

of rescuers, we turn to them in difficult periods. In my lifeguard picture there are not only seagulls and simits, but also a foam of jam from yellow cherries, which is brewed in the courtyard of our dacha in a copper basin with crooked edges» [1, p. 23].

Thus, childhood in Elchin Safarli's novel «I want to go Home» is presented through such an artistic technique as retrospection. The writer's childhood memories are revealed through a detailed, detailed description of family life, nature and people and embody unconditional love and respect for the native land on which the writer grew up.

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COMMUNICATIVE GAMES AS A NEW FORMAT OF GAME TECHNOLOGY IN FOREIGN LANGUAGE TEACHING

Introduction. The main goal of teaching a foreign language at the turn of the century seems to be mastering it as a means of intercultural and interpersonal communication. It is worth emphasising the importance of modeling communicative speech behaviour in the learning process, the success of which depends on the ability to appropriately interpret the behaviour of speech partners, express a position on the subject of communication, etc. Thus, the relevance of the study is expressed in the need to introduce modern learning technologies in the educational process, which leads to an increase in the quality of education in secondary schools in general and to the improvement of teaching methods of oral communication in particular.

Purpose of the study is to discover and substantiate the possibilities of applying communicative games in the process of teaching a foreign language.

The main body. The following research methods were used when writing the article: studying the literature on the topic and its critical analysis (works of G.V. Rogova, E.I. Passov, A.A. Leontiev, M.V. Lyakhovitsky, N.I. Gez, S.A. Shmakov, etc.), observation of the organization of the educational process in Vitebsk gymnasiums № 1 and 2, experimental testing of the communicative games efficiency in teaching monological speech during the pedagogical practice in Vitebsk gymnasium № 1.

Game-based technologies are one of the unique forms of learning that make not only students' work at a creative and exploratory level interesting and engaging, but also the everyday steps of learning English. Oral speech, both monologic and dialogic, should be situational and motivated, in other words, the learner should have a desire to communicate something to the listeners in the foreign language. For this variant of oral language learning communicative games are best suited, which bring foreign language communication closer to reality. The curiosity of the conventional world of the game makes the monotonous activity of remembering, repeating, fixing or learning information positively emotional, and the emotionality of the game action activates all mental processes and functions of the child. Another positive aspect of play is that it promotes the use of knowledge in a new situation, i.e. the material being learned by the students goes through a kind of practice and brings variety and interest to the learning process.

All this contributes to the fulfilment of methodological tasks such as:

- creation of psychological readiness of children for speech communication;
- providing a natural need for repetition of the speech material;
- to train students in choosing the right language option, which is a preparation for situational spontaneity in general.

Determining the primary function of play is quite complicated. According to most researchers, play has a training function in ontogenesis (just as a safe way to learn an action through play among animals).

A.N. Leontiev also adheres to this opinion. He notes that in the course of the child's activity, there is a contradiction between the rapid development of his or her need to act with objects, on the one hand, and the development of operations carrying out this action, on the other. The child wants to drive the car, to row a boat, but cannot carry out this action because he doesn't know and cannot mas-

ter those operations which are required by real objective conditions of the given action, and this contradiction can be solved by the child only in one type of activity – game [1, p.23].

Most researchers agree that in the life of people play performs the most important functions, which were classified by A.S. Shmakov:

- communicative function. The communicative function of play vividly illustrates the fact that play is a communicative activity, allowing the child to enter the real context of complex human communication;
- function of socialization;
- function of interethnic communication;
- function of self-realization of the child in the game as a "polygon of human practice";
- diagnostic function;
- therapeutic function;
- corrective function;
- recreational function [3, p. 97].

In these games, students solve communicative and cognitive tasks using the foreign language they are learning. Therefore, the organisation of foreign language communication in the course of solving a specific communicative task or problem is the root purpose of communicative games. An important factor influencing learning processes is the need to feel safe. In the classroom, the teacher plays an extremely important role in this regard. A positive relationship with the teacher and the need for connection and support leads to a positive attitude towards a foreign culture and a foreign language. The trustworthiness and ease of communication between the teacher and the students, which arise from the general atmosphere of the game, dispose the children to have serious conversations and to discuss any real-life situations.

The game environment also transforms the position of the teacher, who balances between the role of organizer, assistant and accomplice of the common action.

