curriculum, along with they all perfectly met the students' needs and interests. Therefore, we believe that one of the best ways for developing students' communicative competence is undoubtedly teaching to read authentic texts. It must be noted that students should be taught to read authentic texts to improve their communicative competence in all educational institutions, including secondary schools.

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METHODOLOGY OF USING GAME TECHNOLOGIES IN TEACHING ENGLISH

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The school reform poses serious tasks for teachers to intensify the educational process and improve teaching methods. The modern school needs such teaching methods that could not only educate qualitatively, but also reveal the personality of a person, his creative potential. Also, modern education should teach a person to adapt to modern life, teach him to make decisions quickly and correctly, and actively master situations of social change. Modern education includes constant teaching of a foreign language to schoolchildren, in this regard, teachers and methodologists are constantly looking for reserves to improve the level of quality and effectiveness of teaching a foreign language. This is exactly what is said in one of the points of the strategy-initiative of the project "New School": "In teaching a foreign language, attention should be paid to the development of active speech communication, using modern technical teaching aids." speech communication. Our school uses the internationally recognized "communicative method", which ranks first among the most actively used

methods of learning foreign languages. The communicative method is aimed at the simultaneous development of basic language skills (speaking and writing, grammar, reading and listening) in the process of lively, easy communication. Teaching a student to communicate in a foreign language is the main task of the teacher. The vocabulary, grammatical structures, expressions of a foreign language are presented to the student in the context of a real, emotionally colored situation, which contributes to the rapid and lasting memorization of the studied material.

The communicative method makes it possible to destroy the psychological barrier between the teacher and his student. And when students stop feeling the "distance" between themselves and the teacher, when they are interested, fun and pleasant to communicate with the teacher, it is easier for them to start talking in a foreign language. The communicative method involves the numerous use of game teaching methods. They bring animation to the classroom, maintain a positive emotional attitude of students, and increase their motivation.The use of the game, as one of the methods of teaching a foreign language, greatly facilitates the educational process, makes it closer and more accessible to children. Our task is to make this subject interesting, because children pay attention to what arouses their involuntary interest. This topic is extremely important for its in-depth study and especially its practical application in schools. Its relevance at the present stage is obvious taking into account the new trends in the education system, which give room for teachers to innovate and implement their own heterogeneous ideas and solutions. It is the game that is most acceptable for its application in the lower grades, since it is here that there are unlimited opportunities for realizing the creative potential of both the teacher and the students.

Different scientists define it differently, but it is obvious that any game has a specific purpose, knowledge of the rules, and an element of pleasure. Learning possibilities of using the game method have been known for a long time. Many scientists, such as Elkonin D.B., Stronin M.F., Makarenko A.S., Sukhomlinsky V.A., D.B. Elkonin, who are engaged in the methodology of teaching foreign languages, rightly drew attention to the fact that play activity in a foreign language lesson not only organizes the process of communication in this language, but brings it as close as possible to natural communication. The game develops mental and volitional activity. Being a complex, but at the same time exciting activity, it requires a huge concentration of attention, trains memory, develops speech. Play exercises captivate even the most passive and poorly prepared students, which has a positive effect on their academic performance.

In a modern school that relies on the revitalization and intensification of the educational process, play activity is used in the following cases:

1. As an independent method for mastering a specific topic;

2. As an element (sometimes very essential) of some other method;

3. As a whole lesson or part of it (introduction, explanation, consolidation, control or exercise);

4. When organizing extracurricular activities.

When using the game method, the teacher's task is, first of all, to organize the cognitive activity of students, in the process of which their abilities, especially creative ones, would develop. The use of the game teaching method contributes to the implementation of important methodological tasks, such as:

- creation of psychological readiness of students for verbal communication;

- ensuring the natural need for multiple repetition of language material;

- training students in choosing the desired speech option, which is preparation for situational spontaneity of speech in general.

The game form of the lesson is created in the lesson with the help of game techniques and situations that act as a means of motivation, stimulation of students. The situation may resemble a dramatic work with its own plot, conflict and characters. In the course of a game lesson, the situation can be played out several times, and each time in a new version. But at the same time, the situation of

the game is a situation of real life. Its reality is determined by the main conflict of the game – competition. The desire to take part in such a game mobilizes the thoughts and energy of the players, creates an atmosphere of emotional tension. Despite the clear conditions of the game situation and the limited use of the game material, there is always an element of surprise in it. Therefore, spontaneity of speech is characteristic of the game within certain limits. Speech communication, which includes not only speech itself, but also gestures, facial expressions, etc., has a pronounced purposefulness.

