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У збірнику представлені тези доповідей учасників Всеукраїнської студентської науково-практичної інтернет-конференції "Актуальні проблеми навчання іноземних мов за професійним спрямуванням", що висвітлюють лінгво-методичні аспекти навчання іноземних мов за професійним спрямуванням; сучасні технології навчання іноземних мов; формування основ професійної комунікації іноземною мовою засобами інформаційно-комунікаційних технологій; особливості навчання іноземних мов студентів немовних спеціальностей. Видання розраховано на науковців, викладачів, студентів, аспірантів та на широке коло осіб, зацікавлених у вивченні англійської мови.

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CONTENTS

| | |
|--|-----------|
| LINGUISTIC AND METHODOLOGICAL ASPECTS OF TEACHING FOREIGN LANGUAGES FOR SPECIFIC PURPOSES | 10 |
| Yulia Vaskovska, Inna Samoylyukevych. FORMATION OF SELF-ESTEEM IN JUNIOR SCHOOLCHILDREN IN THE ENGLISH LESSONS | 10 |
| Olha Ghazaryan, Inna Samoylyukevych. FORMATION OF SOCIO-CULTURAL VALUES OF JUNIOR SCHOOLCHILDREN THROUGH FOLK PEDAGOGY IN ENGLISH LESSONS | 13 |
| Городецька Карина Русланівна, Григор'єва Тетяна Юріївна. ФОРМУВАННЯ АНГЛОМОВНОЇ ФОНЕТИЧНОЇ КОМПЕТЕНЦІЇ УЧНІВ СТАРШОЇ ШКОЛИ | 17 |
| Iryna Danchuk, Inna Samoylyukevych. THE DIDACTIC GAME AS A MEANS OF THE INTELLECTUAL DEVELOPMENT OF PRIMARY SCHOOL CHILDREN IN THE NEW UKRAINIAN SCHOOL | 20 |
| Куліковська Надія Вікторівна, Дубасенюк Олександра Антонівна. АКТИВІЗАЦІЯ АНГЛІЙСЬКОГО СЛОВНИКОВОГО ЗАПАСУ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ ПІД ЧАС ПРОВЕДЕННЯ ЗАНЯТЬ З ЕКОЛОГІЧНОГО ВИХОВАННЯ У ГРУПІ ПОДОВЖЕНОГО ДНЯ..... | 23 |
| Anastasiia Prokhorenko, Inna Samoylyukevych. THE FORMATION OF COMMUNICATIVE SKILLS IN PRIMARY SCHOOL CHILDREN IN ENGLISH LESSONS | 26 |
| Iryna Lukashuk, Inna Samoylyukevych. DEVELOPING SOFT SKILLS IN ELEMENTARY SCHOOL STUDENTS IN ENGLISH LESSON | 30 |
| Alona Moroz, Olena Kravets. FORMATION OF ENVIRONMENTAL COMPETENCE IN PRIMARY SCHOOL LEARNERS | 34 |
| Anastasia Semenovych, Olena Kravets. BUILDING THE COMMUNICATIVE COMPETENCES OF PRIMARY SCHOOL PUPILS THROUGH GROUP-CREATIVE ACTIVITIES | 39 |
| Фаустова Ірина Анатоліївна, Григор'єва Тетяна Юріївна. НАВЧАННЯ МОНОЛОГІЧНОГО МОВЛЕННЯ УЧНІВ СТАРШОЇ ШКОЛИ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ..... | 44 |
| Шембарецька Ольга Сергіївна, Вознюк Олександр Васильович. ОСОБЛИВОСТІ ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ В ІНКЛЮЗИВНОМУ КЛАСІ ПОЧАТКОВОЇ ШКОЛИ | 48 |

