

influence of the Russian language is minimal; therefore, the considered language personality is conditionally qualified as Kazakh-English bilingual.

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USING GAMES AS A MEANS OF EFFECTIVE MOTIVATION IN LEARNING

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In the process of teaching students of different ages, teachers often face the problem of encouraging children's activity and motivation in the classroom. It often happens that traditional methods of work do not contribute to the involvement of students in the educational process, and to the emergence of their cognitive and creative interest. This problem can be frequently encountered in teaching a foreign language to younger children. Due to the fact that learning a foreign language is a complex task, teachers now and then need to find ways of extra motivation of their students. It is recommended or even demanded by school administrations that teachers should use new technologies and invent new teaching methods so that students are comfortable and interested in the classroom.

The purpose of this article is to analyze and describe the possible results of the effectiveness of using games as means of extra motivation of students. It is reported that the use of a variety of non-standard techniques, such as game-based learning techniques helps to better learn the language.

The main activity of young children is playing games. But having come to school, the main activity of students of young age should be learning. In this case it is advised to include gaming techniques in the content of the lesson. It is known that the game, being a fascinating exercise, perfectly trains memory and develops speech. Even the most inactive and poorly trained students reveal enthusiasm about playing games in class, which ultimately has a good effect on their performance. Students may not fully realize that these games, actively used by their teacher, would be educational or didactic. Didactic games effectively motivate schoolchildren to further learn the language, actively replenish vocabulary, and develop their communication skills. According to D.B. Elkonin, "the human game is an activity in which social relations between people outside the conditions of directly utilitarian activity are recreated"[1]. Didactic games allow the student to be emotionally relaxed and feel comfortable in the process of mastering a foreign language.

It is very important to correctly convey to the younger students certain rules, since their non-observance will lead to violation of discipline in the classroom. Hence, the educational function, which is to cultivate such qualities as a humane and respectful attitude towards the

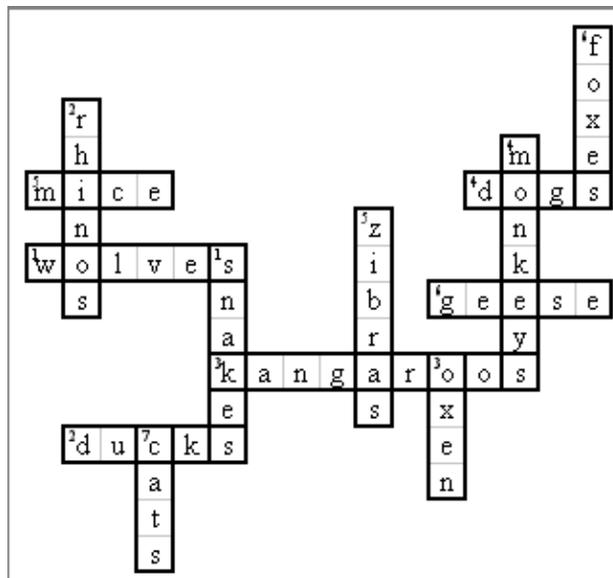
partner in the game, also develops a sense of mutual assistance and mutual support, the ability to work in pairs, in teams and groups. Also, students can try on different roles for themselves, for example, acting out a dialogue.

We recommend crossword puzzles for enriching the vocabulary of students, in an English class. Crossword puzzles are also related to variations of didactic games. This technique contributes to developing motivation, expanding lexical vocabulary and enriching knowledge about the word. Crossword puzzles can be compiled on the material of sights, monuments of architecture or about famous personalities related to the history of English-speaking countries. At the same time, tasks and concepts can be collected not only from one lexical topic, but from the entire section of the textbook. In this case, the implementation of such tasks will be aimed at the revision of the learned lexical material. In drawing up a crossword puzzle, it is also necessary to take into account the degree of preparation and the level of knowledge of each student. To consolidate the lexical theme "Wild life" you can do the following crossword puzzle (Picture 1).

Crossword puzzle on plurals with “wild life” vocabulary

Give the plural of the following animals:

Horizontally: 1. Wolf 2. Duck 3. Kangaroo 4. Dog 5. Mouse 6. Goose. Vertically: 1. Snake 2. Rhino 3. Ox 4. Monkey 5. Zebra 6. Fox 7. Cat [3].



