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OF THE PROBLEMS OF HISTORY,
CULTURAL STUDIES AND PHILOLOGY**

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NEUTRALIZATION - THE MOST IMPORTANT SYSTEM-FORMING FACTOR IN THE SEMANTIC MICROSTRUCTURE OF HYPONYMS EQUONYMS

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Abstract: *this article talks about the process of neutralization in the semantic structure of words, characterizes the essence of the phenomenon of neutralization, the origin of the term "neutralization", its functioning and manifestation in the system of hyperonyms. The semantic plan of hyperonyms is revealed, that individual distinctive semes can be neutralized by signs of a natural genus and degree of age, which act as the main, prevailing seme values of their equonyms, semantically dependent on individual tokens. The process of neutralization in the semantic structure of words is traced with the mean goating "goby at the age of 2-3 years", novos, ox, with the meaning "bull", milky-cow, neat with the meaning of "cow" in the compared languages.*

Keywords: *lexeme, seme, neutralization, equonym, hyperonym, hyponym, animal, functioning, semantic structure, correlated languages.*

НЕЙТРАЛИЗАЦИЯ - ВАЖНЕЙШИЙ СИСТЕМООБРАЗУЮЩИЙ ФАКТОР В СЕМАНТИЧЕСКОЙ МИКРОСТРУКТУРЕ ЭКВОНИМОВ-ГИПОНИМОВ
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Аннотация: в данной статье говорится о процессе нейтрализации в семантической структуре слов, характеризуется сущность явления нейтрализации, происхождение термина «нейтрализация», её функционирование и проявление в системе гиперонимов. раскрывается семантический план гиперонимов, то, что нейтрализованными могут быть отдельные различительные семы по признакам естественного рода и степени возраста, которые выступают в качестве основных, господствующих сем значений их эквонимов, семантически зависящих от отдельных лексем. прослежен процесс нейтрализации в семантической структуре слов со значением бузок «бычок в возрасте 2-3 лет», новос, бука, хукиз со значением «бык», гуножин, сигир со значением «корова» в сопоставляемых языках.

Ключевые слова: лексема, сема, нейтрализация, эквоним, гипероним, гипоним, животное, функционирование, семантическая структура, сопоставляемые языки.

Лексика языка как совокупность внутренних своих систем состоит из многочисленных взаимосвязанных друг с другом лексико-семантических микросистем (лексико-семантических полей).¹ Лексико-семантические микросистемы (поля), в свою очередь, являются своеобразной системой в отношении к другим лексико-семантическим микросистемам (микромикросистемам), в рамках которых рассматриваются и эквонимы, синонимы и оппозитивы (т.е. антонимы и конверсивы) под общим названием «семантические микроструктуры» [1].

По изучению микроструктуры типа синонимии, антонимии и конверсивов посвящена обширная литература, в которой всесторонне рассмотрена лингвистическая их природа. Однако

¹ Никитин М.В. Основы лингвистической теории значения. М.: Высш. шк. 1988, с. 60.

остаётся пока не очень известной для науки о языке природы явления эквонимов (и эквонимии) из-за отсутствия специального исследования, посвященного изучению данной важной разновидности семантической микроструктуры в лексике. Краткое сведение об эквонимов помещено в работах М.В. Никитина, в которых это явление рассматривается в качестве одного из функционально-семантических членов парадигмы гиперонима.

¹Эквонимы определены как слова одного уровня обобщения при общем гиперониме, а гиперонимы – имя родового понятия. Имена видовых понятий по отношению к их общему гиперониму называются гипонимами, а по отношению друг к другу на одном и том же уровне обобщения – эквонимами. Отсюда следует вывод о том, что эквонимы это гипонимы одного уровня обобщения, взятые в отношении друг к другу. Так, имена отец и мать – гипонимы относительно гиперонима родитель; те же имена в отношении друг к другу – эквонимы. Между эквонимами – гипонимами определённых гиперонимов функционируют самые общие и универсальные при анализе и построении семантических (иерархической системы классов единиц) в лексике [2].

Следует отметить, что гипонимы и эквонимы не всегда совпадают в полном смысле слова. Так, например, лошадь, слон, лев, тигр, барс и др. гипонимы по отношению к понятию «животное». Но между этими названиями отсутствует отношение эквонимического характера. Эквонимическое отношение обнаруживается между родовыми разновидностями перечисленных выше в качестве гипонимов этих понятий. Так, например; эчки (коза), ы=й (баран) в узбекском языке, и вышеприведенные лексемы в русском являются гипонимами, в функции их гипонимов выступают уй байвонлари (в узбекском языке) и домашние животные (в русском). Каждая из этих лексем может являться гиперонимами внутри соответствующего гиперонима. Здесь наблюдается иерархическое строение семантического плана гиперонима уй байвонлари // домашние животные.

Семантический план гиперонимов являются широкообъёмными чем семантический план эквонимов, поэтому в рамках

¹ Никитин М.В. Основы лингвистической теории значения. М.: Высш. шк. 1988, с. 94.

семантического плана гиперонима объединяются значения двух или более самостоятельных слов, которые функционируют как эквонимы в отношении соответствующего (определенного) гиперонима. Широкообъемный характер семантического плана гиперонима объясняется тем, что в нём являются нейтрализованными отдельные различительные семы по признакам естественного рода и степени возраста, которые выступают в качестве основных, господствующих сем значений их эквонимов, семантически зависимых от отдельных лексем-гиперонимов. Так, например, в семантической структуре лексемы лошадь – как слово – гипероним синкретично совмещены значения зависимых от ней лексем и жеребец, и кобыла, и жеребёнок. В семантическом строении лексемы лошадь важную роль играет явление нейтрализации, которая осуществлена по двум различительным признакам (семам): по признаку (семе) естественного рода «мужской пол – женский пол» (жеребец – кобыла) и по признаку (семе) степени возраста (жеребец – жеребенок; кобыла – жеребенок).

¹Теперь несколько слов о характере и сущности явления нейтрализации. Нейтрализация – от латинского языка (*neutralis*), обозначает «не принадлежащий ни тому, ни другому». При нейтрализации определенные фонетические, смысловые, грамматические и другие признаки не будут прикреплены к определенному классу языковых явлений. Другими словами, нейтрализация «позиционное снятие противопоставления элементов языковой структуры».

Важнейший системообразующий фактор, связывающий отдельные языковые элементы, их оппозиции и корреляции в целостную систему. Понятие нейтрализации введено в лингвистику филологами, точнее Н.С. Трубецким. Теорию нейтрализации, разработанной Н.С. Трубецким, как часть универсального учения о системе оппозиций. С 60-х годов прошлого века теория нейтрализации разрабатывается на материале морфологии, синтаксиса, семантики и истории культуры [3].

Функционирование нейтрализации активно проявляется и в словаре, что подтверждается наличием омонимии и многозначности

¹ Трубецкой Н.С. Основы фонологии. М.: Аспект Пресс, 2000. 352 с.

лексического аспекта. Особенно она активнее в системе гиперонимов. Семантическая структура всех гиперонимов, как шла речь и выше, является нейтрализованной в отношении отдельных сем (признаков), по которым различаются друг от друга оппозитивные члены их парадигмы – парадигмы гиперонимов. Эта мысль подтверждается и характером семантического строения отдельных единиц лексико-семантического поля со значением «животное», о чем идет речь в данной статье.