| | |
|---|-----------|
| Kateryna Yarchuk, Inna Samoylyukevych. DEVELOPMENT OF CREATIVE ABILITIES OF JUNIOR SCHOOLCHILDREN IN ENGLISH LESSONS..... | 52 |
| MODERN TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES..... | 55 |
| Dmytro Kalyuzhny, Iryna Nikitina. MODERN TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES..... | 55 |
| Valentyna Myronchuk, Inna Samoylyukevych. INTEGRATED LITERACY LESSONS IN THE NEW UKRAINIAN SCHOOL | 59 |
| Петровська Олеся Юріївна, Зимовець Олена Анатоліївна. ФОРМУВАННЯ ПІЗНАВАЛЬНОГО ІНТЕРЕСУ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ ЗАСОБАМИ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ..... | 63 |
| Anastasia Pokrasa, Olena Kravets. PEDAGOGICAL CONDITIONS FOR THE IMPLEMENTATION OF GAMIFICATION AT THE ENGLISH LESSON IN PRIMARY SCHOOL | 70 |
| Iryna Polyakova, Inna Samoylyukevych. FORMATION OF COGNITIVE INDEPENDENCE OF PRIMARY SCHOOL STUDENTS IN ENGLISH LESSONS BY MEANS OF INNOVATIVE TECHNOLOGIES | 75 |
| Попович Анастасія Олексіївна, Завістовський Олег Дмитрович. ВИКОРИСТАННЯ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ У НАВЧАННІ ІНОЗЕМНИХ МОВ СТУДЕНТІВ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ | 78 |
| Tetiana Rabushey, Olha Humankova. THE FORMATION OF COMMUNICATIVE COMPETENCE IN CHILDREN OF UPPER-KINDERGARTEN AGE BY MEANS OF DRAMA | 81 |
| Olena Sinyanos, Olena Kravets. FEATURES OF THE USE OF GAME TECHNOLOGIES IN THE PROFESSIONAL ACTIVITIES OF PRIMARY SCHOOL TEACHERS | 84 |
| Yuliia Sterniichuk, Olena Zymovets. THE DEVELOPMENT OF ORAL SKILLS OF PRIMARY SCHOOL STUDENTS IN THE ENGLISH LESSONS BY MEANS OF STORYTELLING | 88 |
| Olha Sudaryk, Inna Samoylyukevych. DEVELOPING INTELLIGENCE IN PRIMARY SCHOOL PUPILS IN ENGLISH LESSONS BY MEANS OF GAME TECHNOLOGIES | 92 |

| | |
|--|------------|
| Anastasiia Fedorenko, Olena Zymovets. THE FORMATION OF AESTHETIC VALUES OF JUNIOR SCHOOLCHILDREN BY MEANS OF FOLK PEDAGOGY IN THE STUDY OF THE HUMANITIES..... | 96 |
| Elizaveta Khimchyk, Iryna Ivanenko. MODERN WAYS OF LEARNING FOREIGN LANGUAGES | 99 |
| Olha Shershen, Inna Samoylyukevych. DEVELOPMENT OF CREATIVE ABILITIES OF PRIMARY SCHOOL STUDENTS THROUGH ART IN ENGLISH LESSONS | 102 |
| THE PECULIARITIES OF TEACHING FOREIGN LANGUAGES TO STUDENTS OF NON-LANGUAGE SPECIALITIES..... | 106 |
| Асламов Олександр Олександрович, Завістовський Олег Дмитрович. СУЧАСНІ МЕТОДИ НАВЧАННЯ АНГЛІЙСЬКІЙ МОВІ КУРСАНТІВ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ ПРАВООХОРОННОЇ СИСТЕМИ | 106 |
| Anastasiia Borovyk, Inna Samoylyukevych. INCLUSIVE EDUCATION AS A TREND IN THE DEVELOPMENT OF PROGRESSIVE EDUCATION SYSTEMS | 110 |
| Daryna Hushchyna, Svitlana Dienhaieva. THE HISTORICAL AND CULTURAL BACKGROUND OF DEVELOPMENT OF THE VOLYN DISTRICT IN THE 18-20 CENTURIES..... | 113 |
| Nataliia Didkivska, Oksana Mykhailova. SPATIAL ORIENTATION OF CHILDREN OF UPPER-KINDERGARTEN AGE IN A BARRIER-FREE ENVIRONMENT OF PRESCHOOL EDUCATIONAL INSTITUTION | 117 |
| Залевська Альона Вячеславівна, Соловйова Лариса Федорівна. ОСОБЛИВОСТІ ВИКОРИСТАННЯ ПРОЄКТНОГО МЕТОДУ ПРИ ВИВЧЕННІ ДИСЦИПЛІНИ «ДІЛОВА ІНОЗЕМНА МОВА» ЗДОБУВАЧАМИ НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ..... | 121 |
| Vladyslava Zubrytska, Olena Zymovets. TECHNOLOGICAL APPROACH TO THE FORMATION OF CREATIVE PERSONALITY OF PRIMARY SCHOOL STUDENTS | 125 |
| Vladyslava Korolenko, Svitlana Dienhaieva. ESTABLISHMENT OF CHORAL ART AT THE BEGINNING OF THE XXI CENTURY: FORMS OF PRESENTATION..... | 128 |
| Oleksandra Lukyanchuk, Oksana Mykhailova. METHODOICAL SUPPORT OF TEACHING CHILDREN OF UPPER-KINDERGARTEN AGE OF STORYTELLING | 132 |

