

Таким образом, из проведенного педагогического эксперимента следует вывод о том, что ЭУК обладает рядом важных преимуществ и проявляет себя как действенный механизм повышения эффективности учебного процесса. ЭУК «Английский язык» может быть в полной мере интегрирован в образовательную среду для более эффективного освоения программы дополнительного профессионального образования «Переводчик в сфере профессиональной коммуникации», поскольку он отвечает требованиям соответствующих рабочих программ. Включение ЭУК «Английский язык» в учебный процесс полностью коррелирует со спецификой преподавания иностранного языка в военном вузе, экономя время и усилия как курсантов, так и педагогов и в то же время обеспечивая достижение более высоких результатов через предоставление дополнительных возможностей для комфортного автономного обучения.

В дальнейшем представляется возможным расширить сферу применения данного ЭУК для изучения дисциплины «Иностранный язык» в рамках других образовательных программ военного вуза.

### *Литература*

1. Прокофьева А. Л. Английский язык (тесты для текущего контроля успеваемости): электронное учебное издание. СПб.: Изд-во ВКА им. А. Ф. Можайского, 2021.

2. Прокофьева А. Л., Яснова Н. С. Методические основы проектирования электронных учебных курсов в процессе изучения иностранного языка в высшем военном учебном заведении // Труды Военно-космической академии им. А. Ф. Можайского. 2016. № 650. С. 219–222.

3. Kunturova N. B., Prokofeva A. L., Vasilieva N. V., Yakushkina N. S. et al. The basic requirements for the development of efficient applications for e-learning // Proceedings of the International Conference on Pedagogy, Communication and Sociology. China. 2019. Vol. 315. P. 1–9.

УДК 372.881.111.1

*M. V. Grushina, A. V. Sakharova, E. A. Lineva (Orekhovo-Zuevo, Russia)  
State University of Humanities and Technology*

### **Gaming technologies as an effective tool in teaching English at the secondary stage of education**

В статье рассматривается вопрос о применении игры и ее эффективности на уроке английского языка в средней школе. Использование игровых технологий в обучении английскому языку учащихся на средней ступени представляет собой перспективный подход, позволяющий создать стимулирующую образовательную среду, в которой учащиеся могут развивать свои языковые навыки и достигать высоких результатов в будущем.

**Ключевые слова:** игры, игровые технологии, иностранные языки, мотивация

This article discusses the use of the game and its effectiveness in an English lesson in high school. The use of gaming technologies in teaching English to secondary students is a promising approach that promotes an effective and interesting learning process. This creates a stimulating learning environment in which students can develop their language skills and achieve high levels of success in the future.

**Keywords:** games, gaming technologies, foreign languages, motivation

In the modern educational process, gaming technologies are becoming increasingly popular as an effective tool for teaching various subjects, including the study of foreign languages.

The choice of this topic is due not only to the relevance of using gaming technologies in teaching English, but also to the potential of these technologies for the development of various skills and competencies of students. Game-based activities and scenarios create an interactive and engaging environment that encourages students to actively participate in the learning process. The use of an integrated approach to learning, including a variety of gaming forms of work: computer games, mobile applications, group and individual games, allows students to develop language skills through interaction with authentic material, as well as use the acquired knowledge in real communication situations in English.

The use of gaming technologies in teaching English has a number of advantages. Firstly, games can be adapted to different levels of language proficiency of students, which allows you to individualize the learning process and take into account the needs of each student. Second, games offer an interactive form of learning that encourages active participation, collaboration, and competition, which promotes deeper learning. In addition, the use of games allows you to create authentic language situations that come into contact with real life and contribute to the development of communication skills.

First of all, it should be noted that gaming technologies are closely related to the concept of games and gaming activities. A large number of researchers have tried to define the concepts of game and gaming activity. Let's consider several definitions of the term "game" in the educational process.

