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INCREASING STUDENTS' MOTIVATION TO LEARN ENGLISH THROUGH INTERACTIVE GAMES

The methods, techniques and materials used in the classroom play a major role in achieving the desired level of success in foreign language learning. It will make it easier to achieve success in language teaching if the classroom practices are appropriate to the subject taught, the student's knowledge level, interests and expectations, and at a level that meets their needs. Therefore, I think it is appropriate to pay attention to the effect of the game method on students' English language learning, ways of applying games, and the article is devoted to the study of those solutions.

*****The purpose of the study***** *is to investigate the stimulating ways of learning English in educational institutions and the influence of the game method on the process within these methods. The following research* ***methods*** *were used during the research: analysis of psychological and pedagogical literature, observation, experiment, psychodiagnostic methods, qualitative and quantitative analysis of the research results. Literature analysis is an important method in researching the relevant problem.*

The scientific ***novelty*** *of the research work reveals that, however, studies conducted in the fields of psychology, physiology, sociology and communication have revealed that humor-based, fun and enjoyable environments also have an important place in life and social interaction. Accordingly, this research has proven the place and importance of affective factors in foreign language learning and the fact that they facilitate language learning in the classroom. Adopting the widespread and meaningful use of games in language learning will ensure that the teacher is kept at the center of the learning-teaching process, instead of filling the gaps or wasting time in the lesson. One of the beneficial aspects of using games in foreign language classes is that students get rid of the anxiety of learning a language and feel as comfortable as possible.*

*****Keywords:***** *student; English learning; pedagogy; study; game method.*
*****Ref. 8.*****

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ПІДВИЩЕННЯ МОТИВАЦІЇ УЧНІВ ДО ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ ЧЕРЕЗ ІНТЕРАКТИВНІ ІГРИ

Методи, прийоми та матеріали, які використовуються в класі, відіграють важливу роль у досягненні бажаного рівня успіху у вивченні іноземної мови. Це полегшить досягнення успіху у викладанні мови, якщо практика в класі буде відповідати предмету, що викладається, рівню знань, інтересам і очікуванням студента, а також на рівні, який відповідає їхнім потребам. Тому вважаємо доцільним звернути увагу на вплив ігрового методу на навчання студентів англійської мови, способи застосування ігор, дослідженню яких і присвячена стаття.

*****Мета дослідження***** *дослідити стимулювальні способи вивчення англійської мови в навчальних закладах та вплив ігрового методу на процес у рамках цих методів. Під час дослідження були використані такі* ***методи дослідження****: аналіз психолого-педагогічної літератури, спостереження, експеримент, методи психодіагностики,*

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якісний та кількісний аналіз результатів дослідження. Важливим методом у дослідженні відповідної проблеми є аналіз літератури.

Наукова новизна статті *полягає у тому, що дослідження, проведені в галузях психології, фізіології, соціології та комунікації, показали, що гумористична, весела та приємна атмосфера також займає важливе місце в житті та соціальній взаємодії. Відповідно, це дослідження довело місце і важливість афективних факторів у вивченні іноземної мови та той факт, що вони полегшують вивчення мови в класі. Прийняття широкого й змістовного використання ігор у вивченні мови гарантує, що вчитель буде у центрі навчально-виховного процесу, замість того, щоб заповнювати прогалини або витрачати час на уроці. Одним із корисних аспектів використання ігор на уроках іноземної мови є те, що учні позбавляються від хвилювання вивчення мови та почуваються максимально комфортно.*

Ключові слова: *студент; вивчення англійської мови; педагогіка; вивчення; ігровий метод.*

Introduction. Learning is considered important in every society. Because of its importance, many people think that this process should be carried out very seriously and calmly. In a classroom environment without enthusiasm, learning becomes boring. One of the classroom practices that is interesting and exciting for the student and ensures enthusiasm and active participation in the lesson is the game. Play is the most natural and effective way to communicate with children and understand their world. Learning a language requires effort. It is necessary to strive at all times in language learning and this should be continued for a long time. Games support students' interests and studies and contribute to this process. Games contribute to the teacher in creating environments where language is useful and meaningful. Students want to participate in these environments to understand what other students are saying or writing and to speak or write to express their own thoughts or present information. It has long been accepted that learning a language is meaningful. A useful comment or significance is when the student reacts on a certain level. If the student is amused, angry or surprised, the content is meaningful to him/her. Thus, the language the person listens to, reads, speaks or writes in will become a more meaningful experience for him/her and will be more memorable.

The purpose of the research is to investigate the stimulating ways of learning English in educational institutions and the influence of the game method on the process within these methods.

