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USING THE GAME IN ENGLISH LESSONS FOR AGRICULTURAL STUDENTS

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Annotation

The article is dedicated to the use of games in English lessons for students of agriculture. Some methodological recommendations for teaching English to agricultural students are given.

Keywords: Exercises, repetition, certain development actions, skills, abilities.

Аннотация

Статья посвящена использованию игр на уроках английского языка для студентов сельскохозяйственных специальностей. Даны некоторые методические рекомендации по обучению английскому языку студентов сельскохозяйственных специальностей.

Ключевые слова: Упражнения, повторение, отдельные развивающие действия, навыки, умения.

Everyone knows that all of us, teachers working in any educational institution, work hard throughout the school year. And sometimes we feel that different games are very effective and useful in our lessons and often use different games. But the games we use fit our lessons.

Games are used in especially practical activities that are necessary to encourage interest, desire, attention of students and the involvement of the whole class. The use of games in agriculture lessons by students is an important way in teaching the language. We often use games in English lessons. So we need to know which game is suitable for the

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lesson itself. However, categorizing games can be tricky because the categories often overlap. Hadfield explains two ways of classifying language games. [3]

First, language games are divided into two types: language games and communication games.

- Linguistic games focus on accuracy, such as giving the correct antonym.
- Communication games focus on the successful exchange of information and ideas, such as when two people identify the differences between two pictures of themselves that are similar but not exactly the same. Proper use of language, while important, is secondary to achieving the communicative goal.

Second, Hadfield classifies language games into many other categories. Along with the classification of games as linguistic games or communication games, some games will contain elements of more than one type.

Guessing games are a familiar variation on this principle. The player in possession of the information deliberately withholds it while others guess what it might be.

Search games are another option that involves the whole class. In these games, everyone in the class has one piece of information. Players must obtain all or most of the available information in order to complete a survey or resolve a problem. Thus, each student is both a giver and a gatherer of information.

Matching games are based on a different principle, but also involve the transfer of information.

Label games involve matching labels to items in a picture. Exchange games are based on the principle of "barter". Players have certain items, cards, or ideas that they want to trade for others. The goal of the game is to make an exchange that satisfies both parties. Game sharing and collecting is an extension of this. Players have certain items or cards that they are willing to exchange for others to complete the set. This can be played as a class-wide activity with players moving around freely trading cards or items at random; or as a cross-group activity where players agree to collect a specific set of items in a group and then trade items between groups; or as a rummy card game.

Board and card games are familiar types of games in which the goal is to be first on the board, or to collect as many cards as possible, or to be the first to get rid of cards, or to create a story. Cards and squares on the board are used as stimuli to stimulate communicative exchange.

Game organization is also sometimes referred to as game sequencing or game sequencing. These are games in which players must receive information and act on it in

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order to arrange objects in a certain order. Items to set up can be picture cards, storytelling events, or even the players themselves!

Role-playing games consist of two separate phases: preparation and staging. During the preparation phase, students should be given enough time to digest the information on the role card and ask the teacher for help with anything they do not understand. Some games have fairly long role cards that are almost mini reading exercises in themselves, and students may find it helpful to take a few notes on important points to help them focus and remember important information.

According to Lee (2000) (cited in Pham, 2007), games are divided into ten types:[5]

- ✓ Structural games that provide experience in using certain syntax patterns in communication.
- ✓ Vocabulary games in which students' attention is focused mainly on words.
- ✓ Spelling games
- ✓ Pronunciation games
- ✓ Games with numbers
- ✓ Listen and do games
- ✓ Games and writing
- ✓ Facial expressions and role play
- ✓ Debating games

Another classification of games by McCallum (1980) consists of seven types:

- ✓ Structural games
- ✓ Word games
- ✓ Games with numbers
- ✓ Spelling games
- ✓ Talking games
- ✓ Writing games
- ✓ Role play and dramaturgy

It is shown that the classifications of games by the above linguists are unanimous in that each type of game focuses on a language element or skill in terms of the purpose and content of the lesson. Therefore, teachers should carefully choose the most suitable game for each lesson so that students and teachers can get the most out of these games.

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