In the lower panel, there is another useful feature – a chat window where everyone can write a message, and you can see the time of adding, as well as the author. In addition, there is also a history of the Board, where we can find out who deleted or added which objects. You will receive messages to your email about actions performed on your Board. This is a great feature for tracking individual or homework assignments.

**Conclusion**

In the age of virtual collaboration, the main – thing is to keep track of new ideas and technologies. The tool we use should organize the information in such a way that it is clear, easy to find, and concise. Everyone should be able to achieve the same understanding while maintaining their own unique approach to interpretation.

The teacher should constantly monitor new tools that allow optimizing the distance learning course. Another important task is to write a lesson scenario that would allow teacher to consistently convey the educational material, enliven the entire course of the lesson and at the same time keep students' attention on studying the topic under consideration.

The Miro virtual whiteboard is a simple and convenient platform where people can collaborate without feeling that they lack any knowledge. I really enjoyed experimenting with Miro, as this platform provides very useful features, it is attractive, interesting and, more importantly, easy to use in online – practice, performing individual and group work on time or outside of classes.

The Miro Board is good for generating ideas on flashcards, brainstorming, and the advantage of this format is that it allows participants to focus on the content, rather than being influenced by the leaders. It is important to conduct a training workshop with students before classes and give them the opportunity to test Miro's features. This will make learning more fun and motivating for them. Thus, the Miro whiteboard is a universal platform that is ideal for use in blended learning, both online and offline.

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**LANGUAGE LEARNING AND VERSATILE DEVELOPMENT OF CHILDREN THROUGH THE USE OF ROLE-PLAYING GAMES IN ENGLISH LESSONS**

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The problem of modern methods of teaching foreign languages is the organization of teaching children of different ages using games. The relevance of this problem is caused by a number of factors.

Firstly, the intensification of the educational process sets the task of finding means of maintaining students' interest in the material being studied and keeping an active pace throughout the lesson. Educational games are an effective means of solving this problem.

Secondly, one of the most important problems of teaching a foreign language is the teaching of oral speech, which creates the conditions for the disclosure of the communicative function of the language and allows you to bring the learning process closer to the conditions of real learning, which increases the motivation for learning a foreign language. Involving students in oral communication can be successfully carried out in the process of playing activity.

Today, a modern school needs teaching methods that would help not only to provide high-quality training, but, first of all, to develop the personality potential. Modern education is aimed at preparing students not only to adapt, but also to actively master situations of social change. In a foreign language lesson, a special place is occupied by the forms of classes that ensure active participation in the training of each student, stimulate verbal communication, and contribute to the formation of interest and desire to learn a foreign language. These tasks can be solved using game teaching methods. In the game, the abilities of any person, especially a child, are fully manifested [1, p. 345].

Role-playing game – a method that belongs to a group of active ways of teaching practical knowledge of a foreign language. Role-playing is a conditional reproduction by its participants of the real practical activity of people, creating the conditions for real communication. The effectiveness of training here is primarily due to the burst of motivation. Being entertainment, relaxation, the game can grow into learning, into creativity, into a model of human relations [2, p. 237].

For a role to become a learning tool, it must meet a number of requirements. Taking into account both educational tasks and individual characteristics and needs of students. The role-based organization of communication requires treating the student as a person, with its inherent characteristics, which may prefer certain roles. That is why the distribution of roles is a responsible pedagogical task. Knowing the motives, interests, individual relationships of students will allow the teacher to offer them those roles that most closely match the characteristics of their personality. When selecting roles, it is important to consider not only the interests of students, but also their psychological characteristics. At the initial stage of role-based communication, it is advisable to give students the roles most appropriate to their temperament to overcome shyness. Shyness can begin only when the student is already accustomed to role-based communication, gaining confidence [3, p. 1].

