Games using psycho techniques in teaching English

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When we mention a word, knowledge, the term language comes to our mind. Undoubtedly, in this highly developed century one of the most popular languages is English language. For example, English is the language of 90% of information on the Internet, 85% of scientific conferences are conducted in this method of communication. Furthermore, it is a native language for 400 million people in the world. Also, 700 million people use English for communication as a target or foreign language. [1]

When people learn a language with the help of methods, they additionally use a variety of techniques or games. These supplementary aids support to improve skills and achieve good results. In this article, I will describe my coursework that gave theoretical information and research work with experimental part about teaching management based on games that use psycho techniques. I would like to provide information about some types of games, which are used in teaching foreign languages and especially, the term psycho technique and its features to demonstrate readers of the article about latest techniques of teaching management.

The changes in the education system through years have led to a rethinking of the methods and technologies of teaching foreign languages in general. Therefore, it is important to find out more about modern type of games and technologies in English language teaching management that can be useful for learners. Moreover, I added the aim of this work, which is focused to use games on the basis of psycho techniques to teach the English language. Of course, this work needed the tasks that used to be solved with the mentioned aim:

- to investigate the types of games and their features in teaching foreign language;
- to define the term psycho technique, the meaning and role of psycho technical games in teaching English language;
- to make a questionnaire about the students' notion of psycho technical games;
- to do an experiment in order to find effectivity of psycho technical games in English language teaching.

Games are one of the most effective ways to learn new information. Nowadays, games contribute to the development of various skills and the acquisition of new knowledge among students of different ages. Of course, the meaning of the word "game" does not always have to be associated with the concept of fun. Teachers often use games and other techniques in order to consolidate previously completed topic or material among learners.

Games encourage learners to direct their energy toward language learning by providing them with a meaningful context. [2]

The language games can be divided according to different principles. The two classifications of language games offered by Hadfiled (1998). She divides them into linguistic (these focus mainly on accuracy) and communicative games (these are based on successful exchange of information).

The second classification introduced by Hadfiled has more categories and usually includes both linguistic and communicative aspects. These games are as follows (Hadfiled, 1998): [3]

1)   The first types are sorting, ordering, or arranging games. For instance, pupils have an arrangement of cards with various items on them. They sort the cards into items found at a market and items found at a retail establishment.

2)   The next type is an information gap game. Instructions: at least one individuals have data that other individuals need to finish a task. For example, one individual may have an illustration and their neighbor or partner needs to make a comparative attracting by hearing the information that given by the person with the illustration.

3)   The guessing diversions are the information gap games. The 20 questions is the well-known game of this type, in which one person thinks about a famous individual, place, or thing. Alternate members can ask 20 yes/no inquiries to discover hints with the end goal to think about who or what the individual is considering.

4)   The search games are the variant of two-way information gap games, where everyone giving and seeking information. One example is "Find Someone Who is?" game. Instructions: Students have a grid. They should fill in all the cells in the grid with the name of a classmate who fits that cell, e.g. someone who is a vegetarian. Students circle, requesting that and noting questions finish their own framework and help schoolmates finish theirs.

5)   In the matching games, the participants need to find a match or to discover a counterpart for a word, picture, or card. For instance, understudies put 30 word cards. Also, they made out of 15 sets, look down in arbitrary request.

6)   The labelling games are a type of coordinating and matching, in that members coordinate or match names and pictures.

7)   In the exchanging games, students barter cards, other objects or thoughts.

8)   One of the well-known board game is "Scrabble" that specifically highlights language.

9)   The role-play games can involve students playing roles that they do not perform or practice in real life situations. For example, doctor or engineer. During the simulations or performances, pupils can involve in the roles that they already play in real life or might be likely to play, such as customer of a cafe. In the learning games of foreign languages and foreign language communication, we will nevertheless adhere to the classification of games developed by E.A. Maslyko. In this classification, the games are divided into 5 groups, within which subgroups can be distinguished. [4, p.368]

1.   First group is language games. They are intended for the formation of pronunciation, lexical and grammatical skills and training in the use of language

phenomena at the preparatory, pre-communicative stage of mastering a foreign language.

2.   Second group is game exercises for working with lexical and grammatical material. The main task is to manage the educational and cognitive activity of students and the formation of their lexical and grammatical skills, as well as the organization of intensive independent work in the classroom in order to master the rules for the use of specific language units.

3.   Third group of games is psycho technical games for learning the skills and abilities of lexical and grammatical design of speech statements.

4.   Fourth group is game exercises for learning foreign language communication. They allow you to organize targeted speech practice of students in a foreign language, training and activating in its framework the skills and abilities of monologue and dialogical speech, various types of interaction of communication partners, the formation and formulation of various functional types of statements (descriptions, messages, evidence, etc.).

5.   Fifth group of games is business games. Educational business game is an occupation that models various aspects of students' professional activities, which provide favorable conditions for the integrated use of existing knowledge of the subject of professional activity, improvement of their foreign language speech, as well as a more complete mastery of a foreign language as a means of professional communication and a subject of study.

In the practice of educational institutions, various types of games are common — movable, role-playing, didactic and others, as it shown before in the beginning of the main part of my paper work. They are given considerable attention in the pedagogical and psychological literature.

Currently, there are two directions of development of game types of activity: psycho technical games and socio-psychological role training. Psycho technical games are procedures for group learning exercises for the development of a variety of mental functions - attention, memory, imagination and others. [5]

In general, the term "psycho" shows that this games are connected with the science, such as Psychology.

In the first meaning, the "psycho technics" defines, as a field of research that existed in the first decades of the 20th century and was associated with the study of the interaction of man and machines, the use of various mechanical and technical devices in his labor activity. [6]

The second definition of this term explains that the "psycho technics" is a trend in psychology that developed questions about the application knowledge in solving practical problems of the human mentality. [6]

The psycho technical games in the educational process are games meant:

•   to increase the effectiveness of the educational and cognitive activity of pupils,

•   to learn the gained knowledge,

•   to increase interest in the studied subject, through the impact on the human psychology produced during the game.

In conclusion, I want to say that the study of any foreign language requires maximum impact from the person himself, where there is no place for laziness or other interfering factors. Of course, people cannot study without qualitative and useful resources such as educational materials and any other supporting literature that contribute to productive results and success. However, the most important and key part of this study is the method by which people learn the language. Everything depends on the method that a person chose to learn a new language.

Psycho technical games are also notable in language learning. I noted to myself very important advantages and distinctive features of such games:

- Practicing of lexical and grammatical material;
- Impacting on the psychology and the mental state of the students by improving attention, thinking, perception, creativity, imagination and memory ;
- Developing communication skills by working in groups, pairs;
- Doing some physical activity during the lesson, in order to increase the interest and enthusiasm of the students.

As the analysis of all the collected materials in the theoretical part of the work and the results of my survey and experiment conducted in two groups have shown that psycho technical games are one of the auxiliary and additional elements of the nontraditional method of language teaching. That is, a teacher can use this type of game to discern a plan or a way to conduct a lesson, thereby giving his students a more comfortable atmosphere.

In my view, obtaining reliable and truthful results were necessary in conducting an activities or a full lesson using psycho technical games with schoolchildren. Moreover, it assisted in getting results that I needed in my practice as an English teacher. Generally, term paper taught me to sort the material that can be used in the theoretical part. In addition, I practiced some of the characteristics of a teacher in preparing a lesson plan and conducting an experiment with students, which in turn was very informative and useful for me.

In the future, I would like to practice more lessons using different technologies and games of nontraditional method and investigate other types of games separately in order to correctly apply them in the future practice.

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