Так, например, является нейтрализованной сема по признаку естественного рода «мужской пол – женский пол» в семантических структурах лексем корова, свинья, овца, тигр, куры, гусь, утка и др. Лексема бык является одним из эквонимических (гипонимических) пар слова (гиперонима) корова, что обозначает «самец коровы». Для выражения значения «самка корова» употребляется тоже лексическая форма корова (эквонимическая парадигма гиперонима) корова: бык (самец) – корова (самка). В семантике лексемы корова совмещены значения и гиперонима и одного из его эквонимов (гипонима) со значением «животное женского пола». Такая же особенность наблюдается в семантической структуре и других лексем с общим значением «животное». Например: слово гусь является гиперонимом в отношении слов гусак (самец гусиной), гусиня (самка гуся). В семантической структуре слова гусь нейтрализованной является сема по характеру естественного рода «мужской пол – женский пол».

Ещё сложным является семантическое строение слов – гиперонимов корова, овца, утка. В семантической их структуре совмещены значения и гиперонима и одного из его эквонимов (гипонимов). Отсутствуют в литературном русском языке наименования самки лексем корова, овца, утка. В значениях самки животных, которые называются «корова», «овца», «утка» употребляются тоже слова «корова», «овца», «утка». Значения самца этих животных выражаются словами «бык», «баран», «селезень» и которые являются одним из эквонимов (гипонимов) в отношении других эквонимов в рамках гиперонимов – корова, овца, утка: корова = бык + корова, овца = баран + овца, утка = селезень + утка.

Сложность семантической структуры вышеприведенных слов – гиперонимов характеризуется еще тем, что в которой процесс нейтрализации наблюдается дважды. Кроме семы по признаку естественного рода «мужской пол – женский пол»; в ней нейтрализованной является и сема по признаку степени возраста. Эти слова – гиперонимы обозначают животных и взрослого и младшего возраста: жеребенок тоже лошадь, теленочек тоже корова, ягненок тоже овца, поросенок тоже свинья, цыпленок тоже куры, гусенок тоже гусь и т.д.

Следует отметить, что понятия эквоним и гипоним синхронно – синкретично переплетены. Эквоним одновременно является гипонимом в отношении к определенному гиперониму. Различие между этими двумя понятиями определяется в отношении характера направления их связи. Так, эквонимическое отношение носит характер горизонтальной связи, а отношение гипонимическое вертикальной. Например: парадигма типа жеребец – кобыла-жеребенок (лошадь) – есть парадигма эквонимического отношения. Взаимосвязь между лошадь – жеребец, лошадь – кобыла, лошадь – жеребенок, является парадигмой гиперонимо – гипонимического отношения.¹ Другими словами, эквонимия функционирует между гипонимами в рамках определенного гиперонима. Слово – гипероним является господствующим в отношении и гипонима, и эквонима. В центре эквонимических отношений имеется и отношение согипонимического характера. Поэтому некоторые лингвисты, например, Л.В. Новиков отношение эквонимов считает отношением согипонимов. [4].

Сложность лингвистического плана гиперонимов в отношении эквонимов обнаруживается и в сопоставительном их изучении на материале языков разного грамматического строя, о чем свидетельствуют наши наблюдения по взаимосвязям отдельных гиперонимов и эквонимов со значением «животное» в русском и узбекском языках. Так, например, лексема ярамо (гипероним) является узбекским словарным эквивалентом слова – гиперонима корова в русском языке. О эквонимах лексемы «корова» шла выше речь. Нам ясно, что эквоним со значением мужского пола слова корова является лексема бык, а женского пола – тоже корова. В

¹ Семантика русского языка, учебное пособие, Новиков Л.А., 1982. М. 272 с.

узбекском же языке значение мужского пола эквонима бык передается словами новвос, буыа, ь=киз; а значение женского пола – словами щ=ножин, сигир. Значение «теленки» в узбекском языке выражается лексемой «бузоы».

В семантической структуре бузоы является нейтрализованной сема по естественному роду, в ней синхронно – синкретично совмещены семы и мужского и женского полов. С другой стороны, значение слова бузоы отличается от значений предыдущих слов – эквонимов (новвос, буыа, ь=киз; щуножин, сигир) тем, что в семантической структуре слова бузоы основной, различительной является сема «детёныш», «младше всех»; которое функционально-семантически равно со словом теленки в русском языке.

В данной статье в качестве иллюстративного материала были привлечены не все названия животных, а отдельные их названия, часть из них обозначает домашних животных, а другая – диких. Названия животных как целостное самостоятельное лексико-семантическое поле является объектом исследований крупных планов.

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**PHRASEOLOGISMS CHARACTERIZING THE
EXTERNALITY OF A HUMAN (ON THE MATERIAL
OF RUSSIAN, KAZAKH AND ENGLISH LANGUAGES)**

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Abstract: *the article discusses phraseological units and expressions that characterize the appearance of a person. As a result of the study of the comparison of phraseological units of the Russian, English and Kazakh languages, the following groups were identified: phraseological equivalence, phraseological analogs and equivalent phraseological units, interesting cases of non-coincidence of metaphorical models in Kazakh and English were found. The relevance of the studied material is that it is devoted to linguoculturological comparison of phraseological units of a particular people.*

Keywords: *phraseology, metaphor, appearance, equivalent phraseological units, metaphorical model, expression, phraseological analogues, comparison.*

ФРАЗЕОЛОГИЗМЫ, ХАРАКТЕРИЗУЮЩИЕ ВНЕШНОСТЬ ЧЕЛОВЕКА (НА МАТЕРИАЛЕ РУССКОГО, КАЗАХСКОГО И АНГЛИЙСКОГО ЯЗЫКОВ)

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Аннотация: в статье рассматриваются фразеологические единицы и выражения, характеризующие внешность человека. В результате исследования сопоставления фразеологических единиц русского, английского и казахского языков были выделены следующие группы: фразеологическая эквивалентность, фразеологические аналоги и безэквивалентные фразеологические единицы, найдены интересные случаи несовпадения метафорических моделей на казахском и английском языках. Актуальность исследуемого материала в том, что он посвящен лингвокультурологическому сопоставлению фразеологических единиц определенного народа.

Ключевые слова: фразеология, метафора, внешность, безэквивалентные фразеологизмы, метафорическая модель, выражение, фразеологические аналоги, сопоставление.