An important role in the distribution of roles is played by taking into account the social and psychological characteristics of students, which refer to the status of a student in a group. Therefore, the teacher must consciously manage this status, putting forward one or the other student to leading (leadership) positions during the organization of the game. It is advisable from time to time to give students who occupy the position of followers in life practice, the roles of the main characters, and team leaders (in psychology they are called "stars") to assign the roles of characters in a dependent position (younger brother, sister, etc.) [4, p. 54]. Role relationships between communication participants are the main parameter that determines the nature of the situation.

The structure of the role-playing game as a process includes:
a) the roles assumed by the players;
b) game actions as a means of realizing these roles;
c) game use of objects, i.e. replacement of real objects with games;
d) real relations between the players;
e) the plot (content) – the area of reality, conditionally perceived in the game[5, p. 223].

The teacher's task is to select the necessary situations and problems on a specific material, prepare didactic material: task cards for each (with a hint about the nature of his activity), select groups

of students and assign roles, tasks on which students should express their point of view, think over the expected answers and remarks (if necessary, prompt them to certain students), show interest and attention to the students during the game[6, p. 212].

The place of the games in the lesson and the time allotted to the game depend on a number of factors of student preparation, the material studied, the goals and conditions of the lesson, etc. For example, if the game is used as a training exercise for initial fastening, then it can take 20-25 minutes of the lesson. In the future, the same game can be carried out by repeating already completed material. The same game can be used at different stages of the lesson.Games are best used in the middle or at the end of a lesson in order to relieve stress. It is important that working with games brings positive emotions and benefits, and in addition, serves as an effective incentive in a situation where the interest or motivation of children to learn a foreign language begins to weaken.

On the basis of this methodology, an experiment was conducted with two subgroups, on the base of school – gymnasium № 31.

The purpose of the experiment: to prove the effectiveness of using the game as means of forming cognitive development and intensive language learning. The subjects were students of the 5th grade. The total number of students is 34 students of school – gymnasium № 31. The experiment was conducted in the fifth year of English language training in the fourth term. The experiment lasted three weeks. The experimental group was the first subgroup (A), consisting of 17 people. The control group is the second subgroup (B), also consisting of 17 people. The experiment was conducted in three stages:

1. Diagnostic experiment.
2. Formative experiment.
3. Control experiment.

The textbook on which the 5th grade is engaged:Wetz Ben, Diana Pye. English Plus Kazakhstan Student's book Grade 5: – M.: Oxford University Press, 2019. Components of the course "English Plus Kazakhstan"

- For the student: Student's Book, Workbook.
- For the teacher: Teacher's book, Audio CDs.

During the experiment, students must complete the topic "Music. Creativity".

The lesson is conducted according to a pre-prepared methodological plan, which specifies the skills that students should master after the lesson. Includes:

- Learning objectives(s) that this lesson is contributing to...
- Lesson objectives
- Value links, etc.

Criteria for assessing the formation of skills:

"2" – tasks are not completed.

"3" – tasks are completed, but not completely, some lexical units are confused, and there is a significant misunderstanding of the grammatical structure.

"4" – tasks are completed, but some difficulties, minor errors are found, the meaning of some lexical units and grammatical structures is misunderstood, which does not make it difficult to understand and does not distort the meaning of the utterance.

"5" – students select information according to the task, complete the task within the set time frame.

### *Diagnostic experiment.*

Purpose: to identify the level of skill formation in the control and experimental groups. Both groups were asked to complete the work, the tasks of which included checking the formation of language skills on the previous topic. So, at this stage, testing was conducted on previous topics to

establish the level of perception and assimilation of the topics, grammatical rules, listening, reading, writing and speaking skills. The psychological profile of the students of each subgroup was also compiled, as well as the atmosphere in the classroom, which should be conducive to free and normal assimilation of the material.

Results of the assessment of the level of formation of language skills in the control group – average score is 3,75. (Graph 1)

Results of the assessment of the level of formation of language skills in the experimental group – average score is 3,5.(Graph 1)

***Formative experiment***

Purpose: to create the necessary conditions for successful formation language skills based on the use of a game-based learning method.

