

TO PLAY OR NOT TO PLAY TRADITIONAL BRITISH GAMES WHILE LEARNING ENGLISH

Introduction. It is known that games play a great role in child's development. But the development of modern technologies, the availability and easy accessibility of a huge number of gadgets have affected significant changes in children's environments, leisure time and social lives and the types of games children choose. The tendency is computer games are replacing traditional games and something needs to be done with it. With the rise in use of computers, children are just not as physically active as they used to be and often stuck indoors more and as a result, they communicate less. Modern children have forgotten and even don't know how to play simple traditional games. And that's a problem. They need to be taught to play. Children can learn to play games while studying languages and vice versa.

Basic part. Game is a real means of education, which provides with the knowledge and supports the development of children in different aspects. Game is an essential part of human life. Playing children learn basic skills needed for later life. Traditional games provided a reliable framework for enjoyable play, as well as opportunities for creativity and exploration. They helped to maintain the customs and values of the culture. Many of skills and techniques essential for survival were learned and perfected through the playing of game. A large number of games had an emphasis on physical activity and skills. Traditional games were often learned by watching and not instruction and there was a loose distinction between the players and spectators. They were commonly associated with simple and unwritten rules. Some games were almost universal while many others were limited to a small group of people or a region. Quite often games helped to reinforce the culture and the values considered important to the people. Thus, there was a great variety of traditional British games and they were extremely important to healthy personal and intellectual development of children and adults although were often played for fun, enjoyment, and self-satisfaction. For instance, Chasing games ("Stuck in the mud", "British bulldog", "Conkers", "Hide and seek", "Cat and Mouse" or "Fox and chickens", "Duck duck goose", "Drop handkerchief", "Prisoner's base", "Chevy chase", "Barley-break"); Ball games accompanied by a rhyme and not ("One, Two, Tree, a'Leary", "Oliver Twist, Can You Do This", "plainses", "sevenses", "exercises"); Clapping games ("A Sailor Went to Sea, Sea, Sea"); Counting out rhythm; Playing with things; Pretend play; Skipping games; Singing and dancing games ("Ring a ring a rose", "In and Out the Dusty Bluebells") [1]. It should be noted that not all traditional games are useful in learning the English language, but they are definitely useful for getting acquainted with British culture.

The research was carried out to evaluate traditional British games as a part of British culture and the effective learning process for children. The questionnaire of the pupils of the 6th year of Marjina Gorka Secondary School № 1 was held. The pupils were suggested to answer the following questions: 1. Do you know any traditional British games? If yes, how many of them can you name? If no, would you like to learn some?" 2. How often do you play traditional games?

According to the results of the questionnaire 80 % of the pupils did not know any traditional British games but 88 % of them would like to learn some. Only 17 % of the pupils who answered that they knew some traditional British games and could name more than three of them. And only 32 % played some traditional games.

As a part of the study, an experiment was carried out. Two groups of pupils of the 6th year of Marjina Gorka secondary school took part in it. During English lessons in class 1 traditional teaching methods and techniques were used, while in class 2 some modified traditional British games were used. Then the degree of assimilation of the language material by the pupils of both classes was analyzed and the pupils were asked whether they enjoyed studying in such a way and how long did it take them to learn some words and phrases. The experiment showed that in general there was no big difference in assimilation of the material by the pupils of both classes. But when traditional British games were used the lessons were much more interesting, brighter and more motivating. And all pupils from class 2 pointed that it was easier for them than usual to memorize some words, phrases when they used them while playing games and it took them less time than usual to memorize them. And what's more every pupil said that he wasn't afraid to make mistakes while speaking English during games. The majority of pupils said that they were eager to play games that were very traditional for Britain. Thus, the experiment showed that traditional British games can be successfully used in studying English. As a result of the research, a collection of adopted traditional British games was created, so that a great number of English learners and teachers could use it. A great variety of games one can also find in the book of Argondizzo Carmen "Children in Action: A Resource Book for Language Teachers of Young Learners".

Conclusion. The results of the research indicate the role and importance of the traditional British games in studying English. Traditional games for centuries have been treated as a separate institution for organized socializing and spending leisure time. Numerous generations grew up with those traditional games transmitted from generation to generation. The games attract and keep attention with their content which educates and creates good mood.