В казахском языке, как и в английском и русском языках, немало фразеологических единиц и выражений, характеризующих внешность человека, таких, как: «*мінсіз*»– жерден пішіп алғандай, молдан ойып алғандай, қолмен қойғандай, қыздың жиған жүгіндей;

«*сұлулық*»– адам айтқысыз, айтып болмас, адамнан асқан сұлу, айдай аузы, күндей көзі бар, атқан таңдай, жаңа туған ай секілді, үріп ауызға салғандай, жүзіктің көзінен өткендей; «*тартымсыз*»– алқам-салқам, тұрпайы, ұсқынсыз, судан шыққан үйректей, жүнін жұлған тауықтай; «*арықтық*»– қу мойын, жағына пышақ жонығандай; «*семіздік*»– кеспеге қарасы жоқ; топ-томпақ, табақтай; «*ұзын, қысқа (бой жайлы)*»– тұла бойлы, бойы бір тұтам, бойы бір қарыс; «*дене бітім*» – жауырыны қақпақтай, иықтары тоқпақтай [1];

«*жас ерекшелік*»–бесіктен белі шықпаған, бұғанасы қатаймаған,буыны бекіп, өз қолы өз аузына жету, қабағын қырау шалу; «*ерекшеленбеу*» – тырнағына татымайды, түкке тұрғысыз.А в русском:«*безупречный*» – волосок к волоску;«*красивый*»–что надо, хоть куда, как картинка, кровь с молоком, как огурчик, краса ненаглядная, писаная красавица, журавлиная шея, «*некрасивый, непривлекательный*» – пугало гороховое, чучело гороховое, шут гороховый, синий чулок, дурен как смертный грех, мокрая курица, ни кожи, ни рожи, драная кошка,синий чулок; «*очень высокий*» (о росте) – коломенская верста, каланча пожарная, в косую сажень ростом; «*низкого роста*» – от горшка два вершка, короче воробыиного носа,короче птичьего носа, с ноготок,с булавоchnую головку;«*толстый*» (о телосложении) – лопаться с жиру, входит в тело, поперек себя в толще, в дверь не входит, в теле, в туше; «*худой*», «*изможденный*» – живые мощи, выжатый лимон, как решето, талия в рюмочку, кожа да кости, одни кости,легче пера, как пушинка, мешок костей, костями гремит, соплей перешибешь, ветром шатает; «*широкоплечий, могучего сложения*»– крепко сбитый, косая сажень в плечах;«*нарядный, стильный*» (об одежде) – разоде́тый в пух и прах, последний крик моды,в полном параде; «*нагишом, без всякой одежды*» – без ничего, в костюме Адама, в костюме Евы, в чем мать родила, в натуральном виде, «*ничем не выделяющийся, не заслуживающий внимания*»– ни то ни се, не ахти какой, ногтя не стоит, мизинца не стоит, подметки не стоит, ни рыба не мясо, гроша ломаного не стоит, никуда негодный, не

выдерживает критики, не на что смотреть, не к черту не годится, грош цена, ниже всякой критике; *«схожий с другим, одинаковый»* – тютелька в тютельку, ни дать не взять, не отличить, такой же масти, одним миром мазаны, одного поля ягодка, два сапога пара, из одного теста; *«выделяющийся из ряда других»* – превосходить самого себя, броситься в глаза, показать товар лицом, показать себя, ворона в павлиньих перьях, обращать на себя внимание, другой породы, белая ворона, из другого теста, не от мира сего, нет сравнения, из ряда вон выходящий.

В результате исследования выделили фразеологические единицы английских, русских и казахских метафорических моделей. *Английские* метафорические модели: *лицо* – *внешний вид* - at face value from outward appearance, from what smth, first appears to be; fly in the face of; these are just old problems with new faces; to carry a the face of; the future presented a fair face to the fortunate youth; put a good face on it. *Русские* метафорические модели: *«лицо»* (бледное, бескровное) – ни кровинки в лице нет, бледный как полотно, бледный как мел, бледный как смерть, бледный как мертвец, лица нет, *«румяное»* – кровь с молоком, щеки горят; *«большие глаза»* – воловь глаза; *«выпученные глаза»* – рачьи глаза; *«длинный нос»* – утиный нос, нос картошкой; *«густые волосы»* – копна на голове, львиная грива; *«тонкие волосы»* – мышиный хвостик; *«черный цвет»* (чаще о волосах) – цвета вороного крыла, черный как ночь, черный как смоль, *«старый»* (о возрасте) – старая песочница, Божий одуванчик, не первой молодости, песок сыплется, уделенный седидами, не первой свежести, *«молодой»* (о возрасте) – молоко на губах не обсохло; *«веерообразно расположены морщинки около наружного угла глаза»* (о коже) – гусиные лапки; *«кожа, покрывшаяся мелкими пупырышками»* – гусиная кожа; *«некрасивый, уродливый»* – ни кожи, ни рожи. *Казахские* метафорические модели: *«бет (ажар)»* – алма бет, ақ құба, ай қабақ, алтын кірпік, ашаң бет, жылтыр бет, қуқыл бет, қызыл бет, екі беті алмадай, бетінен қаны тамған, бетінен нұры тамған, бетінен қаны қашу; *«көзге баланысты»* – айна көз, қарақат көз, бадана көз, тана көз, құралай көз, кара көз, күндей көзі; *«шаиш»* – тышқанның құйрығындай; *«мұрын, мойын, жақ, қабақ, ерін, тіс, кекіл туралы»* – Шоқпардай кекілі бар қамыс құлақ,

Қой мойынды, қоян жақ, бөкен қабақ;
Теке мұрын, салпы ерін, ұзын тісті (Абай) [3].

Фразеологические аналоги: «*тартымсыз*»–ұсқынсыз(каз.); «*непривлекательный*»–синий чулок (рус.) –blue stocking (на англ.); «*арықтық*»–жағына пышақ жонығандай (каз.); «*худой*» –кожа да кости (рус.)– skin and bones(англ.), мешок костей (рус.) – a bag of bones(англ); «*толықтық*»–топ-томпақ, табақтай(каз.);«*толстяк*»–лопаться с жиру, в туше(рус.) – a Norfolk dumpling, Billy Bunter(англ) [2];

Исследуя фразеологические единицы английского и казахского языков, мы нашли интересные случаи не совпадения выражений на казахском языке и английском, например, казахские безэквивалентные фразеологизмы *беттің қызылы шааштың ұзынында* (букв.: *когда на лице румянец, и волосы длинные*) в значении *молодые годы; в расцвете лет, в соку* и др. А также безэквивалентные фразеологизмы английского языка *face of the dying calf* в переводе глуповато-меланхолическое выражение лица; *fly in the face* в значении держаться вызывающе, открыто не повиноваться, бросать вызов чему-либо, не считаться, пренебрегать чем-либо; а *poker face* в значении бесстрастное, ничего не выражающее лицо; *carry (или put on) a (the) face (of)* в значении принимать, делать вид, казаться; *put a brave face on smth.* в значении делать хорошую мину при плохой игре, не показывать виду; *put a good face on smth.* в значениях:

1) принимать довольный, радостный, любезный вид; делать вид, что ничего не произошло, не унывать; примириться; собраться с духом; держаться стойко;

2) придавать чему-либо должный вид, изображать в наилучшем виде, истолковывать наилучшим образом, в благоприятном свете; *in the face of day* в значении открыто, не скрываясь, среди бела дня; *put a new face on something* в значении представить что-л. в новом свете и др.

Таким образом, в результате исследования сопоставления фразеологических единиц русского, английского и казахского языков были выделены следующие группы: фразеологическая эквивалентность, фразеологические аналоги и безэквивалентные фразеологические единицы.

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THE IMPORTANCE OF USING SONGS AND RHYMES IN TEACHING ENGLISH AT ELEMENTARY SCHOOL

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Abstract: in this article we describe the importance of using songs and rhymes in teaching English as a foreign language in the primary school. Beside these theoretical points we give practical advices how to teach songs and rhymes. After a classification we describe some possibilities to exploit songs and rhymes in lessons and say something about possible problems with using these language forms. There are a lot of song and rhyme collections in public libraries or in our personal ones. Therefore we do not work out another collection but list only a few that we tried out in our lessons and which are appended to this paper.

Keywords: song, rhymes, primary, listen, habit, comprehension, way, writing.

