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## **THE FORMATION OF ENGLISH LANGUAGE DIALOGICAL COMPETENCE IN PRIMARY SCHOOL WITH THE HELP OF DRAMATIZATION**

Oral language occupies the basic place in the system of foreign language teaching. First of all the communicative competence is skills without preceding training to form and maintain the intercourse limited by determined themes. Communicative competence consists of a number of components, one of them being dialogical competence.

Dialogue speech is an effective means for a practical possession of foreign language. Young learners intent difficulties on one kind of activities, that's why their attention can be attracted and held by the intense and uncommon indicator, which can be visual materials of teaching or mechanical facilities. Usage of game as one of the ways of teaching makes the teaching process easier and more accessible for children. The practice shows positive influence of all type of games on upbringing, and the educational process. Role games and dramatization occupy a special place in this system.

Dramatization in English gives possibilities for children to master necessary expressive children's speech.

Taking into consideration primary school children's psychological peculiarities (i.e. their ability to think with the help of colours and images; their willingness to imitate sounds and gestures; their love to games and singing) we are sure that drama and role-play activities are vital in their development. It is the best way to motivate them to speak, promote their creativity, take tension out of speaking and give the learning fun what promotes mastering dialogical skills without realizing that they are actually studying.

Instinctively they identify themselves with everything that happens around them. They have a natural tendency to express and to organize a new experience through muscular reactions. Drama techniques include dialogues simulations, mimes, role-plays, songs, improvisations and interpretations. They help learners to acquire natural real language communicative skills.

Dramatization of tales or their passages have a great influence on young learners keeping up a stable interest to learning a foreign language. You know, a child and a tale for young learners are very related things. They (children) plunge in the world of its heroes. A tale is also an inexhaustible source of language material which is convenient for teaching a foreign language. Every teacher approaches in his own way to training and dramatization of a tale. One of such methods is a stage study of the vocabulary, microdialogues, scenes with new formation of them and demonstration as a whole miniperformance.

The first step: introduction with the whole content of the tale or a passage. The teacher reads the text with individualization of the heroes.

The second step: breaking to pieces the tale on the separate dialogues. After this we introduce the vocabulary.

The third step: dramatization of the dialogues with a support of illustrations. We accommodate replay near each hero. Then dramatization without replays and lately-without pictures.

This complex can be used by any teacher in his pedagogical practice. All teachers should remember that the main aim of studying a language is the capacity to communicate in that language. In primary school dramatization is valuable means in communication developing.