| | |
|--|------------|
| Yevhen Mashkovsky, Oksana Mykhailova. UKRAINIAN FOLK SONG AND ROCK MUSIC: WAYS OF SYNTHESIS | 135 |
| Nataliia Mozharovska, Olha Humankova. CONDITIONS FOR THE FORMATION OF HEALTHY SAFETY COMPETENCE IN CHILDREN OF UPPER-KINDERGARTEN AGE BY MEANS OF PROJECT WORK..... | 139 |
| Mariia Prachuk, Inna Samoylyukevych. GENDER EQUALITY IN PRIMARY SCHOOL | 142 |
| Yulia Slobozhan, Svitlana Dienhaieva. FEATURES OF THE ORGANIZATION OF CULTURAL AND ARTISTIC EVENTS | 145 |
| Daryna Sushko, Olena Kravets. THE FORMATION OF PRIMARY SCHOOL STUDENTS' SPEECH COMPETENCE IN THE CONDITIONS OF NEW UKRAINIAN SCHOOL | 149 |
| Iryna Khrystyuk, Oksana Mykhailova. THE FORMATION OF COMMUNICATIVE AND SPEECH READINESS OF CHILDREN OF UPPER-KINDERGARTEN AGE TO SCHOOL | 153 |
| Ihor Shydlovsky, Oksana Mykhailova. FEATURES OF MUSICAL THEATER ACTIVITY IN EXTRACURRICULAR WORK | 157 |

LINGUISTIC AND METHODOLOGICAL ASPECTS OF TEACHING FOREIGN LANGUAGES FOR SPECIFIC PURPOSES

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FORMATION OF SELF-ESTEEM IN JUNIOR SCHOOLCHILDREN IN THE ENGLISH LESSONS

Self-esteem is the most important indicator of personality development. It allows a person to make the right choice in a variety of life situations, determines the level of their aspirations and values and the nature of relationships with others. Self-esteem begins to form in childhood, when the child tries to separate himself/herself from the world around him/her. The sensitive period for the formation of self-esteem as a special component of self-awareness is the primary school age, so it is important and necessary to begin the process of forming an objective self-esteem at this age [3].

Self-esteem is one of the essential conditions for an individual to become a personality. It forms in the individual the need to meet both the level of others and the level of their own personal assessment. Properly formed, self-esteem is not just self-awareness, nor is it a sum of individual characteristics, but it involves awareness of the role of some stable object [1, c. 81].

Self-esteem has been studied in domestic psychology in connection with the problem of development and formation of self-awareness. These studies are centered around two groups of issues. On the one hand, in the general theoretical and methodological aspects, the question of the formation of self-consciousness in the context of a more general problem of personality development is analyzed. Here we can highlight the work of such psychologists and educators as B.G. Ananiev, O. A. Leontiev, and M. M. Skatkin.

The second group of studies addresses more specific issues, primarily related to the specific features of self-esteem, its relationship with assessment in social environment. We can highlight the publications of A. I. Lipkina and E.I. Savonko. The pedagogical aspect of the problem is reflected in the works of I. D. Dontsov, V. M. Stoletov, N. I. Neupokoeva, V. O. Kiselyov, A. Kossakovsky and others, who considered the phenomenon of "attitude to yourself" as a result of the educational process without taking into account features of personal growth.