The game is an activity that dominates children's lives and has a special meaning in the development and education. That is why in the process of studying the English language great attention should be paid to the creation of conditions for spontaneous playing of games or directed games for the purpose of accomplishing certain communicative effects.

What's more the significant changes in children's environments, leisure time and social lives have affected the types of games nowadays children choose. The tendency is computer games are replacing traditional games. It means that something has to be done to popularize the traditional games. With regard to traditional British games, they can be successfully used during English lessons.

References

1. Playtimes [Electronic resource] // The British Library. — Mode of access: <https://www.bl.uk/playtimes#>. — Date of access: 03.03.2021.

UDC 008

M. Yu. Petrova, V. S. Chapurina

Togliatti Academy of Management, Togliatti, the Russian Federation

*Academic supervisor
E. A. Bespalova*

VIDEOGAME CULTURE IN RUSSIA

Introduction. The modern interactive world is no longer conceivable without gamification (video games), which offers a person not only to realize ideas in the digital space, but also gives the opportunity to actively interact virtually “without borders”. Moreover, gamification has come to be seen as an art form that, in one way or another, influences culture and society. Realizing gamification as an art form opens up many questions for researchers from different academic fields. To consider one of the most pressing questions, namely the formation of Russian video culture, what it is, its uniqueness, its development strategy, multitasking and a certain synergy, it is necessary to return to the origins of video industry development in Russia. Video games are considered as “a new kind, a phenomenon, of modern art. Gaming combines various elements, such as interactivity, graphic design and musical accompaniment, plot and gameplay, and also forms a new scientific discipline” [1, p. 14].

Main part. Among domestic game designers we can mention A. L. Pazhitnov who developed the video game “Tetris” in 1984—1985, N. A. Skripkin who created the video game “Perestroika” in 1989. We should also mention the company JSC Buka, which became a manufacturer of game consoles and distributor of game consoles Sega, Nintendo, Sony, but also a producer of its own games (since 2010 and for iPhone) in 1993, And also the Russian studio Mundfish with Artem Galeev's development of a new shooter — Atomic Heart in 2023.

“Video games are considered a new kind, a phenomenon, of contemporary art. Gamification combines various elements such as interactivity, graphic design and music, story and gameplay, and also forms a new scientific discipline” [1, p. 14—16]. In Russia, where gamification as a video game culture is becoming increasingly popular: there are many large companies involved in the development and publishing of video games, such as (посмотреть произношение) Gaijin Entertainment, Mail.ru Group, Wargaming, Nival, ZeptoLab, and many others, which also hold various gaming events such as exhibitions, conferences, and tournaments.

Having considered the wide range of the video game market in Russia, from strategy and shooters to sports simulators and role-playing games, the most popular genres of video game applications include first-person shooters (Counter-Strike: Global Offensive and Call of Duty: Warzone), as well as online games (World of Tanks and World of Warcraft).

According to the “Live Report of the Video Industry in Russia” by Vasily Ovchinnikov, Director of the Video Game Industry Development Organization (VDI) for October 2022 — May 2023, which is designed to collect and accumulate data on the global and Russian market. According to news about Russian studios, technological trends, and potential support measures, the Russian video game market ranks 13th in the world and 6th in Europe in terms of revenue. In 2021, the market reached 158 billion rubles, which was a 7.7 % increase compared to 2020. In recent years, attitudes towards games have also changed in Russia. In 2019, only a quarter of the population supported gaming or had a positive attitude, while in 2020, it was already one in three people (25 % and 33 % respectively). However, according to a sociological study conducted by the NAFI Analytical Center in 2022, the number of gamers in Russia has increased to 60 % [2].

In May 2022, the analytical agency Mediascope estimated that 69 % of Russians aged 12 to 64 years at least sometimes play games on different platforms. 55 % spend time playing games regularly. The report also states that on February 15, 2023, the Ministry of Digital Development, Communications and Mass Communications of the Russian Federation announced assistance in the release of domestic games in China. The economic effect of the video