ВАЖНОСТЬ ИСПОЛЬЗОВАНИЯ ПЕСЕН И РИФМ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ В НАЧАЛЬНОЙ ШКОЛЕ

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Аннотация: в этой статье мы описываем важность использования песен и рифм в преподавании английского языка как иностранного в начальной школе. Помимо этих теоретических положений, мы даем практические советы, как преподавать песни и рифмы. После классификации мы опишем некоторые возможности использования песен и рифм на уроках и расскажем о возможных проблемах с использованием этих языковых форм. В публичных библиотеках или в наших личных коллекциях много сборников песен и рифм. Поэтому мы не разрабатываем другую коллекцию, а перечисляем только некоторые из них, которые мы опробовали на наших уроках и которые прилагаются к этой статье.

Ключевые слова: песня, рифмы, первичная, слушай, привычка, понимание, образ, письмо.

There are many reasons for using songs and rhymes in teaching English as a foreign language in primary schools. Naturally, "children really enjoy learning and singing songs and have fun doing rhythmic activities while reciting rhymes. But there are deeper psychological, cultural and linguistic aspects.

Children grow up with songs and rhymes and develop their first language by them. Apart from being the most important spoken language, songs and rhymes are the first experienced parts of communication in the

children's mother tongue. They listen and react to nursery rhymes and finger games spoken and often acted by their parents. They go to sleep with lullabies sung by their closest care-givers or try to imitate little songs by babbling. So songs and rhymes give them an intimate feeling, a special connection with their human environment and influence the acquisition of their first language in an important way.

Analogous to the development of the mother tongue, the following points also support foreign language acquisition :

- music, rhythm and rhymes produce a positive live feeling
- they motivate to learn and to be active
- children do not understand all words but do not feel inhibited
- rhythm supports vocabulary and structure learning

Songs and rhymes are both means and content of foreign language acquisition. There is no gap between the language used in lessons and that used in real-life situations. Each understanding and each reacting are progresses in language learning.

Songs and rhymes stimulate the hemispherical interaction. Busy with songs and rhymes the left hemisphere (vocabulary, structure of the language) and the right hemisphere (rhythm, feelings, mimic, gesture, senso-motoric etc.) work together and make learning more effective. So it is small wonder how quick students are at learning songs and rhymes [1].

The holistic approach also means that rhymes and songs are connected with other learning and living areas like sport, literature, music and art.

2.4. Motivation by songs and rhymes

Pupils' motivation to learn "largely depends on the teaching methods and the teacher's personality" If the teacher skillfully uses songs and rhymes the pupils usually are highly motivated. Songs and rhymes are relaxing, they vary the lesson's progress, they provide fun and action "and encourage harmony within oneself and within a group" . So the pupils are learning with fun and more effectively than without these forms. Even shy or slow learning children are given encouragement by singing or speaking in choir and so they feel able to speak in a foreign language.

Songs and rhymes present a lot of linguistic material in a natural linguistic context. So they support the monolingual and contextual approach in teaching a foreign language. Words in songs and rhymes

are meaningful to the learner, which influences the acquisition in a positive way. "In general they use simple conversational language with a lot of repetition". Therefore songs and rhymes stick in the learner's mind and the words and expressions used are memorized more easily. Besides, songs and rhymes provide many possibilities for constant repetition and revising as important mechanisms of the language acquisition. "Poems, rhymes, chants and songs could be used to give a feeling for the rhythm of the spoken language. Many well-known rhymes make use of the iambic pentameter, the natural rhythm of the English language". Practicing intonation through reciting rhymes and poems is mostly funny and very effective. To vary the sometimes boring pronunciation teaching it is a proven remedy using rhymes and rhythmic chants, e.g. with minimal pairs.

Songs and Poems are important elements of each culture. Learning this authentic material pupils get to know parts of a foreign culture. It satisfies children's natural curiosity about everything new. Being familiar with songs and rhymes in a foreign language pupils feel closer to the foreign culture and its language. If the pupils hear the same melodies or similar rhymes they are astonished at the parallels between their own culture and the foreign one. So the foreign cultures aren't alarming and frightening but interesting and worth being discovered. It's an important contribution to the development of tolerance and open-mindedness.

How to teach songs and rhymes?

The following guidelines are not meant to be dogmas. According to the specific situations they could be varied by the teacher. For presentation rhymes or chants should be played from a CD or spoken by the teacher and the actions should be demonstrated. Then the teacher should check if the students understood the content. It is not necessary to translate word by word but the students should know what the rhyme or chant means. This step can be supported by visual aids. Now the students learn the text step by step. In the literature are to be found two tried and tested methods: the snowball principle and the echo principle.

The snowball principle means that the teacher says a sequence becoming longer and longer. After each saying the students repeat that sequence in chorus. For example (from Here we go round the mulberry bush)

Teacher: This is ...

Students: This is ...

Teacher: This is the way ...

Students: This is the way ...

Teacher: This is the way we wash ...

Students: This is the way we wash ... etc.

The echo principle means that the students as a group imagine they are an echo in a mountain wood, a valley etc. The teacher shouts a sequence and the students repeat the teachers' sequence. It is expedient to build up a longer structure from its end. For example (from The wheels of the bus).

Teacher: all day long ...

Students: all day long ...

Teacher: round and round ...

Students: round and round ...

Teacher: round and round all day long ...

Students: round and round all day long ... etc. [2-3].

Both methods can also be supported by visual aids. If there are any actions they should be done by the students while learning the text because it is easier to learn them together. Longer texts can be learned verse by verse in the following lessons. Now the children say the whole rhyme in chorus, in groups or alone and do the actions.

Speech is a process of communication by means of language. For example, (1) a pupil tells the class a story about something which once happened to him; (2) the teacher asks questions on the story read by the pupils at home and starts a discussion; (3) pupils speak on the pictures suggested by the teacher, each tries to say what others have not mentioned; (4) pupils listen to the story and get some new information from the text; (5) they see a sound film and learn about something new from it, etc.

Writing as a skill is very important in teaching and learning a foreign language. It helps pupils to assimilate letters and sounds of the English language, its vocabulary and grammar, and to develop habits and skills in pronunciation; speaking, and reading. The practical value of writing is great because it can fix patterns of all kinds (graphemes, words, phrases and sentences) in pupils' memory, thus producing a powerful effect on their mind. That is why the school syllabus reads: "Writing is a mighty

means of teaching a foreign language." Writing includes penmanship, spelling, and composition. The latter is the aim of learning to write. The school syllabus states: "Pupils are expected to be able to write a letter in the foreign language within the material learnt." Since writing is a complicated skill it should be developed through the formation of habits such as:

- (1) the habit of writing letters of the English alphabet;
- (2) the habit of converting speech sounds into their symbols — letters and letter combinations;
- (3) the habit of correct spelling of words, phrases, and sentences;
- (4) the habit of writing various exercises which lead pupils to expressing their thoughts in connection with the task set.

In conclusion aural or listening and comprehension are difficult for learners because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognize this as a sense unit. Pupils can easily and naturally do this in their own language and they cannot do this in a foreign language when they start learning the language. Pupils are very slow in grasping what they hear because they are conscious of the linguistic forms they perceive by the ear. This results in misunderstanding or a complete failure of understanding.

When aural a foreign language pupils should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and to decode it. Not all the pupils can cope with the difficulties entailed. The teacher should help them by making this work easier and more interesting.