The aim of the article is to study the specific features of the formation of self-esteem in primary school students in the English lessons.

The new concept of primary education, along with the traditional tasks, obliges the school to create conditions for the diverse development of the child's personality, self-affirmation and creative self-realization, forming a person with a new level of consciousness, new thinking, high culture of life. At the same time, he/she will realize himself/herself as an individual, a member of society and a representative of humanity. Such a person is able to independently form goals, find optimal ways to achieve them, take responsibility for their actions and activities, capable of evaluation and self-evaluation.

Assessing oneself, one relies on diverse knowledge about the world around him/her and himself/herself. This requires a certain approach to the perception and understanding of this aspect. In the studies of A. Zakharova, A. Petrovsky self-esteem is seen as a person's attitude to their capabilities, personal qualities and external factors [2].

Success in solving educational problems depends not only on the mental abilities of the student, but also on his/her personal qualities. Assimilating in the learning process certain norms and values, the student under the influence of evaluative judgments of teachers and peers begins to relate in some way to the real results of their educational activities, and to himself/herself as a person. With age, he/she more and more distinguishes between his/her true achievements and what he/she could achieve, possessing certain personal qualities. In the educational process, the attitude is formed to assess their capabilities – one of the main components of self-esteem.

Today in the system of primary education the introduction of innovative teaching methods is especially important. One of such methods, which is especially common in the English lessons in primary school, is the method of educational projects - independent activities of students (individual, pair, group), which involves a set of certain actions, documents, texts to solve a problem with the end product which is practically important for project participants. This method involves the humanization, democratization and implementation of individualization of the educational process. Besides, it promotes the intellectual development of students, the development of their research skills, creativity, cognitive and critical thinking skills.

A significant number of major methodological innovations today are associated with the use of interactive teaching methods. The organization of interactive learning involves the use of visual examples and demonstration of certain processes, which can be made possible with the use of a demonstration screen. It is the demonstration of the problem-solving process (the process of constructing diagrams) that will simplify students' perception of the language material and lead to better learning, as well as free the teacher from the routine work of constructing complex figures, etc.

With the help of interactive forms of learning, students have the opportunity to formulate and express their opinions in English. It can be argued that the

involvement of children in various activities, namely educational, socially useful projects and role-play contributes to the formation of normal adequate self-esteem and is a socio-cultural process that ensues a systematic and consistent approach to developing communication skills in English.

Thus, self-esteem is an important condition for the formation of the student's personality and the development of his/her own "I" in the English lessons.

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FORMATION OF SOCIO-CULTURAL VALUES OF JUNIOR SCHOOLCHILDREN THROUGH FOLK PEDAGOGY IN ENGLISH LESSONS

The impact of globalization on culture and ethics has necessitated communication between different countries and nations, which in turn has affected education. Pedagogical activity is subject to the requirements of society and this is proved by the fact that the purpose of learning a foreign language is the formation of students' communicative competence, provided with linguistic, speech, and socio-cultural experience consistent with the age of younger students [3]. Mutual understanding and tolerance for each other are growing every day. Acquisition of skills in one or more languages is a condition for participation in the international community. When learning another language, the child must understand all the subtleties of the culture in which this language was formed and which uses this language. This understanding guarantees effective and adequate intercultural interaction.

In this article, we will consider the role of authentic songs, jazz chants, and stories in the formation of socio-cultural competence.

Songs are the first effective tool for the formation of socio-cultural competence. They are effective precisely because they affect not only the consciousness but also the emotional sphere of students. The use of songs in lessons has several advantages: expanding the vocabulary, they help students memorize subconscious phrases and sentence structures. This knowledge promotes the development of a sense of language and knowledge of stylistic features.

Songs have an educational function, as they are a means of stronger mastery of lexical material and expand the potential vocabulary of students, facilitating the assimilation of hard-to-reach sounds, phrases, intonation patterns, improving expressive oral skills, better assimilating and activating grammatical constructions. Regarding socio-cultural features, it is obvious that you should use songs with lyrics that contain a large stock of information about the culture, geography, and history of the country of study, facts of political and social life, facts about life, availability of ethnocultural information, various symbols, accessibility information about the culture of behavior, including behavior in different situations, colloquial formulas, norms and values of society.

