

Lecture №5 Game technology in FLT

Plan

1. The importance of using game technology in FLT
2. The classification of game technologies

S. Vygotsky and A. N. Leontiev's psychological theory of activity figured out 3 types of human activity:

- Labour
- Game
- Educational

All of these activities are interconnected with each other. K. Gross refers to "game" as an initial school of behavior. The didactic importance of a game was proved by K. D. Ushinsky. The pedagogical phenomenon of a game was considered in the works of A.S. Makarenko, V. A. Suchomlinsky, D.B. Elkonin. The practical research works of such scientists as N.P. Anikiev, O. S. Anisimov, V.V. Petrusinsky, L.S. Vygotsky, G. A. Kulagin, V. F. Smirnov are the most valuable. K. D. Ushinsky and J. Selly, K. Buller considered a game as a display of imagination and fantasy, A. I. Sikorsky, J. Due connected game with the development of thinking. Summing up their views we can see that game is a sum of

GAME=PERCEPTION+MEMORY+THINKING+IMAGINATION

An excellent researcher of a game technology D. B. Elkonin considers that game is socially-oriented by its nature and reflects adults' world. D. B. Elkonin considers game as one of the forms that develops psychological functions and ways of world perception by a child.

D. B. Elkonin "Game-arithmetic of social relationships".

The main function of pedagogical activity consists not only in the transition of knowledge but in creation of problem-cognitive-oriented situations, and in the management of the students' cognitive processes, taking into consideration all their individual peculiarities.

In human practice the game activity has the following functions:

- Entertainment (this is the main function of a game-to entertain, to delight, to inspire, to arise interest)
- Communicative (to assimilate the dialects of communication)
- Diagnostic (analysis of deviation from the normative behavior, self cognition in the process of a game)
- Game-therapeutic (overcome of various barriers, face it in other life activity types)
- Self-realization (development of abilities and latent potentials)
- International communication (acquiring of universal, social-cultural values)

- Socialization (integration in the system of public system, intercommunication relations)
- Aesthetic (delight given by the game).

F. Schiller paid specific attention to the aesthetic function of a game. The game for him is delight connected with the freedom from the external needs through the stream of exclusive vital energy. Indications at this function of a game can be met in the works of such scholars as B. Spencer and W. Wundt.

As we have already mentioned the game has been used as a method of training and transference of elder generations' experience to the younger ones since the ancient period. The modern school that aims to add activation and intensification of the learning process uses the game activity in the following cases:

- As an independent method for understanding some definite theme
- As elements, sometimes quite significant ones of some other methods.
- As a whole lesson or one of its parts (introduction, explanation, consolidation, control or exercise)
- As a form of organization of extra-curricular activity.

While the game technology is used the teacher's objective is to organize his/her students' cognitive activity in the process of which their abilities, especially creative ones can be developed. Game always demands some definite emotional and mental strain as well as the capacity of decision making (what to do, what to say, how to win?). The desire to solve these problems sharpens students' mental activity. The positive factor is that a student is speaking a foreign language during this activity. It leads to the conclusion that the game method keeps an abundance of training opportunities.

The use of game technology assists the achievement of the following objectives:

- formation of students' psychological readiness to speech communication
- provision students with natural need of multiple repetition of language material
- training students in selecting the necessary speech variant, which is the preparation for situational spontaneity.

Game activity in the process of education works out the following functions: educative, cultural, entertainment, communicative, psychological, developing, relaxation.

As for the classification of games it is necessary to note that previous attempts to classify games were made in the last century both by western and local researches that investigated into the problem of the game activity. E.g. J. Piaget distinguished three basic types of games which he corresponds with the stages of a child's development:

game exercises: a child's first games through his manual activities such as an object catching, and manipulations with the toy (age of one year);

symbolic games based on imitation of adult's life through the specific system of symbols (early pre school period);

Regulated games that basically are role play games.

A well known psychologist L. S. Vygotsky gave a psychological characteristic of games, starting from the point that a game consists in actions connected with the child's activities.

Outdoor games (подвижные игры) develop skills of moving and orienting in the surrounding environment

Construction games develop precision and correctness of child's movements, work out valuable habits, diversify and enlarge child's reactions

Conditional games appear from the conditional rules of actions connected with certain games, they organize the highest forms of behavior

Other psychologists S. L. Rubenstein, D. B. Elconin singled out the following types of games:

- Intellectual games –S-O
- Role play games-S-S

M. F. Stronin, the author of several books dedicated to educative games singled out 2 types of games in FLT: preparatory games develop speech habits, creative games, the aim of this kind of game is a further development of speech habits and skills.

According to the type of activity games are divided into: psychical, intellectual, labor, social, psychological.

According to the character of pedagogical process games are divided into: educative, drill, controlling, generalizing, cognitive, cultural, developing, reproductive, productive, creative, communicative, diagnostic.

According to the character of game methodology games are divided into: subject, topic, role play, business, imitational, drama.

According to the aim games are divided into:

- Didactic which enlarge students' outlook and cognitive activities, they formulate certain habits and skills necessary for the practical activity, at the process of its realization students' educational and labor skills are developed. According to D. N. Uznadze "Game-the form of psychogenetic behavior, which is the inner characteristic, person's immanency"

- Cultural games develop self dependent work, will, cooperation, collectivism, communicativeness and sociability, esthetic qualities of a child. Developing games develop motivation, attention, memory, speech, thinking, imagination, fantasy, creative abilities, reflection, the ability to compare, to find analogy, and the optimal solutions to the problems. A. N. Leontiev considered that "Game is the freedom of imagination and personality, illusive realization of unrealized interests".