Analysis of the latest relevant research and publications. This study is based on sources written by various authors. W. Andrew (1984) defines play as a game that may or may not have a specific purpose, that is performed with or without rules, but that in any case, the child participates willingly and enjoyably, is the basis of physical, cognitive, language, emotional and social development, is a part of real life and is the most effective game for the child. It is defined as the learning process. There are various studies in the literature showing that games provide success in foreign language learning. In S. Aksungur's (1997) experimental study using games in teaching Present Perfect Tense, it was determined that students were more successful in teaching with games. In the studies conducted by A. Bendo and I. Erbas (2019), it was determined that tea-ching with games was more effective on student success than traditional practices in learning English vocabulary and was found to be more successful. These works and others such as "Foreign Language Teaching and Teacher Training Program in Primary Education" by G. Durukafa and S. Kirish (2002), "Six Games for the EFL/ESL Classroom" by A. Ersoz (2000), "Students and Instructors' Perceptions of Objective Tests Used to Assess Language Performance at University Level 1" by D. Köksal, K. Cesur (2012), "Achieving Communicative Competence in English" by U. Prasad (2003), "Educational games in the English language class" M. Stronin have been studied during research period.

Results of the research. Today, there are many different methods of teaching a foreign language. The choice of one or another method depends on the age of the students, as well as the goals and tasks set before the teacher. Special attention should be paid to this process, since the initial skills and knowledge of a foreign language are established in high school. Learning a language is a long and hard work that requires concentration and perseverance, and therefore the organization of the lesson must be taken seriously to motivate the students to learn the language. Among the various methods of organizing lessons, games are the most interesting. Educational game is a form of acquaintance with new knowledge and strengthening of professional skills. It is the broadest concept that combines all game forms of interactive learning. The game determines the formation of new personality traits; it is through games that children learn behavioral norms. The game is an effective teaching tool that activates the mental activity of students, makes the learning process attractive and interesting, and makes students experience different emotions.

The main goals of using the game in the English lesson are:

1. Development of special skills;

2. Development of certain speech skills;

3. Teaching communication skills;

4. Improvement of required abilities and mental functions;

5. Knowledge of regional studies and language. Various quizzes and competitions are used to accomplish this task;

6. Fixation of speech material. Therefore, the game is a teaching tool that activates the mental activity of students, makes the learning process more attractive and interesting, and forms a strong incentive to master the language. It should be taken into account that if the goals of this methodology are preserved at the entire level of education in secondary school, the ways of achieving them change depending on the age of the students. For students in grades 5–7, these should be more active games with competitive elements. Students of grades 7–11 already need a more careful approach when distributing tasks and roles in order to engage in communication. The main educational task at this stage is to teach situational communication. Role play has a number of advantages over other forms of activity in the classroom: it imitates the model of communication, creates comfortable conditions for it (to cope with the role, the student feels more comfortable and free, expresses himself better), creates motivation, students develop their own creativity and have the opportunity to demonstrate their communication skills. Games should be used systematically in English lessons. Only in this case, active educational and cognitive activity develops in schoolchildren, which leads to the transition to a qualitatively new level of mastering a foreign language. The game should be considered as an exercise that provides an opportunity to repeat the speech pattern. It is also a good pronunciation tool. Properly selected games can be used not only in primary and secondary school, but also in teaching a foreign language at the highest level. However, it should be taken into account that the older the student is, the less inclined he is to play and strives for serious independent work.

W. Andrew (1984) emphasized the importance of this situation by stating that most of the games used in language teaching enable students to use the language rather than having to worry about using the language correctly. Various problems are encountered in teaching foreign languages in primary schools. These problems prevent reaching the desired level in foreign language teaching. In order for the foreign language course to be implemented efficiently, foreign language teaching programs and methods need to be developed at the primary education level. When teaching a foreign language in schools at this level, emphasis is placed on games, as spoken language is given more importance than written language (G. Durukafa and S. Kirish, 1997). When students' cognitive development levels are taken into consideration, the importance of games for students in this period becomes evident. Games can be expressed as an important language learning activity in foreign language teaching. It provides an exciting environment for purposeful use of language in the classroom. By seeing that the work in language games is done in a certain order, the student accepts that the game must be played according to certain rules. This creates a bond between the classroom and the student's own environment (U. Prasad, 2003). A. Bendo, I. Erbas (2019) emphasizes the importance of games in creating an effective foreign language learning environment and states that students experience a real communication environment through games. There are some situations that are expected to occur for the student in teaching a foreign language through games. D. Koksal (2012) lists these as follows; 1. Students should learn new words as a result of playing games. 2. While playing the game, they should learn new and useful English expressions. 3. During the game, students should be able to think in English. 4. Playing games should ensure and promote mutual interaction among students. 5. Students should display good behavior towards each other and the teacher while playing games. Certain points should be taken into consideration when choosing games to be used in foreign language teaching. These can be listed as follows; Games should motivate and attract students' attention and be in harmony with the content of the curriculum. Games should be appropriate to the age of the students, apply different learning styles, and use authentic language by integrating listening, speaking, reading and writing skills. Games should be based on students' previous knowledge of the language, but they should also enable them to access more and newer information. Class size is also one of the points to consider. Games should be prepared carefully, and the purpose and rules of the game should be carefully explained to students. Native language can be used when necessary. The class should be divided into two and as many students as possible should participate (U. Prasad, 2003). However, the role and importance of games and game-type activities for language teaching in foreign language classes are ignored. However, games increase motivation in the classroom and make learning more permanent. Games provide a comfortable and active language learning-teaching environment and enable the student to use English more comfortably. Since the game makes the learning environment fun, learning a foreign language will accordingly become interesting for students. When the student finds what he is learning interesting, he will learn more about it, will not forget the information he received, and the learning will become more permanent.