A. R. Davletshina says that a game is called "a peculiar kind of activity, moreover, a free and necessarily conscious activity." In his scientific research, the author also gives another definition of the term "game": "reality, and reality, much more interesting than the one that surrounds the child" [6].

According to S. A. Bizyaeva, children's play is "a historically emerged type of activity of children, consisting in reproducing the actions of adults and the relationships between them and aimed at the ability to navigate and cognize objective and sociocultural reality, as one of the means of physical, mental and moral education children" [3, c.10].

E. G. Azimov and A. N. Shchukin consider the game as “one of the types of activity of humans and animals in the process of their life” [1, p. 74].

Based on the presented definitions, we can conclude that all researchers agree that the game can successfully act as one of the main means of understanding the world and studying various scientific disciplines, which include not only school subjects, but also, for example, philosophy, cultural studies, ethnography, which indicates the universality of the concept of “game” and the wide possibilities of its application in the educational process.

A foreign language acts as one of the disciplines that receives quite a significant amount of attention during the learning process at school. This is due to the fact that knowledge of a foreign language is an important competence of a modern schoolchild, and in the future a specialist in a particular field. That is why, when teaching a foreign language, the most modern methods and technologies should be used to achieve high results.

Considering the features of using games in the process of teaching foreign languages, E. G. Azimov and A. N. Shchukin note that the game acts as a “source of increasing the effectiveness of learning” [1, p. 74]. Researchers say that the most effective use of games will be to activate and consolidate knowledge.

Since the game is one of the types of activities that are most familiar to secondary school students, we can say that students are involved in the game and learn the norms and rules of reality of their own free will, based on internal interest in the game, and not under pressure from the outside, for example, from the teacher.

It is also worth noting the important role of games in forming and maintaining students’ motivation to learn a foreign language. The game makes the usual learning process more diverse, introduces new elements into it, which makes the foreign language lesson more attractive for students, and therefore increases their learning motivation.

The game, like other activities in a foreign language lesson, has specific goals. E. I. Passov identified the following goals for using the game in the learning process:

- formation of knowledge, skills and abilities of students;
- development of speech skills;
- training in communicative activities;
- development of the psyche and mental properties of students;
- memorizing and practicing speech material [9, p. 112].

Another important feature of the game as a special type of activity is that in the game all students, regardless of their level of knowledge, are equal before the conditions of the game. This ensures that all students can take part in the game and achieve certain results, which will also increase student motivation.

Secondary school students are distinguished by the fact that they undergo an active process of learning about themselves, improving in accordance with various norms of social behavior, which are dictated by teachers, parents, and peers. This has a significant impact on the development of each student as an individual. Taking this

into account, it is necessary to select material in foreign language lessons that will contribute to the harmonious development of students, and also correspond to what surrounds students in everyday life.

When describing the features of using games and gaming technologies in the process of teaching a foreign language, attention should also be paid to the classification of games that are used in teaching a foreign language [12].

Games are classified based on various criteria. Thus, from the point of view of the nature of the pedagogical process, the following games stand out:

- educational, training;
- cognitive, developmental;
- reproductive, productive;
- communicative, psychotechnical.

The nature of the gaming methodology allows us to divide games into the following categories: subject, plot, role-playing, business, simulation, dramatization games [5].

In accordance with the results of J. Piaget's research, the following games are distinguished, which correspond to a certain stage of child development: exercise games, symbolic games, games with rules [9, p. 16].

According to M. F. Stronin, there are two main categories of games: preparatory and creative [10].

The most common type of games listed above are educational games. They are used in various educational situations, the most common of which are broadening the horizons and increasing the cognitive activity of students. Didactic games contribute to the formation of skills and abilities that are necessary for practical activities in the field of a foreign language. In addition, during participation in didactic games, general educational skills are formed [4].

