

THE GAME IN LITERARY WORKS OF ENGLISH-SPEAKING WRITERS AS A MEANS OF SHAPING PUPILS' READING MOTIVATION

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Rarely we can meet a person who doesn't know what the game is. The game is a wonderful world. A person meets the game in the childhood and it follows him all his life. We can meet it everywhere: at the lesson, on the Internet, in sports but also, in different kinds of books [1].

Being a member of the School Potter Club, that was founded in our school for an educational purpose in 2018 we made the conclusion that reading and analyzing literary works of English-speaking writers are more effective through the game.

Reading "Harry Potter and the Philosopher's stone", "Oliver Twist" and "The adventures of Tom Sawyer" we saw that the authors try not only to involve in reading but to play with readers. I was interest-

ed in literary works where the author plays with his readers. It pushed me to research the game in literary works of English-speaking writers.

Analyzing literary works, we identified that English-speaking writers often use elements of the game in their books. We are concerned if the use of games in literature is connected with authors' biography because the game itself and its significance in their life have not been studied enough. Also it is interesting to research games in different literary works, to know how they influence people's minds and behaviour. There is no special work devoted to this topic, that's why it should be researched.

The relevance is determined by the fact that people are fond of different kinds of games not only in their real life but, also, in their favourite books playing with characters. Presence of the game in literary works develops not only memory, understanding, thinking and physical activities but involves people in reading books in English. It gives the opportunity to enrich their knowledge in the English language. Material of this research can be used in the organization of reading clubs, at English lessons and at the linguistic school camps.

The aim of the research is to identify the relevance of the game in literary works of English-speaking writers as a means of shaping pupils' reading motivation.

This aim involves the following tasks:

1. To reveal the meaning of the game as a cultural phenomenon.
2. To analyze literary works for the presence of games in them and what their nature is.
3. To highlight the link of the games described in the works of writers with their biographical facts.

4. To create the game based on the "The Magic of Oz" by Lyman Frank Baum.

The object of this research is literary works of English-speaking writers.

The subject of this research is the game.

Writers such as L. Carroll, A. Lingren, M. Twain, J.K. Rowling and Ch. Dickens make their characters play games. They use the games in their literary works with different purposes.

For example: L. Carroll in "Alice's Adventures in Wonderland" plays with characters in "Croquet". This game develops the reader's imagination.

The game "Chess" in literary work "Through the Looking Glass" helps to develop creativity, attentiveness and organization.

Mark Twain makes his reader play the game "The Pirates", which helps to overcome the challenges and to be brave and strong.

Analyzing all the games in these famous works we may conclude that they are closely connected with authors' lives.

For example: One of Carroll's hobbies was Chess. This game played a significant role in his life. He was actively interested in important events in the chess life of Great Britain. Lewis Carroll played the chess himself, and taught children this unique game. The plot of the fairy tale "Through the Looking Glass" is based on a chess game that was invented by the writer [10].

In the book "The Adventure of Tom Sawyer" by Mark Twain all actions happened in the real town Hannibal, where the writer spent his childhood. In Tom Sawyer he described himself. Playing the game "The Pirates" the author conveys his dreams and feelings, his memories about childhood [14].

We see that games are closely connected with authors' lives. But many of them were created by writers to entertain readers and main heroes.

It's obvious, that there are pupils who read books but aren't interested in them. We can say that if the book contains the game, we read it with pleasure. It was interesting to identify how many pupils would like to be involved in the world of literary game. We interviewed 534 pupils of 4 – 11 forms and students of Pinsk Pedagogical College. Pupils were asked the following questions: Do you like reading books? Do you know any English-speaking writers and their literary works where the main characters play games? Would you like to play any literary games?

We can see that 63 % like reading books but 28% of the students are forced to read because the school programme requires it. 9 % don't like reading.

To the question: Do you know any English-speaking writers and their literary works where the main characters play games? 49 % answered that the main characters played games in "Harry Potter and the Philosopher's Stone" by J.K. Rowling. 14 % of pupils said that in "The Adventures of Tom Sawyer" by M. Twain children played the game "The Pirates". 12 % answered that they met some games in "Pippi

Longstocking” by A. Lingren. 10 % noticed some games in “Alice’s Adventures in Wonderland” and “Through the Looking Glass” by L. Carroll. 8 % remembered that the main characters played the game in “Oliver Twist” by Ch. Dickens. And 7 % answered that there wasn’t the game in the fairy-tale “The Magic of Oz” but this literary work was built as a board game.

We examined a lot of games in literary works of English-speaking writers. And we may conclude that authors didn’t use games created by others, but they made their own. That’s why based on the results of the survey, we decided to create the game “The Magic of OZ” to motivate our pupils to read this fairy-tale in English.

Being the pupil of the pedagogical class, I worked as a counselor at school summer camp last year. We played this game with children, but before they had read the book. Pupils did all the tasks with pleasure and fun.

We can make the conclusion that playing our game pupils have great opportunities to develop creativity, activity, communicative skills to improve their knowledge of English. Moreover, it helps to shape pupils’ reading motivation.

It was decided to continue our work in this field. We are going to create new games based on literary works of English-speaking writers. So the next game will be “The Jungle Book” by Rudyard Kipling.

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