INTELLECTUAL GAME AS A MEANS OF MOTIVATING STUDENTS TO LEARNING FOREIGN LANGUAGES AT SCHOOL.

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ABSTRACT: *The article is devoted to the intellectual game as a means of increasing motivation to learning a foreign language. The article describes the functions of gam activities, reveals the concept of «intellectual game», describes on of the games constructed by the author «Game time».*
Keywords: *foreign language teaching, game activity, game functions, motivation, intellectual game*

In recent years, interest in the English language has increased significantly. It is recognized as the language of professional communication in various fields of activity. In addition, the most important task of the teacher is to increase the motivation to learn English.

Activation of the educational process, stimulation of cognitive activity contributes to the introduction into the learning process, along with traditional activities, games and gaming moments. Playing the same activity, being one of the methods that stimulate learning and cognitive activity, allows you to use all levels of learning. Consequently, it is not accidental that interest in the use of games in foreign language lessons on the part of researchers of various specialties, in particular, psychologists, teachers and methodologists.

We know all about learning opportunities of the games. Many outstanding teachers paid right attention to the effectiveness of the use of games in the learning process. In the game, the abilities of a person, a child in particular, appear fully and sometimes unexpectedly. The game is a specially organized occupation, requiring the tension of emotional and mental forces. The game always involves making a decision - what to do, what to say, how to win? The desire to solve these issues sharpens the mental activity of the players. For children, the game is primarily an exciting activity. In the game, everyone is equal. Moreover, a student who is weak in language learning can become the first in the game: resourcefulness and ingenuity here are sometimes more important than knowledge of the subject. The atmosphere of enthusiasm and joy, a sense of the feasibility of the tasks - all this makes it possible for the children to overcome their shyness, which prevents them from using the words of the foreign language in their speech, and has a beneficial effect on learning outcomes. The language material is also assimilated imperceptibly.

Learning a foreign language is becoming more and more in demand in modern society. According to the new educational standards, learning a foreign language should ensure familiarization with the cultural heritage of the countries of the studied language, form the

foreign language communicative competence necessary for successful socialization and self-realization of students.

One of the most popular and effective methods of learning a foreign language by schoolchildren is considered to be a game, since when solving game tasks, emotional and mental speech activity, the ability to make quick decisions, show ingenuity, resourcefulness, and imagination are activated. It is in the conditions of the game that involuntary attention is trained, faster memorization of lexical and grammatical material takes place.

According to L. G. Balina, the game as a means of learning performs the following functions:

1. Communicative (aimed at bringing students together, establishing emotional relationships).

2. Educational (aimed at developing memory, attention and perception of information, skills and abilities).

3. Entertaining (aimed at arousing interest and enjoying the gameplay).

4. Educational (aimed at fostering a humane attitude towards game partners, developing a sense of mutual help and mutual support).

Thus, the game plays an important role in the educational process. It is intellectual games that stimulate progress in learning language material.

An intellectual game is usually understood as a game process that is based on the use of intellectual abilities and erudition by players. An important feature of this game is that it is not only a part of the game, but also an educational activity.

There are a huge number of different educational and methodological complexes in a foreign language. However, while paying attention to the study of grammatical and lexical material, textbooks do not address intellectual games. It is worth noting that gaming technologies, in particular intellectual games or their elements, are not often found in modern educational systems. That is why foreign language teachers face an important task — to diversify the learning process by creating and applying their own set of exercises for the development of all types of speech activity and aimed at increasing students' motivation to master a foreign language.

Consider the Gametime intellectual game, designed for students in grades 3-4. This game is aimed not only at consolidating the studied grammatical and lexical material, but also to increase students' interest in learning English.

The game consists of 4 rounds, for each of which students can get 50 points. The goal of the game is to get as many points as possible for completed tasks. In each round, there is a test of skills and abilities in different types of speech activity: speaking, reading, writing and listening. The class or group is divided into 3-4 teams. Each team performs tasks together; they can consult and discuss the completion of tasks.

So, the first task is aimed at training listening skills. The teacher gives students pictures with people's names and verbs indicating actions. The task of the students is to listen and

determine what the people in the picture are doing, connect the names with the verbs. The text is read out by the teacher, pronouncing each sentence twice.

For example:

1. Sally is sitting on the grass. She has long hair, she is reading a book.
2. Ben is wearing a black T-shirt.
3. Mary is eating an ice-cream.

It is worth noting that this exercise is aimed at introducing English time to The Present Continuous Tense, which should already be known to students in grades 3-4.

In the second round, students are given a task to train their writing skills. The second exercise, called "Alphabet Soup," is aimed at consolidating lexical material on topics already studied. The teacher distributes 5 letters of the alphabet to each group of students. The task of students, working in a team, is to write at least three nouns for each letter in the time allotted by the teacher. So, for example, if the command gets the letter "Ff", the following words can be written: frog, father, and fox. Each team gets points for correctly spelled words, but if the words are misspelled, the points are lost. You can also complicate this exercise by asking students to write a suitable adjective for these words. *For example: "a green frog, a tall father, a red fox".* The winner is the team that has made as few mistakes as possible when writing words and phrases.

The exercise of the third round is aimed at training reading skills. The Snake picture tasks begin with the fact that each group is given a list of riddles. The hint is contained in the snake, in which it is necessary to find the encrypted words: towel, late, evening, grass, scarf, farm, music. After that, students read the riddles in the table and sign the answers. *For example:* "We can dry our hands with this *(a towel)*. We enjoy listening to this *(music)*. The time between afternoon and night *(eve nine)*". This task can be made more difficult for students of specialized classes. After finding the encrypted words, students must come up with their own riddle sentences.

For example: "People drink it every day. Some people prefer to drink coffee, others like this drink (tea) ». This game will allow the teacher to diversify the lesson, repeat vocabulary, and test writing skills.

The last round is aimed at practicing speaking skills. The game I have a green frog is aimed at activating speech material on the topic of Colors. The essence of the game is that the teacher, as the moderator, stands in the center of the circle and shows a picture of the animal, saying, "I have got a green frog." The student addressed by the teacher must agree by saying, "Yes, you have got a green frog." Sometimes the teacher will tell you a different color of the toy, in which case the student should notice the mistake and correct it. If the student does not notice the mistake, he is eliminated from the game. The winner is the team in this round, whose participants are the most.

Thus, it can be concluded that the intellectual game Game time allows students not only to train all types of speech activity, repeat grammatical constructions and lexical material, but also is an effective means of increasing motivation for further learning a foreign

language, since conducting lessons in the form of games, in particular intellectual ones, allows students to identify not only your weaknesses, but also your strengths, feel like a part of the team and show all your knowledge, acquired skills and abilities.

Based on this, we can say that the technology of game teaching methods is aimed at teaching students to be aware of the motives of their learning, their behavior in the world and in life, that is, to form the goals and programs of their own independent activities and to anticipate its immediate results. Depending on the conditions, goals and objectives set by the teacher of a foreign language, the game should alternate with other types of work. At the same time, it is important to teach children to distinguish between play and learning.

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