THE ROLE OF GAMES ON LANGUAGE LESSONS

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The given qualification a paper is devoted to the study of Grammar games - Motivation in Teaching English. The first task of my work is to describe the role of games on language lessons. The second task is to describe views of different linguists on the problem of using games. The last task is to describe various types of grammar games. The practical value of our qualification paper is that hard to be overvalued. This work reflects modern trends in linguistics and we hope it would serve as a good manual for those who want to master modern English language. Also this work can be used by teachers of English language for teaching English grammar. Games offer students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way. While playing games, the learners´ attention is on the message, not on the language. Rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language in front of other people. In a game-oriented context, anxiety is reduced and speech fluency is generated-thus communicative competence is achieved. Games are also motivating. Games introduce an element of competition into language-building activities.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do". Games ought to be at the heart of teaching foreign languages. Rixon suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen. At different stages of the lesson, the teacher´s aims connected with a game may vary: All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency. However, can they be more successful for presentation and revision than other techniques? The following part of this article is an attempt at finding the answer to this question. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information."The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of ´meaningfulness´ is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered. Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

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