A. Ersoz (2000) emphasizes that the following points should be taken into consideration in order to achieve the goal with games in foreign language learning; 1. Games should be considered as complementary activities. The entire lesson should not be devoted to games. 2. When choosing a game, the teacher must find the game suitable for the class in terms of language and type of participation.

3. When a game starts, the teacher should not intervene or interrupt the students' conversations to correct the mistakes made by the students. 4. The tea-

cher should not force students to participate in the game. Some students may not want to participate due to personal reasons. Forcing students often prevents successful results. 5. A game that looks great on paper may not work in a real classroom environment. If it is tiring and tedious, it should be abandoned. 6. The teacher should make clear explanations about the game. If the student does not know what to do and how to do it, the goal cannot be achieved and the game cannot be played. Teachers should be very careful in choosing games if they want them to be useful in the learning process. If the goal determined by the game is to be achieved, the game must be appropriate to the student's level, age or the material used. Not every game may be suitable for every student (M. Stronin, 1984). 1.4. Game and Motivation Motivation is one of the most important elements affecting student success.

Thus motivation is a need or a desire that motivates an individual towards a certain goal. Various factors play a role in providing motivation. Social learning theorists state that the individual's expectation to achieve the goal he has set for himself, the value and importance of the goal to be achieved for the individual, and the individual's emotional reactions are factors that affect motivation. We can list the benefits of games played in the classroom and states that the game is motivating and provides the opportunity to use different language learning skills. Lack of interest and motivation in foreign language learning is one of the main factors that negatively affect the lesson. The teacher's goal should be to make the lesson interesting and to provide motivation as much as possible.

Conclusions. To conclude, choosing a game to use in the classroom is not as easy as it seems. To achieve success with the game, attention should be paid to game selection. When planning a game, teachers should consider the size of the classroom, the noise situation, the materials needed for the game, the time needed for the game, the students' grammar levels, culture, interests and age, and whether it is appropriate for the subject to be taught in the classroom. A game that complements the work done in the classroom should be chosen. The game is fundamentally guided by rules. Games for language teaching are the same. Turning a simple activity into a game requires only a few rules, and no more rules are needed. The game has a purpose. One of the rules, and perhaps the most fundamental, is success in achieving this goal. This goal could be something like finishing an activity ahead of time or getting points for doing something right. The game is an activity that has a beginning and an end. Game players or teachers must know who will achieve the goal. There is less need for teacher consultation for the game. Sometimes the game is directed by the teacher, who acts as the scorer or referee. It is easy for students to continue the game. Compared to group work or pair work, a game has fun and humorous

features that other interactions do not have. This makes the activities in the games more attractive.

It is also possible to learn a language while having fun. Games are the best way to achieve this. Playing games in the classroom has multiple benefits. These can be listed as follows:

1. Games provide a way to get out of the routine in a language classroom. 2. It is motivating. 3. Learning a language requires a lot of effort. Games support and facilitate the student's efforts to learn a language.

4. Games provide opportunities to practice different skills such as speaking, writing, listening and reading.

5. It enables students to interact and communicate. 6. It contributes to the formation of a meaningful structure in language use.

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ФОРМУВАННЯ ПРОФЕСІЙНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ ЗАСОБАМИ ПРОЄКТНОГО НАВЧАННЯ

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У статті актуалізується проблема формування професійної комунікативної компетентності майбутнього фахівця як синтезу професійних знань, умінь, навичок та особистісних здібностей, якостей і досвіду для забезпечення ефективності комунікативних функцій, що допомагають фахівцю орієнтуватися у професійному світі. Уточнено основні положення компетентнісного підходу, а також сутність понять "компетенція" і "компетентність". Визначено організаційно-методичні особливості проєктного навчання як засобу розвитку професійної комунікативної компетентності.

Ключові слова: професійна підготовка; компетентнісний підхід; професійна комунікативна компетентність; проєктне навчання.

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FORMATION OF PROFESSIONAL COMMUNICATIVE COMPETENCE BY MEANS OF PROJECT LEARNING

The article specifies the main provisions of the competence approach, as well as the essence of the concepts "competence" and "competence".

The problem of forming the professional communicative competence of the future specialist as a synthesis of professional knowledge, abilities, skills and personal abilities, qualities and experience to ensure the effectiveness of communicative functions that help the specialist in the implementation of professional activities is updated.

It has been proven that the formation of professional communicative competence is aimed at the formation of the acquirer's system of professional knowledge and specific professional terminology; readiness for professional use of language styles and genres in accordance with place, time, and circumstances; mastering etiquette language formulas and developing the ability to use them in professional communication; development of the ability to find, analyze and use