Tasks:
- conduct a series of games;
- include control tasks in the lesson to determine the level of formation of language skills.

The psychological state of children is assessed as stable, receptive to new knowledge and skills, and allows them to fully assimilate the material. The lack of motivation to learn English, but taking into account the age and level of knowledge of English role-playing games aroused the interest of the students of the experimental group. The group, which was not subjected to the experiment, studied according to the traditional method using only the textbook "English Plus Kazakhstan". The following methods were used in teaching students: verbal (story,explanation), visual (using visual aids), practical(various types of oral work, independent work). In the experimental group, along with the same traditional methods,most of the time was devoted to role-playing game methods.

The formative experiment presents 3 main types of games: Lexic games, Grammar games, Phonetic games.

***Control experiment***

Purpose: to determine the level of formation of language skills of middle school students. Students of both groups were offered tasks to identify the level of formation of language skills.

Results of the assessment of the level of formation of language skills in the control group – average score is 3,7 (Graph 1).

According to the study, it can be concluded that language skills are at a low level in almost half of the students, some lexical units are confused, some sounds are pronounced incorrectly, and there is a significant misunderstanding of the grammatical structure. In seven students, the skill is formed at an average level: the task is completed, but some difficulties, minor errors are found, the meaning of some lexical units and grammatical structures is misunderstood, which does not complicate understanding and does not distort the meaning of the utterance. Only two of them have this skill and are formed at a high level. Students select the information according to the task. Perform the task in a certain given time frame. Oral speech fully complies with the norms of a foreign language within the program. The results obtained during the control experiment allow us to conclude that the language skills do not correspond to the required level of formation and require further development.

Results of the assessment of the level of formation of language skills in the experimental group – average score is 4,3 (Graph 1).
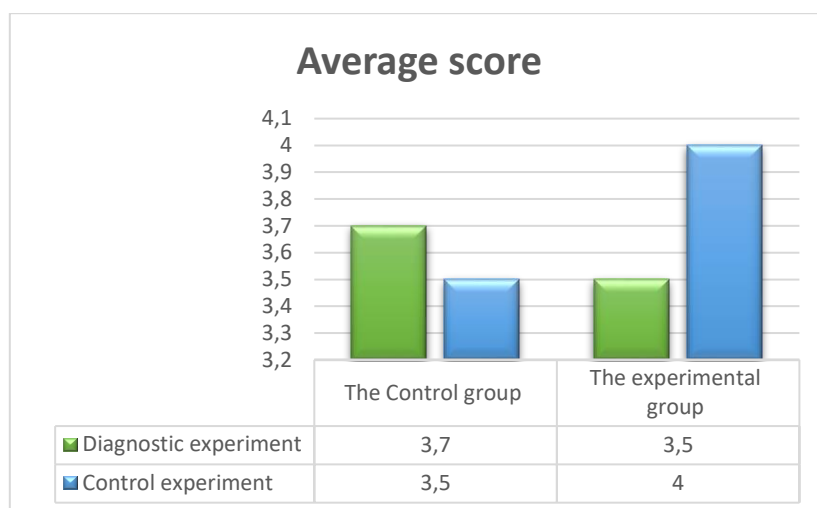
*Graph 1 Results of the assessment of the level of formation of language skills*

According to the study, it can be concluded that language skills are formed in a larger number of students. The skill is formed at a high level in three students, that is, they correctly pronounce words, use the necessary types of intonation, correctly select lexical units and study grammatical structures. At the average level, the skill is formed in eight students who make 1-2 more mistakes than students with a high level of skill formation. At a low level, the speaking skill of three students, the task is not fully completed, confuses some lexical units, mispronounces some sounds, there is a significant misunderstanding of the grammatical structure.

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### THE ESSENCE OF ASSESSMENT CRITERIA IN EDUCATION

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