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ORGANIZING PROJECT WORK AT SECONDARY SCHOOL
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Abstract: *although recommendations as to the best way to develop projects in the classroom vary, most are consistent with the eight fundamental steps. Though the focus is upon the collaborative task, the various steps offer opportunities to build on the students' heightened awareness of the utility of the language by working directly on language in class. Project work can only be effective when teachers relax control of their pupils temporarily and assume the role of guide or facilitator. The teacher can play an important role by diligently overseeing the multiple steps of project work, establishing guidelines, helping students make decisions, and providing instruction in the language when it is needed.*

Keywords: *project, step, language, classroom, pupil, task, develop, task, process.*

**ОРГАНИЗАЦИЯ ПРОЕКТНОЙ РАБОТЫ В СРЕДНЕЙ
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Аннотация: хотя рекомендации относительно лучшего способа разработки проектов в классе различаются, большинство из них соответствуют восьми фундаментальным шагам. Несмотря на то, что основное внимание уделяется совместной работе, различные этапы дают возможность развить повышенную осведомленность учащихся о полезности языка, работая непосредственно над языком в классе. Работа над проектом может быть эффективной только тогда, когда учителя временно ослабляют контроль над своими учениками и принимают на себя роль гида или помощника. Преподаватель может сыграть важную роль, усердно наблюдая за многочисленными этапами проектной работы, устанавливая руководящие принципы, помогая студентам принимать решения и обеспечивая обучение на языке, когда это необходимо.

Ключевые слова: проект, шаг, язык, аудитория, ученик, задание, развитие, задание, процесс.

Although recommendations as to the best way to develop projects in the classroom vary, most are consistent with the eight fundamental steps. Though the focus is upon the collaborative task, the various steps offer opportunities to build on the students' heightened awareness of the utility of the language by working directly on language in class. In short, language work arises naturally from the project itself, 'developing cumulatively in response to a basic objective, namely, the

project'. Strategically orchestrated lessons devoted to relevant elements of language capture pupils' attention because they have immediate applicability to their project work [1].

Step I: Defining a theme.

In collaboration with students, we identify a theme that will amplify the students' understanding of an aspect of their future work and provide relevant language practice. In the process, teachers will also build interest and commitment. By pooling information, ideas, and experiences through discussion, questioning, and negotiation, the pupils will achieve consensus on the task ahead.

Step II: Determining the final outcome.

We define the final outcome of the project (e.g., written report, brochure, debate, video) and its presentation (e.g., collective or individual). We agree on objectives for both content and language.

Step III: Structuring the project.

Collectively we determine the steps that the students must take to reach the final outcome and agree upon a time frame. Specifically, we identify the information that they will need and the steps they must take to obtain it (e.g., library research, letters, interviews, faxes). We consider the authentic materials that the students can consult to enhance the project (e.g., advertisements from English magazines, travel brochures, menus in English, videos, etc.). Decide on each student's role and put the students into working groups. If they are not used to working together, they may need help in adapting to unsupervised collaboration. They may also be a little reluctant to speak English outside the classroom with strangers.

Step IV: Identifying language skills and strategies.

There are times, during project work, when students are especially receptive to language skills and strategy practice. We consider pupils' skills and strategy needs and integrate lessons into the curriculum that best prepare pupils for the language demands associated with Steps V, VI, and VII.

1. We identify the language skills which pupils will need to gather information for their project (Step V) and strategies for gathering information. If students will secure information from aural input, we show them how to create a grid for systematic data collection to facilitate retrieval for comparison and analysis.

2. We determine the skills and strategies that pupils will need to compile information that may have been gathered from several sources and/or by several pupils groups (Step VI).

3. We identify the skills and strategies that students will need to present the final project to their peers, other classes, or the headmaster (Step VII). As they prepare their presentations, they may need to work on the language (written or spoken) of formal reporting.

Step V: Gathering information.

After students design instruments for data collection, we have them gather information inside and outside the classroom, individually, in pairs, or in groups. It is important that pupils 'regard the tracking down and collecting of resources as an integral part of their involvement' in the project [2].

Step VI: Compiling and analyzing information.

Working in groups or as a whole class, pupils should compile information they have gathered, compare their findings, and decide how to organize them for efficient presentation. During this step, pupils may proofread each other's work, cross-reference or verify it, and negotiate with each other for meaning.

Step VII: Presenting final product.

Pupils will present the outcome of their project work as a culminating activity. The manner of presentation will largely depend on the final form of the product. It may involve the screening of a video; the staging of a debate; the submission of an article to the school newspaper or a written report to the headmaster; or the presentation of a brochure to a local tourist agency or hotel.

Step VIII: Evaluating the project.

In this final phase of project work, pupils and the teacher reflect on the steps taken to accomplish their objectives and the language, communicative skills, and information they have acquired in the process. They can discuss the value of their experience and its relationship to future vocational needs. They can also identify aspects of the project which could be improved and/or enhanced in future attempts at project work.

First of all, we should always consider the pupils' long-term language needs. Though it may be difficult, we should try to identify the social and professional contexts that they will have to function in

and to think of projects pupils can undertake that require them to use the language in a way that resembles their ultimate use.

Secondly, we should consider the linguistic skills that pupils will have to employ in these contexts. Projects that require practice in those skills would be most useful. If pupils have to manage a lot of fax traffic, the project's subsidiary tasks should involve those types of activity.

Thirdly, consider what is feasible. One popular project involves querying travelers as they pass through an airport terminal or major train station.

Although an airport/train station is the ideal place to ask questions and to find English speakers to answer them, there may be no international airport or major train station at hand to use for this purpose. If this is the case, there is no point in insisting that students interview native speakers of English. At the same time, teachers should not abandon the idea of a project altogether if ideal circumstances are not available. Since most professional conversation in English is probably carried on among non-native speakers, pupils will benefit equally from projects that put them in touch with speakers of varieties of world English. In addition, there are numerous sources of material in English that can be obtained at no cost with a formal letter of request and then sifted, compared, and summarized. In other words, we should not give up simply because a pool of native speakers or authentic printed material is unavailable close to home [1].

Finally, we should do a lot of planning. Although the project approach requires pupil input and decision-making in the initial phase of project definition, the teacher's understanding of the outcome and the steps needed to achieve project objectives is crucial. Therefore, before introducing the project, the teacher should identify topics of possible interest, the educational value of the outcome, corresponding activities, and the pupils' material or cognitive needs in conducting the project. There are many schools where curricula demands, the lack of equipment, scheduling problems, issues of insurance, administrative rigidity, and the like preclude instructional innovations like project work.

Incorporating project work into more traditional classrooms requires careful orchestration and planning. Pupils who are not used to

functioning autonomously, who may even be accustomed to close control and monitoring, may find it hard to take control of their own activity. Therefore, we should ease them into it by planning cooperative, small group work beforehand.

Similarly, many teachers encounter resistance from school administrators when they challenge the status quo with the project approach. Traditional schools that are governed by strict curricular guidelines and systematic testing are frequently not the most receptive environments for project work. Some administrators, for example, may complain that the elaborate activities associated with project work do not prepare pupils for required exams. Yet, if the underlying objective of the educational process is to build the pupils' ability to use the language fluently in novel situations, project work will carry them a lot closer to meeting that objective than more conventional work on grammar, vocabulary, and pronunciation.

