

Vinnitsia State M.Kotsyubynskyi Pedagogical University
English Philology Department

Course paper

in Methodology

Using games for teaching lexical material in secondary school students

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PLAN

INTRODUCTION

CHAPTER 1. PSYCHOLOGICAL AND PEDAGOGICAL

PREREQUISITES FOR USING ROLE-PLAYING IN THE LEARNING

PROCESS AS A MEANS OF INTENSIFYING A FOREIGN LANGUAGE.

1.1 Functions, meaning and possibilities of the role-playing

1.2 Game learning technology

CONCLUSION TO CHAPTER 1

CHAPTER 2. METHODOLOGICAL RECOMENDATIONS OF USING ROLE-PLAYING IN THE PROCESS OF TEACHING LEXICAL UNITS AT THE FIFTH FORM

2.1 Stages of leaning lexical units by means of role play.

2.2 The groups of exercises for mastering dialogic speech with the help of
the role play for students of the fifth form

CONCLUSION TO CHAPTER 2

CONCLUSION

REFERENCE

INTRODUCTION

The problem of finding effective methods and techniques for teaching foreign language communication is still relevant. Education and personal development of a modern student is possible if the activity is emotionally colored. As you know, learning motivation plays a great role in organizing the educational process. It promotes the activation of thinking, arouses interest in performing a particular exercise. The most powerful motivating factor is teaching methods that satisfy the students' need for the novelty of the material being studied and the

variety of exercises performed. The use of a variety of non-standard teaching methods contributes to the consolidation of linguistic phenomena in memory, the creation of more persistent visual and auditory images, and the maintenance of the interest and activity of students. That is why more and more often in the classroom, preference is given to the so-called active teaching methods. One of these methods is play.

Play is the leading activity in children four to five years of age. By the age of six or seven, it is replaced by educational activity, but the role of play remains, is still great. Kids are attracted to school, but the most natural for them are playful moments of activity, direct communication with adults and subject visualization. The ability to rely on play activity allows you to provide natural motivation for activities in a foreign language, to make even the most elementary statements interesting and meaningful.

The game method of teaching is an interesting and effective method in organizing the educational activities of students, especially at the first stage of language teaching. It is important to note that the educational material at different stages of learning is assimilated by students of the same class in different ways: some of them manage to master vocabulary more easily due to their well-developed memory; others have more developed listening comprehension, so they do well with listening tasks. All children have a different mindset.

Learning a foreign language should lay the foundations for self-education and self-development skills. Motivation of students depends on the correct solution of problems, goals and content of teaching a foreign language. First of all, this implies an increase in the level and quality of proficiency in a foreign language by the teacher himself. Teaching teachers a creative approach includes: teaching creative planning and rescheduling textbook materials; teaching the design and incorporation of additional exercises based on perceived difficulties for a particular class; training in the development and conduct of foreign language lessons in an interactive form, which includes gaming technologies. All of the above reasons determined the relevance of this study.

The object of the research is the formation of skills in speaking a foreign language at the initial stage of teaching a foreign language in a secondary school.

The subject of the research is the use of game methods as a means of forming speaking skills in foreign language lessons in secondary school.

The purpose of the study is to develop a set of game exercises aimed at developing the skills of speaking in a foreign language at the junior level of education.

To achieve this goal, the following tasks have been set:

- study the theory, technology and significance of the game in teaching methods;
- study the features of the formation of speaking skills at the initial stage of teaching a foreign language;
- explore the methodology of using game methods in the process of forming speaking skills.

The theoretical significance of the study lies in the fact that it theoretically substantiated and experimentally confirmed the effectiveness of the use of game exercises aimed at developing speaking skills at the middle stage of teaching a foreign language.

The structure of the work. The work consists of an introduction, two chapters, conclusion and a list of reference.

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