Types of games. Grammar games.The purpose of this type is to develop the ability to correctly use various grammatical forms, to teach students to use speech patterns containing certain grammatical difficulties, to create a natural situation for the use of this speech pattern, to develop speech creativity and independence of students.

Lexical games.This type of games pursues the goal of training students in the use of vocabulary in situations close to a natural setting, acquaintance with word compatibility, activating speech-thinking activity, developing the speech reaction of students

Phonetic games.They practice and develop pronunciation skills: intonation of sentences, phonemes, phonemic hearing.

Spelling games.The purpose of these games is to practice writing English words. Some of the games can be designed to train students' memory, and some – on some patterns in the spelling of English words.

Creative games.The goals of the games are to teach students to understand the meaning of a single statement, to teach to highlight the main thing in the flow of information, to develop students' auditory memory.Such games form students' speaking and listening skills. One of the tasks of this kind of games is to teach students the verbal response in the process of communication.

Game requirements.There are basic requirements for games: a game should stimulate the motivation of learning, arouse interest and a desire in schoolchildren to complete the task well, it should be carried out on the basis of a situation that is adequate to a real communication situation; the game must be accepted by the whole group; it will certainly be held in a friendly, creative atmosphere; the game is organized in such a way that students can use the language material they are practicing with maximum efficiency in active speech communication.Another important requirement when conducting various kinds of games is the use of all kinds of visualization. In addition, the teacher should always remember such elementary requirements as the appropriateness of the game for the age of the children and the topic being studied; one should not allow a moment when not all students are involved in the game. You also need to make sure that the instructions are clear and understood by everyone and that students are ready to carry out play activities. Also, do not forget that when discussing the game played, evaluating the participation of schoolchildren in it, the teacher should show tact, especially when assessing the results of the game. A negative assessment of the activities of its participants will inevitably lead to a decrease in activity. It is advisable to start the discussion of the results of the game with good moments and only then move on to the disadvantages.

The educational game fosters a culture of communication and forms the ability to work in a team and with a team. All this determines the functions of the educational game as a means of psychological, socio-psychological and pedagogical influence on the individual. The psychological influence of the game is manifested in the intellectual growth of the students. Pedagogically and psychologically thoughtful use of it in the classroom ensures the development of the need for mental activity.

The use of the game contributes to the communicative and active nature of learning, the psychological orientation of lessons on the development of students 'speech-thinking activity by means of the studied language, the optimization of students' intellectual activity in the educational process, the complexity of learning, its intensification and the development of group forms of work. It is obvious that the formation of speech skills and abilities should take place in conditions as close as possible to those that can occur in natural communication, and the learning process itself should be based on

solving a system of communicative tasks through language material. The means of pedagogical management of educational activities are communicative tasks, with the help of which the teacher invites and engages students in creative activities.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 pair, group and collective forms of work in the classroom, which allows each student to make the most effective use of the training time.The game gives a strong interest in good literature, because the role-playing game is created by the method of literary modeling. To create your own world, you need to first read about others.The game gives you the ability to navigate in real life situations, playing them repeatedly and as if for fun in your fictional world. Gives psychological stability. Removes the level of anxiety that is so high now in parents and is transmitted to children. Develops an active attitude to life and purposefulness in the implementation of the goal.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 teaching, their behavior in the world and in life, i.e., to form goals and programs of their own independent activity and to anticipate its immediate results.

In conclusion of my work, I would like to note once again that play methods are one of the most effective methods of teaching a foreign language, since their psychological and pedagogical basis is play activity, which makes a great contribution to the mental development of a person. Thought processes are activated in the game, and the motivation for learning a foreign language increases. And also, the fact that the game forms and techniques are very diverse and can be used at every stage of working with vocabulary. In the early stages, it is appropriate to use typical game exercises, which will make the process of memorizing words an interesting experience. Game methods allow you to create quite real situations of communication between the participants in the game. Therefore, games are especially relevant at the final stages of working with new vocabulary, at which words are used in speech in specific game situations.

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