Project work can only be effective when teachers relax control of their pupils temporarily and assume the role of guide or facilitator. The teacher can play an important role by diligently overseeing the multiple steps of project work, establishing guidelines, helping pupils make decisions, and providing instruction in the language when it is needed. Giving pupils freedom to immerse themselves in the project can lead to motivated and independent learners, but it requires a certain flexibility on the part of the instructor if pupils are to benefit maximally.

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TYPES OF PROJECT WORK AT SECONDARY SCHOOL

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Abstract: *the objectives of the article are to highlight the importance of project work in teaching English, to describe its main peculiarities and types, to discover how it influences the students during the educational process and if it helps to learn the language. The problem of using project work in teaching English is of great importance. Project work is characterized as one of the most effective methods of teaching and learning a foreign language through research and communication, different types of this method allow us to use it in all the spheres of the educational process. It involves multiskilling activities which focus on a theme of interest rather than of specific language tasks and helps the students to develop their imagination and creativity. Nevertheless, teachers are not keen on the idea of providing project work into their lessons because of the disadvantages this method has. The main idea of project work is considered to be based on teaching students through research activities and stimulating their personal interest.*

Keywords: *project, activity, teaching, method, language, approach.*

ВИДЫ ПРОЕКТНОЙ РАБОТЫ В СРЕДНЕЙ ШКОЛЕ

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Аннотация: цели статьи - подчеркнуть важность проектной работы в преподавании английского языка, описать ее основные особенности и типы, выяснить, как она влияет на учащихся в процессе обучения и помогает ли она изучать язык. Проблема использования проектной работы в преподавании английского языка имеет большое значение. Проектная работа характеризуется как один из наиболее эффективных методов обучения и изучения иностранного языка с помощью исследований и общения, различные виды этого метода позволяют использовать его во всех сферах образовательного процесса. Он включает в себя многозадачность, которая фокусируется на интересующей теме, а не на конкретных языковых задачах, и помогает ученикам развить свое воображение и креативность. Тем не менее, преподаватели не заинтересованы в том, чтобы включать проектную работу в свои уроки из-за недостатков этого метода. Считается, что основная идея проектной работы основана на обучении студентов через исследовательскую деятельность и стимулировании их личного интереса.

Ключевые слова: проект, деятельность, обучение, метод, язык, подход.

Project work involves multi-skill activities which focus on a theme of interest rather than specific language tasks. In project work, students work together to achieve a common purpose, a concrete outcome (e.g., a brochure, a written report, a bulletin board display, a video, an article for a school newspaper, etc). Haines identifies four types of projects:

1. Information and research projects which include such kinds of work as reports, displays, etc.

2. Survey projects which may also include displays, but more interviews, summaries, findings, etc.

3. Production projects which foresee the work with radio, television, video, wall newspapers, etc.

4. Performance/Organizational projects which are connected with parties, plays, drama, concerts, etc.

What these different types of projects have in common is their emphasis on student involvement, collaboration, and responsibility. In this respect, project work is similar to the cooperative learning and task-oriented activities that are widely endorsed by educators interested in building communicative competence and purposeful language learning. However, it differs from such approaches, it typically requires students to work together over several days or weeks, both inside and outside the classroom, often in collaboration with speakers of the target language who are not normally part of the educational process [1].

Students in tourism, for example, might decide to generate a formal report comparing modes of transportation; those in hotel/restaurant management might develop travel itineraries. In both projects, students might create survey questionnaires, conduct interviews, compile, sort, analyze, and summarize survey data and prepare oral presentations or written reports to present their final product. In the process, they would use the target language in a variety of ways: they would talk to each other, read about the focal point of their project, write survey questionnaires, and listen carefully to those whom they interview. As a result, all of the skills they are trying to master would come into play in a natural way.

Let us consider, for example, the production of a travel brochure. To do this task, tourism students would first have to identify a destination, in their own country or abroad, and then contact tourist agencies for information about the location, including transportation, accommodations in all price ranges, museums and other points of interest, and maps of the region. They would then design their brochure by designating the intended audience, deciding on an appropriate length for their suggested itinerary, reviewing brochures for comparable sites, selecting illustrations, etc. Once the drafting begins, they can exchange material, evaluate it, and gradually improve it in the light of criteria they establish. Finally, they will put the brochure into production, and the outcome will be a finished product,

an actual brochure in a promotional style. Projects allow students to use their imagination and the information they contain does not always have to be factual.

One of the great benefits of project work is its adaptability. We can do projects on almost any topic. They can be factual or fantastic. Projects can, thus, help to develop the full range of the learners' capabilities. Projects are often done in poster format, but students can also use their imagination to experiment with the form. It encourages a focus on fluency.

Each project is the result of a lot of hard work. The authors of the projects have found information about their topic, collected or drawn pictures, written down their ideas, and then put all the parts together to form a coherent presentation.

The projects are very creative in terms of both content and language. Each project is a unique piece of communication, created by the project writers themselves. This element of creativity makes project work a very personal experience. The students are writing about aspects of their own lives, and so they invest a lot of themselves in their project.

Project work is a highly adaptable methodology. It can be used at every level from absolute beginner to advanced. There is a wide range of possible project activities, and the range of possible topics is limitless [2].

Positive motivation is the key to successful language learning, and project work is particularly useful as a means of generating it.

Another point is that this work is a very active medium like a kind of structured playing. Students are not just receiving and producing words, they are:

- * collecting information;
- * drawing pictures, maps, diagrams, and charts;
- * cutting out pictures;
- * arranging texts and visuals;
- * colouring;
- * carrying out interviews and surveys;
- * possibly making recordings, too.

Lastly, project work gives a clear sense of achievement. It enables all students to produce a worthwhile product. This feature of project

work makes it particularly well suited to the mixed ability class, because students can work at their own pace and level. The brighter students can show what they know, unconstrained by the syllabus, while at the same time the slower learners can achieve something that they can take pride in, perhaps compensating for their lower language level by using more photos and drawings.

A foreign language can often seem a remote and unreal thing. This inevitably has a negative effect on motivation, because the students do not see the language as relevant to their own lives. If learners are going to become real language users, they must learn that English is not only used for talking about British or American things, but can be used to talk about their own world.

Firstly, project work helps to integrate the foreign language into the network of the learner's own communicative competence. It creates connections between the foreign language and the learner's own world. It encourages the use of a wide range of communicative skills, enables learners to exploit other spheres of knowledge, and provides opportunities for them to write about the things that are important in their own lives.

Secondly, it helps to make the language more relevant to learners' actual needs. When students use English to communicate with other English speakers, they will want, and be expected, to talk about aspects of their own lives - their house, their family, their town, etc. Project work thus enables students to rehearse the language and factual knowledge that will be of most value to them as language users.

Another important issue in language teaching is the relationship between language and culture. It is widely recognized that one of the most important benefits of learning a foreign language is the opportunity to learn about other cultures and English, as an international language, should not be just for talking about the ways of the English - speaking world, but also as a means of telling the world about one's own culture.

There is a growing awareness among language teachers that the process and content of the language class should contribute towards the general educational development of the learner. Project work is very much in tune with modern views about the purpose and nature of education:

1. There is the question of educational values. Most modern school curricula require all subjects to encourage initiative, independence, imagination, self- discipline, co-operation, and the development of useful research skills. Project work is a way of turning such general aims into practical classroom activity.

2. Cross-curricula approaches are encouraged. For language teaching this means that students should have the opportunity to use the knowledge they gain in other subjects in the English class.

So we can come to the conclusion that project work activities are very effective for the modern school curricula and should be used while studying.

