

## **LEXICAL GAMES AT NON- LANGUAGE ENVIRONMENT**

**ЧЕМОДАНОВА М.Ф.**

*Національний фармацевтичний університет, Харків*

Nowadays English language is being used worldwide- in almost every sphere of life. In Ukraine the amount of people who wants to improve their knowledge in English is constantly rising.

There are a lot of controversies how to teach and study English in Ukraine. But the general situation in Ukraine with English teaching and learning at present is not very satisfactory.

It is not easy sometimes to find a new method like an individual or traditional or morphological approach but it is interesting and easy wo work with people and new ESL methods.

There are many disputes on whether it worth using games or not whether it is a time-killer or not.

In this paper we tried to discuss and point out all benefits and disadvantages of implementing language games in class. They could become one of the effective

techniques in English language teaching,

First we need to determine the definition of the word games – those are games that focus on using features of language to arrive at a solution, or to win a competition. Individual students develop and use these methods in different ways at different times, as a rule, students start to use only a new strategy, such as a picture and memory usage. Students use their memory in history and a specific language to help them "draw" or "role play" reading. Teachers use this technique as a first step for beginner students. Students use images and memory to build a story, and also predict and validate individual words in the text. In addition, even high school students should be encouraged to create mental images, visualize, reading texts with fewer illustrations. Students can learn how to use the word configuration (length, form ...) to recognize words, so it is useful if the teacher uses the image when students are learning a new vocabulary. Students may end up learning to recognize a lot of words, especially exciting content words such as the "elephant" ... visual clues are a very useful and good method to help learners learn and practice vocabulary, and they motivated with different activities, what they are using.

Using playing studies, it is necessary to understand that means expression "game". Brumfit determines games as: "Games it the actions, guided by rules that set clearly certain goal. The achievement of these aims signals about the end of game. Games include for itself a competition both between players and between players and aim, and games must bring pleasure. Games for a game, and this element of game has a decision value".

It is important to watch after a class and develop the clear understanding of mechanics and consequences of different types of activity. Some games are named downhole, where it is needed to use some "merry" elements; On the other hand, some games allow to the children to use the mother tongue. A teacher can choose from different types or games, where it is needed to use some material or equipment, for example card games, paper and pencil, playing the board or playing boxes. Students can play games

by pairs, groups, commands, with all class.

Some researchers define such types of games: competitive, surrealist, sorting, ordering or arranging, information gap games, guessing games, search games, matching games, labeling games, exchanging games, board games, role play games.

The teacher constantly adjusts the participants' actions in the game, his or her actions usually based on the final result concept, it will affect the spontaneously students' behavior students. If the teacher does not control the game process at all, there could appear a threat that the task will not be performed or performed by an unwanted method. In this case, the teacher risks losing control over the class. For the successful implementation at the initial stage of communication in the game, it is necessary to master a number of communicative skills, among which the ability to establish and maintain a feedback in communication, which creates the impression of constant creativity.

The teacher should be familiar with the technique of organizing games, organizing this kind of activity. You cannot expect a spontaneous interest in the game. The first task faced by a teacher is to awaken the game. The second is to direct the game to the required channel, to bring it closer to the specific purpose of learning. In each case, the expediency of inclusion of certain games in the educational process, their place in the program of the course being studied, and the time of the conduct is motivated by special studies. When selecting and developing games, it should be borne in mind that the pace and effectiveness of mastering the content of teaching is proportional to the interests of students and the activities they perform. Knowledge begins with sensory perception, with the help of representations passes into memory, and then through the generalization of a unit formed the understanding of the general. It is necessary to maximize associative memory and creative personality development. The organization and conduct of games require great skill. The teacher needs to develop a clear strategy of leadership group communication.