Picture 1 – Crossword puzzle on plurals with “wild life” vocabulary

Game “Hide-and-Seek”

Children draw on a piece of paper the ordinary squares, which would be their rooms. In the room: a table, a sofa, an armchair, a rug, a bed, and a bookshelf. Lead round the circle place, say for armchair, where they hid. Turning to each other, try to find out where a classmate is hidden by asking: “Are you under the armchair?” “Are you behind the sofa?” until you have guessed correctly.

In the next lesson, you can consolidate the obtained knowledge through the same game, but slightly changing the condition of it. One student is selected and is asked to leave the class. Teacher hides any subject in the classroom [2].

- Teacher: “Where is the pen?”
- A student: “The pen is **under the bag.**”
- Student 1: “No, it is not.”

- A student: “The pen is **in the table.**”
- Student 2: “No, it is not.”
- A student: “The pen is **in your desk,** Katya.”
- Katya: “Yes, it is!”

This game causes positive emotions in younger students, engages all the participants in the game, and facilitates quick and efficient learning of certain lexical material (prepositions). The developing aspect is: development of attention (playing hide and seek); development of memory (work with vocabulary, with the scheme); development of thinking skills. Also, this method fosters a culture of communication and interaction in the classroom.

Pantomime provides many possibilities: both in repetition of vocabulary and in speaking skills. With the help of gestures and movements, students play out a situation that shows not only actions, but also mood. By changing the facial expression, you can show different feelings: happiness, sadness, fear, confusion, confusion, surprise, apathy and indifference.

The purpose of the game "Pantomime" - training of students in the use of vocabulary with elements of pantomime. The group is divided into two teams. Each student of one of the teams receives a card on which a word is written in English. The task is given: by means of pantomime to show what the word means. Opponents (another team) are trying to guess the word. Some words are suggested, for example: to knit, to lay the table, a plane [4].

For a more visual analysis of the games I have selected, I propose this comparative table, which perfectly reflects the educational value, psychological value and communicative value.

Learning values	“Crossword puzzle”	“Hide and Seek”	“Pantomime”
Educational value	1.Vocabulary building 2.Spelling skills 3.Reading skills 4.Word comprehension skills 5.Dictionary skills 6.Reasoning skills	Development of attention Memory development (work with vocabulary, with the scheme) Development of thinking (work with the scheme by analogy)	Development of language guesses Speaking skills
Psychological value	Relaxation Creating a relaxed atmosphere Free communication	Overcoming weirdness and tension of student. Self-development and self-expression	It contributes to the emancipation of students in a lesson Enables an unsure student to overcome the fear barrier, solves the problem of unwillingness or ignorance of what and how to say.
Communicative value	Work in pairs Group work Free exchange of information, opinions	Free communication Group work	Nurturing aspect: Culture of communication and interaction at the lesson Interpersonal communication

Table 1 – Learning values

Thus, having studied the role and effectiveness of game techniques in the learning process and showing the need for the use of didactic games in English lessons, we can conclude that the educational, communicative and psychological value of games in the learning process is very high. The game is an excellent way to increase the motivation of students, to make them work actively in the classroom. After a hard oral exercise or other tedious activity, a fun game is the perfect opportunity to relax.

As a result, we conclude that:

- the use of foreign language lessons games and game moments, is an important method to stimulate the motivation of educational and cognitive activity of students;
- no matter how active the teacher is, there are always moments when the students' attention is scattered. The game increases attention, animates, improves perception.
- games help relieve tension. A shy and weak student will feel more confident and will participate in the game more actively if the goal of the game is just to have fun, and not to count points and win.
- the educational, communicative and psychological value of using games in foreign lessons has been proved;
- the proposed methodology shows the effectiveness of game methods in foreign language classes to stimulate the motivation of educational and cognitive activity of students.

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THE USE OF THE CONTENT-LANGUAGE INTEGRATION IN TEACHING ENGLISH IN KAZAKHSTAN'S NEW EDUCATIONAL SPHERE

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Modern Kazakhstan society is characterized by social modernization and striving for global integration processes, where the leading position in the process of modernization is education. Today, education is recognized as one of the most important priorities of the “Kazakhstan-2050” Strategy. As the President of the Republic of Kazakhstan N. Nazarbayev mentioned: “The young generation should study, acquire new knowledge, gain new skills, and employ knowledge skillfully and effectively and technology in everyday life”[1].

In the modern world, the issues of person's socialization in intercultural and international spheres are becoming priority and proficiency in a foreign language, especially English, is considered as one of the tools to extend professional knowledge and capabilities.

In this regard, there are new educational technologies for teaching foreign languages. One of these technologies, in our opinion, is Content and Language Integrated Learning (CLIL).