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METHODS OF PROJECTS, DISCUSSION METHOD, METHOD OF ROLE-PLAYING GAMES

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Abstract: *role-playing teaches to be sensitive to the social use of language. A good conversationalist is often not the one who enjoys the best structures, and those who can most clearly recognize (interpret) the situation in which there are partners, to consider the information that is already known (from the situation, experience) and choose the linguistic resources that will be most effective for communication. The lesson in the form of a musical play promotes development socio-cultural competence and acquaintance with the cultures of the English-speaking countries. Methodical advantages of song creativity in teaching a foreign language are obvious. It promotes aesthetic and moral education of schoolchildren, opens creative abilities of each pupil more fully. Thanks to musical singing at a lesson the favorable psychological climate is created, the weariness decreases, language activity is stirred up. In many cases' it serves also as a discharge reducing pressure and restores pupils' working capacity.*

Keywords: *method, capacity, project, process, develop, feature, function, effective.*

ПРОЕКТЫ МЕТОДОВ, МЕТОД ОБСУЖДЕНИЯ, РОЛЕВЫЕ ИГРЫ МЕТОДА

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Аннотация: *ролевая игра учит быть чутким к социальному использованию языка. Хороший собеседник часто не тот, кто пользуется лучшими структурами, и кто может наиболее четко определить ситуацию, в которой они являются партнерами, посмотреть на информацию, которая уже известна (из ситуации, опыта) и выбрать языковые ресурсы, которые будут наиболее эффективными для общения. Урок в форме музыкальной пьесы способствует социокультурной компетенции и знакомству*

с англоязычными культурами стран. Методические преимущества песенного творчества при обучении иностранному языку очевидны. Это способствует эстетическому и нравственному воспитанию школьников, более полно раскрывает творческие способности каждого ученика. Благодаря музыкальному пению в благоприятном психологическом климате снижается усталость, активизируется языковая активность. Во многих случаях оно также служит для снижения давления и восстановления работоспособности.

Ключевые слова: *метод, потенциал, проект, процесс, развитие, характеристика, функция, эффективность.*

Recently the method of projects gets more and more supporters. It is directed to develop child's active independent thinking and to teach him to remember and reproduce knowledge which are given to him by school, and to be able to put them into practice. The specified forms of work are comprehensible in all classes. It is natural that its volume and character of management of it on the part of the teachers differ.

In the methods it is accepted to allocate following levels of independent work:

- Reproducing (copying);
- The semi-creative;
- The creative.

Reproducing level of independent work is very important at learning a foreign language as it underlies its other levels, and it is responsible for formation of pronouncing -lexical and grammatical base, for creation of samples in the pupil's memory.

Independence is treated in pedagogy, as one of the person's properties. This property is characterised by two factors. The first factor includes set of means - knowledge, abilities, skills which the person possesses. The second factor - the relation of the person to activity process, its result and conditions of the realisation, and also communications developing in the course of activity with other people.

The design technique at work differs by a co-operative character on the project. Activity carried out is creative in its essence and focused on the person of the pupil. It assumes a high level of individual and

collective responsibility for performance of each task on project working out. Teamwork of the group of pupils over the project is inseparable from active communicative interaction of pupils. The design technique is one of forms of the organisation of research informative activity in which pupils take an active subjective position. Theme of the project can be connected with one subject sphere or have a interdisciplinary character. At selection of a theme of the project the teacher should be guided by interests and requirements of pupils, their possibilities and the personal importance of the forthcoming work, the practical importance of the result of work on the project. The executed project can be presented in the most different forms: an article, recommendations, an album, a collage and many other things. Forms of presentation of the project are also various: a report, a conference, a competition, a holiday, a performance. The main result of work on the project will be actualisation of available and getting new knowledge, skills and abilities and their creative application in new conditions. Work on the project is carried out in some stages and usually is beyond educational activity at lessons: a choice of a theme or a project problem; formation of group of executors; working out of the plan of work on the project, definition of terms; distribution of tasks among pupils; fulfilment of the tasks, discussion the results of fulfilment of each task in a group; registration of joint result; the report under the project; an estimation of performance of the project.

Work by a design technique demands from pupils a high degree of independence of search activity, coordination of their actions, active research, performing and communicative interaction. The role of the teacher consists in preparation of pupils for work on the project, choice of a theme, in rendering assistance by the pupil at scheduling, in the current control and consultation of pupils on a course of performance of the project with function of participator.

So, the basic idea of a method of projects consists in transferring accent from a various kind of exercises on active cogitative activity of pupils during joint creative work.

The game - one of the most important means of intellectual and moral education of children. Great importance to the game as an educational tool attached AS Makarenko, "What child is in the game, is that in many ways it will work when she grows up.[1] Therefore,

education of the future leader is, above all in the game. "Lessons from the use of games and game situations are an effective means of training and education, as the rest of the traditional construction of the lesson and the introduction of the game story attracted the attention of the entire class. The content of the game - it's always a number of learning tasks. In the game pupils get into a situation that allows them to critically assess their knowledge in an active step, cause this knowledge into the system.

These important conclusions I came not once, but in the process of accumulation of knowledge and experience with younger students. The urgency of this problem is caused by the need for improving methods of psycho-pedagogical influence on the emerging personality of the child to develop self-sufficiency of children, intelligent, communicative and creative abilities.

Games contribute to the implementation of important methodological problems:

The creation of the psychological readiness of children to the speech communication;

Provide a natural need for frequent repetition of linguistic material;

Coaching students in choosing the right version of the speech, which is preparing for the situational spontaneity of speech at all.

The purpose of this paper - to analyze the possibility of using gaming techniques as a means to enhance the cognitive activity of adolescent English language lessons.

To achieve this goal it is necessary to solve the following tasks:

A. To study the literature on the issue of the use of gaming techniques as a means of stimulating cognitive activity in adolescent English language lessons.

Two. To analyze the different approaches to the classification of gaming techniques.

Three. Highlight features of the use of gaming techniques in teaching young people English.

Object: The Game methods of teaching English.

Subject: The use of gaming techniques as a means of stimulating cognitive activity in adolescent English language lessons.

The objectives and functions of education.

Revealing the essence of learning process involves the definition of its functions.

The learning process is designed to carry out educational, educational and developmental functions. Isolation of these functions, the learning process carried out conventionally, as the distinction between the processes of education, training and personal development are relative, and some aspects are common. Conditional release of these functions is necessary in practice for teacher training and goal-setting process, the diagnosis of the results..

Educational function of the learning process is to create a system of values and emotional relationship of personality to the world and the totality of its qualities. Developing function of the learning process determines the development of general and special abilities of the individual and mental processes.

Characteristic features of the learning process be regarded as unacceptable in isolation performed. They are complexly interwoven cause and effect relationships, when one of the functions is a consequence of the other, while the cause of the third. Thus, the discipline of education, social activity creates the conditions for effective learning. A study, in turn, helps educate those qualities [2].

The main aims of education is considered to be:

- creation of favorable conditions for the mental, moral, emotional and physical development of the individual all-round development of their skills, ensuring students receive a strong knowledge and principles of science and the ability to replenish their own;

- provide universal education to the level corresponding to the rapid development of science and makes it possible to adapt to the modern world;

- implement the idea of the general, intellectual and moral development of the individual means of humanization of education;

- educate citizens on the basis of a highly universal moral values that can lead an active life, work and creativity;

- follow the international standards for the construction of programs for children with high intellectual ability: deepening the content of programs, the development of high-level thought processes, the development of understanding of students' own abilities;

-form a person with a developed intellect and high culture, ready to be a conscious choice and development of vocational education programs.

