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USING GAMES FOR VOCABULARY TEACHING

Game is a unique phenomenon of human culture, its source and peak. In no other activity does a person show such self-forgetfulness as in the game. Game is the regulator of all vital positions of the child. Thus, I define the game as a means of forming the cognitive activity of students and the development of their communication skills, as a subject of research, and the object of my research is the formation of cognitive activity of students and the development of their skills [2, с. 40].

Using a game in a foreign language promotes spontaneous memorization of language material and the formation of strong oral skills. It, on the one hand, promotes the activation of emotions and emotional memory, on the other - contains the necessary units for learning monologue and dialogic speech. The game can be a good material for introducing, consolidating and further activating the work of students with educational material, but it must be an integral part of the methodological organization of the educational process. Educational games differ from entertaining ones in that they have a narrow methodological purpose. But for students, the educational game remains fun, training is postponed to the background [1, с. 352].

Halliwell argued that due to the creative language skill young learners bring into the classroom, teachers have to provide them with a communicative atmosphere where they could express themselves. Also, because the language used in any activity

is unpredictable, teachers have to encourage them to actively construct language for themselves. That is why games are important and useful. Not only they are fun, but also they create the desire to communicate and create predictability [3, c. 90].

Using games when teaching vocabulary to young learners require trained teachers who involve children in playing and mastered the linguistic part of the language. Rixon stated that understanding games will help teachers in finding and creating games that make their students learn while they play [3, c. 100].

Vocabulary games can be actively used throughout the initial course of learning English, as there is a constant need to replenish students' vocabulary, as well as ensuring its long "life" in the child's memory. And without mastering the necessary lexical minimum, the process of learning, reading and writing will be purely mechanical and tedious. Using these games for learning and learning, we get the following results:

- The child quickly and easily learns the lexical minimum of up to 500 - 800 lexical units;
- Develop skills of further self-replenishment of your vocabulary;
- Get used to the appearance of the letters of the English alphabet;
- Acquire the first skills of English pronunciation.

It should be noted that when selecting lexical games for students in grades 5-7, it should be borne in mind that lexical games should pursue the following goals:

- To train students in the use of vocabulary in situations close to reality;
- To intensify the speech and thinking activities of students;
- Develop students' speech reaction;
- To acquaint students with the correlation of words, sentences and their meaning [2, c. 50].

The most important thing when choosing games for students in grades 5-7 should be borne in mind that the same game can be used at different stages of the lesson. However, it all depends on the specific working conditions of the teacher. Just remember that for all the attractiveness and effectiveness of games, you need to adhere to a "sense of proportion", otherwise they will tire students and lose the freshness of emotional impact [2, c. 70].

Though games are very popular among young learners, they should not be overused. They should be chosen appropriately to students' level, interest, and

context. Furthermore, it must be concerned with the presented topic and vocabularies. Any game can be effective when it is used suitably to the topic and is controlled by wise and skilled teacher.

Список використаної літератури

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METAPHORISCHER GEBRAUCH DES VERGLEICHS

Unter dem stilistischen Mittel «*Metapher*» versteht man einen elliptischen Vergleich, der sich auf einer Demonstration der Ähnlichkeit basiert. Es gibt auch viele Forschungen, die die Nähe zwischen der Metapher und dem Vergleich bezeichnen und bestätigen. Der britisch-amerikanische Philosoph Max Black sagte, dass der Unterschied des Vergleichs von der Metapher nur in seiner Form, genau zuzusagen, in seiner Struktur liegt. Wenn es um den Vergleich geht, wird die Ähnlichkeit behauptet, aber im Fall der Metapher wird die Ähnlichkeit nur impliziert.

M. Black ist auch davon überzeugt, dass die metaphorische Konstruktion für einfachen Ersatz des Vergleichs oder für eine andere Art direkter Aussage nicht gelten kann, da erwähnte Konstruktion ihre eigenen Vorteile und Möglichkeiten hat [1, p. 153-172].

Das Verständnis des metaphorischen Vergleichs ist vor allem möglich auf linguistisch-poetischer Ebene, da darauf die Schaffung der künstlerischen Gestalt im Vordergrund steht, die die Vorstellung des Autors vorführt. Für solche Art des Vergleichs ist auch kennzeichnend die Erweiterung, die Verfügbarkeit der intensivierenden, konkretisierenden und adverbialen Modifikatoren, z. B.: