично (фільтри вилучення: кількість знайдених слів є меншою за **8 слів** та **0%**)

0.89% Вилучення з Інтернету	**42**

.... **Сторінка** 97

1.07% Вилученого тексту з Бібліотеки	**36**

.... **Сторінка** 98

Модифікації

Виявлено модифікації тексту. Детальна інформація доступна в онлайн-звіті.

Замінені символи	**8**