The main aims in teaching students a foreign language are:

-formation in children of primary communication skills in foreign languages, foreign language skills to use to achieve their goals, the expression of thoughts and feelings arising in real communication situations;

-creating a positive setting for the further study of foreign languages; revival of interest in the life and culture of other countries;

-education of active-creative and emotional-aesthetic attitude to the word;

-development of linguistic abilities of students with their age-appropriate structure for the older preschoolers;

-decentration of personality, it is possible to see the world from different perspectives.

Despite the fact that a child's play has been written so many, the questions of the theory of it so complicated that a single classification of games still do not exist.

Thus, for the number of participants in the game are divided into individual, pair and group. And the first target to communicate with the text, and the other to communicate with partners. The nature and form of the game produce substantive, moving with a verbal component, scene, or situational, games, competition, intellectual (tests, puzzles, crosswords, chaynovody, etc.), interaction (communication), complex, etc. By way of organization of the game There are computers, writing on message boards, etc. In terms of complexity of the actions distinguish simple and complex games, the duration of the - not long and lengthy.

Language pgames helping to learn the various aspects of language (phonetics, vocabulary, etc.) are divided into phonetic, lexical, grammatical and stylistic.

Thus, the educational game - is focused on the zone of proximal development of the game, combining teaching with the aim of appealing to the motive of the child.

Therefore, introducing the game into a lesson, it is important for the result of didactic teaching, but may not be the motivation for the work

of children. The game has to change the style of the relationship between children and adults the teacher, who can not impose anything: a child can play only when he wants and when he is interested, and those who cause him sympathy.

A teacher can not only be the organizer of the game - he has to play with your child, because children have great pleasure in playing with adults, and because game atmosphere collapses under the gaze of the observer.

The main purpose of phonetic games - staged (correction) pronunciation, practice in pronunciation of sounds in words, phrases, practicing intonation. They are used regularly, mostly at the initial stage of learning a foreign language (water-remedial course) as an illustration and exercises to practice the most difficult to pronounce sounds and intonations. As we move forward phonetic games are implemented at the level of words, sentences, Rhymes, tongue twisters, poems and songs. The experience gained in games of this type can be used by students in the classroom in the future in a foreign language.

Lexical games have focused students' attention solely on the lexical material and are designed to assist them in acquiring and expanding vocabulary, and to work to illustrate the use of words in communication situations. There are different types of vocabulary games

Battle Ships - A Vocabulary Game

Level: Easy to Medium

Preparation:

Divide the students in to groups of four or five. Then ask the student to make the name for their ships for example with the names of animals, cities, movie stars or let them find their own favourite names.

Ask them to choose the Captain and the Shooter. The captain's duty is to memorize his ship's name, so he can reply if somebody call his ship's name. The shooter's duty is to memorize the names of the ships of 'their enemies', so he can shoot them by calling their ship's name.

Activity:

Arrange all the captains in a circle, the ships' crews must line up behind their captains. The shooter is the last crew member in line.

The teacher must decide a lexical area of vocabulary, this vocabulary will be used to defend their ships from the attacks. Every students (except the shooters) must find their own words. The

lexical area for example, "Four Legged Animals". Give the students 1-2 minutes to find as many possible words as they can and memorize them.

Start the game by calling a ship's name, for example the ship name is "THE CALIFORNIAN". The captain of THE CALIFORNIAN must reply with a word from the lexical area given, for example he says "TIGER" followed by his crews behind him one by one, "COW"; "SHEEP" until it is the shooter turns and he calls out the name of another ship and the captain of the ship called must reply and his crews must do the same thing. No word can be repeated.

If the captain is late to reply (more than 2 seconds) or his crew can not say the words or a word repeated or the shooter shoots the wrong ship (his own ship or the ship that has already been sunk) the ship is sunk, and the crew members can join the crew of another ship.

The teacher can change the lexical area for the next round.

In the last round there will be two big groups battling to be the winner.

Grammar games are designed to provide students practical skills to apply knowledge of grammar, increase their mental activities to the use of grammatical structures in natural communication situations.

Tell Me Everything You Know

Here are the basics:

1. Write a sentence on the board and set a time limit.
2. Pupils write down everything that they can about the grammar of the sentence.
3. When the time is up, pupils individually share their observations. If anyone else in the room has the same observation, they must cross it off of their list. If they are the only ones who have made that particular observation, they get a point.
4. Whoever has the most points wins.

Stylistic games aim to teach students to distinguish between formal and informal styles of communication, as well as the right to use each of them in different situations.

Verbal games teach the ability to use language resources in the process of committing an act of speech, and repelled from the specific situation in which speech acts are carried out.

Role-playing game.

Among the different types of games holds a special place role-playing game.

As you know, of great importance in the educational process is learning motivation. It helps to enhance the thinking is of interest to a particular kind of occupation, to perform a particular exercise.

The strongest motivating factor is the training methods that satisfy the need for students to study material novelty and variety of the exercises. Using a variety of teaching techniques helps to perpetuate the memory of linguistic phenomena, creating a more stable visual and auditory images, maintaining interest and activity of students.

The lesson of foreign language is seen as a social phenomenon, where the classroom a particular social environment in which teachers and students enter into definite social relations with each other, where the learning process the interaction of all present.

The success in training - is the result of collective use of all opportunities for learning. And students should make a significant contribution to this process. Ample opportunities to revamp the educational process is the use of role-playing games. Role play - methodological procedure relating to a group of active methods of teaching practical language skills.

Role-playing is a contingent of actors playing real practical activity, creates conditions for real communication. The effectiveness of training is due primarily to an explosion of motivation, increased interest in the subject.

Role-play motivates speech activity, as students find themselves in a situation where the need is updated to say anything, ask to find out to prove something to share with someone.

Students clearly convinced that the language can be used as a means of communication. The game will intensify the desire to contact the guys with each other and the teacher creates the conditions of equality in the speech partnership breaks the traditional barrier between teacher and student.

The game allows a timid, diffident students to speak and thus to overcome the barrier of uncertainty. In the usual discussion students, leaders tend to seize the initiative, and the timid prefer to remain silent.

In the role-play, each gets a role and must be an active partner in speech communication.

In games, pupils master the elements of communication such as the ability to start a conversation, keep it, to suspend the interlocutor at the right moment to agree with his opinion or disprove it, specifically the ability to listen to the interlocutor, to ask clarifying questions, etc.

Role-playing teaches to be sensitive to the social use of language. A good conversationalist is often not the one who enjoys the best structures, and those who can most clearly recognize (interpret) the situation in which there are partners, to consider the information that is already known (from the situation, experience) and choose the linguistic resources that will be most effective for communication.

Almost all the training time devoted to role-play voice for the practice is not only talking but also listening to the most active, as it is to understand and remember the replica partner, correlate it with the situation, determine how relevant the situation and the problem of communication and properly respond to the cue.

Games have a positive effect on the formation of students' cognitive interests, contribute to the conscious development of a foreign language. They contribute to the development of qualities such as independence, initiative, foster a sense of collectivism. Students actively, enthusiastically working to help each other, listen carefully to their comrades, but the teacher manages the educational activity.

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