From a linguistic point of view, the use of gaming technologies in English lessons is a rather serious problem. This is due, first of all, to the fact that it is necessary to select such linguistic means that are the most successful from the point of view of students mastering the English language, since the assimilation, consolidation and practice of various lexical units of the English language is possible only if there is constant use of data units in students' speech. The selection of vocabulary is a very important point in a foreign language lesson at any stage of learning. You need to choose vocabulary based on the interests, hobbies and desires of the students, because these are the words that will be easier for them. Vocabulary should include the names of objects and phenomena surrounding the student.

The selection of vocabulary should be individual for each class and depend on the age characteristics of the students, as well as the level of language training. It would also be rational to use vocabulary cards in foreign language lessons. On one side of the card there is a word in English, and on the other there is a picture indicating this word (object). These cards can be designed in other ways. For example, on one side there is a

word in the native language, and on the other side - in the language being studied. If you often use such cards in class, students will remember vocabulary faster and better. This method of learning new words is especially suitable for use in early grades.

The middle stage of learning assumes that the rules can already be explained in English, since the students have enough knowledge to understand them. Explaining the rules of games in English also helps to create and maintain a language environment in the lesson, which is an essential condition for the harmonious development of students in the field of English.

Properly organized games arouse and maintain students' interest in learning a foreign language. Anticipating the joy of the game, the children enjoy studying in foreign language lessons. When an interesting game is played, students have a desire to study, memorize a foreign language, and practically master it. These are some of the keys to working with student passivity. For everyone, and especially those who are lagging behind, the game is an incentive to master the language. However, you should not get too involved in games. It is necessary to alternate them with other various forms and methods of work, otherwise the game will become something ordinary and interest in it and, consequently, in learning a foreign language will decrease. In addition, as K. D. Ushinsky rightly noted, all learning cannot be built on interest, since students will have to learn a lot through willpower [11, p. 428].

Along with the games presented in various teaching materials, there are many other Internet games that can be used in English lessons at the intermediate stage of learning to make the learning process more interesting and exciting. Let's look at some of them:

BAAMBOOZLE is an online service that contains more than a million games from teachers from all over the world. All interactive tasks are created on the principle of flash cards, where you write a question, word or sentence, and students give the correct answer. The games are suitable for all types of teaching - online, offline, in class and one-on-one. The bright design attracts the attention of students, so they will definitely want to participate and complete tasks [2].

Quizlet is a platform for creating online flashcards on any topic. The teacher can create a set of cards with English words and phrases and use them in the lesson. Quizlet has several different game modes, including quiz, multiple choice, writing, and pronunciation. One of the advantages of Quizlet is that it is easy to use and can help students remember vocabulary. However, some of the cons include that the cards may be too easy or difficult for some students, and may not be suitable for all lessons [2].

Escape Room is an online game that can be used in an English class. The teacher can create a scenario that includes various puzzles and tasks related to the teaching material. Players must solve problems to escape the room. One of the benefits of Escape Room is that it is a fun way to include students in the learning process. However, one of the downsides is that it can be difficult to set up and can require a lot of preparation time [5].

Role-playing games are games that allow students to play specific roles and communicate in English. For example, a teacher can organize a “restaurant” lesson where students will play the roles of waiters and customers. The teacher can give them some phrases and expressions in English that they can use while playing. Role-playing games can help students improve their communication skills, especially in the area of spoken English.

Storytelling games are games that help students develop their English writing and speaking skills. The teacher can give students the beginning of a story and ask them to continue it by adding their own ideas and details. Storytelling games can help students improve their skills in description, use of vocabulary and grammar, and can also help them improve their skills in presenting their ideas and opinions in English.

How games are played in English lessons depends on the teacher and his preferences. Typically, games are an integral part of the educational process; they are used as an additional tool for teaching English.

For example, teachers can use role-playing games as an additional activity to help students improve their speaking skills. The teacher can assign roles to students that contain phrases that need to be practiced in English, and then ask them to model a situation according to certain criteria (for example, act out a dialogue “in a store”) in English using these roles and phrases.

