



THE USE OF GAMES AND GAME TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE

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Abstract. *The article examines the use of games and game-based technologies in foreign language teaching. It analyzes their linguodidactic potential, influence on motivation, and contribution to the development of language competences. Examples of digital tools are provided, along with methodological guidelines for integrating game techniques into the learning process. The findings demonstrate that game-based approaches enhance learner engagement and improve the effectiveness of language acquisition.*

Keywords: *game-based technology, foreign language, digital tools, motivation, linguodidactics, communicative competence.*

INTRODUCTION.

Learning a foreign language requires high concentration of attention and, most importantly, internal willpower. In modern society, we know that students' attention is often scattered. Therefore, traditional methods (frontal questioning, reading, performing exercises) are no longer enough.

Game technologies are based on the functional approach. According to it, knowledge is most effectively acquired in the process of active, purposeful action. In childhood, play is a leading activity. And if its elements are introduced into the learning process, students overcome the following. They are:

- Fear of making mistakes.
- Transfer knowledge from a passive stock to active use.
- Develop intercultural competence by modeling communication situations.

Purpose and objectives

Purpose: To use games and gamification as a key element in teaching a foreign language. To prove its methodological effectiveness and demonstrate its practical effectiveness.

Objectives:

- To reveal the linguodidactic potential of games.
- To systematize the main game technologies.
- To demonstrate specific methods for integrating them into the lesson.
- To analyze the impact of games on the main aspects of language competence.

2. Theoretical part: The linguodidactic potential of games

Games are not just entertainment. They perform deep didactic functions and directly contribute to the development of four basic language skills:

Types of games:

1. Lexical games- Repeating words repeatedly, arbitrarily, in different contexts. For example: “Bingo” with new words, “Memory Game”
2. Grammar games - Training in the use of a certain structure in connected speech “Guess Who” (Present Continuous), “If-Clauses Chain”
3. Communicative games - Formation of spontaneous dialogue and monologue skills Role-playing game “Going through customs”



4. Socio-cultural games - Understanding and using language etiquette in accordance with the situation
Stage performance “First meeting with a boss”.

Classification of game technologies and their place in the structure of the lesson

From a methodological point of view, it is important to divide the games used in the lesson according to their purpose in the learning process:

- Initial stage (Material introduction): Games for phonetic exercises and speech preparation (for example, rapid pronunciation exercises, phonetic “echo” games).

- Main stage (Exercise): Games for automating lexical and grammatical skills. Most often didactic, tabletop or online quizzes.

- Final stage (Practice): Games (role-playing, discussions, projects) to apply the learned material in communicative situations.

Basic principle: The game should be a tool, not a goal. The game should end only when the learning objective is achieved.

3. Practical part: Integrating game methods

3.1. Digital gamification and interactive quizzes

The use of digital tools allows you to adapt games to any age and level:

- Kahoot!/Quizizz (quiz-based learning): Effective for formative assessment and review. Students do not just answer, but compete. This immediately increases participation.

- Methodological tip: Using the “ghost mode” in Quizizz, students can try to improve their previous results.

- Baamboozle/Quizlet Live: Based on team interaction. The balance between competition and cooperation teaches students to help each other and work together. This is important for the development of social skills.

- Interactive boards (Miro, Jamboard): Can be used for vocabulary cards, “brainstorming” or “match the pair” games. Turns a passive board into an active work environment.

3.2. Communicative and role-playing games

These games are a “real test” for language skills. Because they require quick and correct reactions.

- Role-playing game “Travel dispute” (level A2+):

- Task: Students are given role cards: “Frugal student”, “Brand lover”, “Experienced traveler”.

- Objective: To decide where to go on vacation, use modal verbs (should, must, might) and constructions of expression of opinion.

- Simulations: Create a detailed model of a real situation (e.g. board meeting, press conference). This develops not only language, but also business communication skills.

3.3. Linguistic games

- For grammar: “Correct errors in the text” (Error Correction) — the teacher gives a text with known grammatical errors. Teams compete to find the fastest and most correct one.

- For vocabulary: “Explain the word without words” (Alias/Charades) — the student must explain the word without using other words. This develops the skill of paraphrasing, which is important for fluent speech.

4. Results and methodological analysis

The introduction of the game replaces external motivation (price, pressure) with internal motivation (interest, pleasure in the process, desire to win). According to neuropsychological studies, pleasure centers are activated during the game through the release of dopamine. This helps to remember information better. Psychologically:

- A shy student in the class speaks freely when he is “in the role”.

- The assessment process is stress-free, because the focus is not on the “mistake”, but on the “result of the game”.

Objective assessment of effectiveness

- Quantitative analysis: Increase in the number of replicas, expansion of vocabulary (before/after the



game).

- Qualitative analysis: Increased fluency, reduced pauses, and appropriate use of language tools in context.

Observation: The systematic use of role-playing games increases students' fluency by an average of 15–20% in one semester compared to traditional methods.

5. Conclusion and recommendations

Conclusion:

The use of games and game technologies is not just a methodological approach, but a philosophy of teaching focused on the student, his interests and natural mechanisms of information acquisition. The game provides conscious, active and visual principles in the learning process.

Recommendations for effective implementation:

- Explain the rules clearly in a foreign language, if possible, and show one round.
- Set a clear time limit for each game round, maintaining dynamics and pace.
- Conduct a discussion after the game: what went well, what words or phrases were useful, what mistakes were repeated. This turns the game experience into conscious learning.
- Change teams and game types regularly, ensuring that all students have the opportunity to practice.

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