- Socializing games educates children to acquire the norms and values of society, adapt to the condition of a certain environment, which teaches

to communicate. According to L. S. Vygotsky “Game is the inner space of a child’s socialization, mean of acquiring social behavior” .

In deciding which games to use a teacher has to bear in mind a number of points:

- Does the game focus on appropriate language or skills?
- Can it be organized within his/her classroom?
- Are materials available or ‘makeable’?
- Are the learners going to find the degree of competitiveness or cooperation stimulating?
- Is the balance between skill and luck right for the class?
- Are the children at a stage where they will benefit from a familiarization through a repetitive practice?

Do they need the stimulation of situations where they have to struggle a little but which are fun because of the challenge, and can they cope with them? The questions are many but be quickly dealt with by the teacher who has begun to use games as a teaching technique and recourse.

Language for games. When organizing and managing games, the teacher needs to rely heavily on prefabricated language, especially language routines, in the early stages of learning. As simple games have the same basic beginning and ending and have to be sustained in the same sort of way, the same routines can be used for all games played in the first lessons. Also, since many games have more or less the same form (for example, card games involve giving out, counting and collecting cards; chasing games involve running to a safe ‘home’ area), the same routines can be used for all games of the same type. Thus, once the type of game has been learned, it is relatively easy and quick to teach a second game of the same type. In the first lessons, the same few simple routines are sufficient for organizing and managing games. These routines can be repeated more frequently than in playing the same game in Language 1. Once the routines have been established it is then possible to expand and introduce new ones. With help from the teacher (for example, by asking questions to stimulate replies, like ‘How many?’ ‘Is it your turn?’), children begin to develop interpersonal communication. As soon as some children know the routines, they can begin to organize the games, taking the role of the teacher. The teacher should then take the role of a player; interacting with the ‘new teacher’ and showing the children how to develop language

Introducing and organizing games. The first few times a game is played, the teacher organizes and manages it totally. As children gain in oral fluency, they take it in turns to play the role of the teacher and direct the game. Teacher should then participate in the game as a player, but be ready to offer a word of advice or act as a referee where the occasion arises. Children need to know exactly how to play a game; they need to know all the rules. When children are not sure what to do, chaos can result, particularly in chasing games, or the ii’ be some confusion whereby a child thinks he has won, but in actual fact he

has broken the rules inadvertently and been accused by the others of cheating. This can hurt a child so much that he refuses to play games for some time.

Collecting, adapting and making games. Teachers will find it a good idea to keep their own book of suitable games. Many games are too advanced linguistically for young children but with some adaptation can be made suitable. The most effective games are often those made by a teacher or adapted to fit the needs and local conditions of the children she teaches.

There are many different kinds of games, which can be grouped under three headings:

- purpose of the game
- the different groupings required to play the game
- the recourses or the language items or skills practiced

The purpose of the game: Games can be divided into ‘code-control games’ or ‘communication games’. The former aim to practice new language items and develop accuracy, often taking the form of hidden drills. The purpose is usually to score more points than others and there is often a clear ‘winner’. Using these games may certainly be an effective way of making repetition of language natural and purposeful for young learners. Many games involve routines and repetitive formulae, which may be a part of their charm for formulae in “I spy with a little eye”, or in “Happy families” are the routine of the game itself and very much a means to the end of playing the game. Such games might be considered as the palatable side of behaviorist ideas of how language is learnt by repetitive imitative use and reinforcement. Language practice games might thus be seen as fulfilling a useful role amongst the ‘pre-communicative’ activities of broad communicative approach to language teaching (Littlewood 1981).

‘Communicative language teaching games

Within a communicative language teaching game the emphasis is on the message being transmitted by the medium of the language rather than on the language itself. According to Palmer and Rodgers (1983), there are 6 features which can be seen in communicative language teaching games:

- the players have to interact
- they have to deal with some unpredicted information
- they have a clear purpose
- the context of an activity is clear
- players have to be actively involved
- they are given a particular role to play

Communicative language teaching games can be seen as pair or group games where the need to communicate is powerful and urgent but no fixed language formulae are available or adequate for doing so. The game is the task which sets off the search for the necessary language. “Find the difference” is a communicative language teaching

game insofar as a routine, rules and objectives of the game make it necessary for information to be transmitted from one player to the other.

Resources required. Games can be classified by the resources required to play them. Some, such as I-spy or Simon says, rely on talk and listening and require no resources. They are often based on riddles or on providing an appropriate response involving activity. Others, such as Consequences or Hangman, are 'pencil and paper' games, which can often be presented to the whole class using the blackboard. Some games, like Dominos or Bingo, need cards with pictures or words; these might include matching exercises or other problem-solving activities.

Language practiced. There are many games which focus on speaking only, such as practicing new vocabulary or specific tenses; others focus on listening skills, f. e. Simon Says. Some games, like Hangman, are particularly useful for developing spelling, while Consequences is good for practicing writing simple sentences. Reading skills are practiced in games like Synonym Bingo or Jumbled Sayings, where players match or sequence words.

Problematic questions:

1. What is the importance of using game technology in FLT?
2. Give classification of game technologies in FLT
3. Give examples of games in FLT
4. What are advantages of game technology in FLT?
5. What are the possible disadvantages of game technology in FLT?
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Literature

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