Games to find errors in texts can be used as exercises for grammar and spelling. The teacher can give students texts with grammar or spelling errors and then ask them to find and correct these errors. This helps students better understand grammar and spelling rules and improve their reading and writing skills in English.

Story-telling games and fill-in-the-blank games can be used as exercises to practice and reinforce new vocabulary and grammar material. The teacher can give the students some words or phrases that they should use in their stories or passes. This helps students master vocabulary and grammar, and develop skills in describing and expressing their thoughts in English.

It is preferable to use those games that best correspond to the goals and objectives of the lesson and which can help students improve their English language skills. In addition, it is important to take into account the level of students and use games that are appropriate for their age and level of knowledge.

The use of games in English lessons has a positive effect on students' motivation to learn the language. Games help make the learning process more interesting, varied and exciting; students learn the material better and remain interested in learning the language for a long time.

### *Литература*

1. Азимов Э. Г., Щукин А. Н. Новый словарь методических терминов и понятий (теория и практика обучения языкам): словарь. М.: Издательство ИКАР, 2020. 448 с.

2. Бахметьева И. А., Яйлаева Р. Н. Игрофикация в образовании [Электронный ресурс] // Colloquium-journal. 2019. № 21(45). URL: <https://cyberleninka.ru/article/n/igrofikatsiya-v-obrazovanii> (дата обращения: 07.09.2023).
3. Бизяева С. А. Игровые формы интерактивного обучения как средство развития познавательного интереса студентов: автореф. дис. ... канд. пед. наук: 13.00.01, 13.00.08 / Бизяева Светлана Александровна; Ярослав. гос. пед. ун-т им. К. Д. Ушинского. Ярославль, 2007. 23 с.
4. Воронова М. Е. Роль дидактической игры в процессе обучения младших школьников [Электронный ресурс] // Вестник магистратуры. 2019. № 1-2(88). URL: <https://cyberleninka.ru/article/n/rol-didakticheskoy-igry-v-protssesse-obucheniya-mladshih-shkolnikov> (дата обращения: 07.09.2023).
5. Герлах И. В. Игрофикация и педагогические профессии будущего [Электронный ресурс] // Norwegian Journal of Development of the International Science. 2020. № 39-4. URL: <https://cyberleninka.ru/article/n/igrofikatsiya-i-pedagogicheskie-professii-buduschego> (дата обращения: 07.09.2023).
6. Давлетшина А. Р. Игра и ее роль в обучении иностранному языку / А. Р. Давлетшина, А. Р. Бодулаева [Электронный ресурс] // Инновационная наука. 2017. № 2-2. URL: <https://cyberleninka.ru/article/n/igra-i-ee-rol-v-obuchenii-inostrannomu-yazyku> (дата обращения: 04.09.2023).
7. Жижина А. Е. Использование игр в обучении иностранным языком // Проблемы и перспективы развития образования в России. 2010. № 6. С. 84–87.
8. Пассов Е. И. Урок иностранного языка в средней школе. М.: Просвещение, 1988. 223 с.
9. Пиаже Ж. Речь и мышление ребенка. М.: РИМИС, 2018. 448 с.
10. Стронин М. Ф. Обучающие игры на уроке английского языка. М.: Просвещение, 2001. 370 с.
11. Ушинский К. Д. Собрание сочинений. М.: АПН РСФСР, 1950–1952. Т. 10. 668 с.
12. Sakharova A. V., Larina S. G. Professional competence of a teacher in the digital educational space: conditions, content, meanings // The European Proceedings of Social & Behavioural Sciences. 2021. Vol. 116, № 204. С. 1831.

УДК 372.8

*М. К. Дьяконова (Владикавказ, Россия)  
МБОУ СОШ № 43*

### **Специфика подготовки к устной части ЕГЭ (базовый уровень) по французскому языку**

В статье раскрыты основные важные моменты подготовки старшеклассников к сдаче устной части ЕГЭ по французскому языку. Основываясь на анализе работ ЕГЭ последних