The outcome of the game enters into a double perspective – as a game and as a learning and cognitive result. The didactic function of the game is realized through discussion of the game action, analysis of the relation of the game situation as a modeling one, its relation with reality. The most important role in this model belongs to the final retrospective discussion, in which students jointly analyze the course and results of the game, the correlation of the game (simulation) model and reality, as well as the course of learning-game interaction. The effectiveness of the games depends, firstly, on their systematic use and, secondly, on the purposefulness of the games programme in combination with regular exercises.

Communicative games activate the language material being studied in speech situations which simulate and mimic the actual process of communication, which is achieved through the visibility of this type of games. The communicative game is methodologically a learning task which includes three smaller ones: linguistic, communicative and activity. It is important to follow the principle of gradually increasing the complexity of the tasks and to direct the students first to actions according to a sample, then to actions by analogy with the sample and finally to independent actions of a creative nature.

It is the formation or improvement of speech skills in the process of purposeful application of established language material in a speech activity that solves linguistic tasks. The exchange of information between the participants of the game in the course of a joint speech activity is fulfilled by the communicative task. The modeling of the ways in which the partners work together is achieved by the activity task.

The student should have the feeling that by speaking a foreign language he/she is able to achieve linguistic goals, convey information and initiate certain actions. Mistakes made by the student should not be criticised. The teacher is also responsible for creating a friendly atmosphere in the classroom. Research shows that a good, friendly atmosphere improves students' mental functioning and influences a better flow of information in the brain, so that new structures or phrases are learned much more quickly and consistently.

The superiority of the game over other means of learning is found in the fact that it is able to provide not only individual, but also paired, group and collective work in the classroom, allowing everyone who is taught to make the most efficient use of study time.

The game gives the ability to navigate real life situations by replaying them repeatedly in their imaginary world. It gives psychological stability, relieves the level of anxiety, produces an active attitude towards life and purposefulness in fulfilling the goal set.

A communicative game, unlike the usual practice exercises which allow for a focus on game forms, concentrates students' attention on the content, but provides frequent repetition of language forms, training all skills and abilities.

The key types of communicative games oriented towards teaching foreign language communication are as follows:

1. Jigsaw tasks develop motor skills and thinking;
2. Discussions, debates allow to better interact with each other, express our opinions and accumulated experience;
3. Interview. The purpose of this technique is to ask as many participants as possible to find out their opinions, judgements and answers to the questions posed;
4. Combining allows you to structure knowledge;
5. Guessing games are great for developing speech skills. If new words are used, they can be explained immediately;
6. Matching;
7. Ranking. This technique involves ranking certain subjects in order of importance, the importance of their preference. The game usually involves a discussion, as there are differences of opinion when ranking the information, and students justify their choice in pairs or groups;
8. Problem-solving activities involve the unequal distribution of certain information between communication partners, which stimulates speech activity and desire to find out unknown facts;
9. Value clarification techniques The games allow to identify the most important value orientations of students and help them to analyse the nature of prevailing value orientations, to develop skills of introspection, self-reflection and moral self-development.
10. Role play and simulation. The role-play situation is a stimulus for the development of spontaneous speech related to solving certain problems and communicative tasks. The participants of the game should be put in such conditions in which the social, emotional and cognitive sides of interpersonal relationships have to be clarified.

Conclusion. Play helps communication. It can contribute to the transmission of experience, the acquisition of new knowledge, the correct evaluation of actions, the development of human skills, perception, memory, thinking, imagination, emotions, traits such as collectivism, activity, discipline, observation, attentiveness. Games help children to realise their desire to learn further, develop the ability to solve a task independently, organise their work, give their own evaluation and self-assessment, the ability to compare, classify, select the main and secondary information, use additional material.

The game creates an emotional background important for the emergence of a positive attitude towards the pedagogical process itself, the teacher and his tasks. In addition, in play, the difficulties of fulfilling the requirements and rules are overcome by the child willingly and with pleasure; the pupil is motivated for learning and cognitive activities.

The mandatory components of learning behaviour are: a) the communicative situation, including the subject content and conditions of communication, including para- and extra-linguistic means of communication, temporal and spatial characteristics; b) the social roles of communicants and the system of their personal relationships, which have direct access to individualised learning; c) the social techniques of communication (entering into communication, maintaining and finishing a conversation, controlling the reliability of information transfer, clarification, etc.) [2, p. 74-83]. Each of these components is a rather capacious concept with a well-developed system of characteristics. Neglecting any of them will significantly reduce the learning potential of communication games.

The reasonable use of game techniques in the classroom and their combination with other methodological techniques contributes to the effective and high-quality assimilation of the material and makes the process of cognition itself joyful, which becomes a need.

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