There are several recommendations for working with songs that have a socio-cultural orientation. Let's look at the recommendations given to us by Osnyakova O. M. and Nikitenko G. K.:

1. Short introductory word (character, style, history of creation).
2. The first presentation of the song (acquaintance with the features of the melody, rhythm).
3. Checking the understanding of the content.
4. Phonetic processing of the song.
5. Re-listening based on the text.
6. Reading a song with sound and intonation.
7. Performing exercises that focus on information about the culture contained in the text.
8. Learning the song. [2]

It would be appropriate to add a point comparing the features of English culture and their own. Students can find similar things and differences.

One example of the use of a folk song that has a socio-culture element is the song "Yankee Doodle". It is about the colonial Americans of 1754-1763 to ridicule them, but the Americans turned this song into patriotic pride. The meaning that this song can carry for elementary school students is that no external beauties will turn you into what you want to consider yourself, but what you are not.

“Yankee Doodle went to town
A-Riding on a pony
Stuck a feather in his cap
And called it macaroni”

[<https://www.scoutsongs.com/lyrics/yankeedoodle.html>]

Another folk song that has an impact on the formation of socio-cultural competence is "We Wish You a Merry Christmas". This carol was sung by children before the dawn of the 16th century. The lines of this song are still used for a good Christmas.

Jazz-chant is similar to the song genre. They are characterized by having a rhyming form, simple lines that remain in memory, but which have grammatical and lexical value. From the point of view of the development of socio-cultural competence, they are interesting and informative. Such songs are aimed at educating the younger generation.

For example, C. Bollinger's song "Manners" helps to teach younger students etiquette, good manners, rules of conduct in society.

“What do you say when you need a drink?
Please, may I?
What do you say when I've poured your milk?
Thank you very much.

What do you say when you don't want seconds?
No, thank you.
And when you've finished eating you say?
May I be excused?" [1]

From this jazz chant, we can conclude that tea and toast - the national food for the British – is a kind of ritual, which he will never give up, wherever he may be. Through songs the soul of the people, its culture develop, and the teacher acts as a mediator in the process of cognition of students of this culture, as a commentator, as a stimulator of their cognitive activity.

It is important to give students a clear idea of the life, traditions, language realities of English-speaking countries. Fairy tales can serve this purpose, the use of which contributes to the realization of the most important requirement of the communicative method "... to present the process of mastering the language as an understanding of living foreign language reality ...". When using fairy tales in foreign language lessons, two types of motivation develop: self-motivation, when the fairy tale is interesting in itself, and motivation, which is achieved by showing the student that he can understand the language he is learning. It brings satisfaction and gives faith in their strength and desire for further improvement.

Of course, work on a fairy tale consists of certain stages, they can be:

1. preparation, including acquaintance with the name, guesses, the introduction of new vocabulary, local lore conversation;
2. perception of a fairy tale, which includes obtaining a task for effective listening and listening to itself;
3. check the understanding of the tale, which includes tasks to reproduce the information heard and check the perception of the text;
4. development of learning skills, including work on characters, their characters, behavior, and the like.

It is important to allocate a place in the analysis of a fairy tale to focus children's attention on cultural features or even differences in it.

Examples of folk tales of cultural value are "Alice in Wonderland" which tells of the well-known tea ceremony at 17:00, the traditional nature of croquet, sophistication, and neatness of the British, who were embodied in the rabbit. Another well-known tale, The Christmas Story, tells the story of the tradition of celebrating Christmas and punishing those who do not follow the rules.

All these facts make it clear that the use of folk tales, songs, and bags only has a positive effect on the educational process. Moreover, it even saturates him with stories that represent the cultural features of the country whose language students are learning. Students have the opportunity to see these features by example, and under the guidance of the teacher, they can «get into the plot» to feel like characters and follow cultural rules to better remember them.

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ФОРМУВАННЯ АНГЛОМОВНОЇ ФОНЕТИЧНОЇ КОМПЕТЕНЦІЇ УЧНІВ СТАРШОЇ ШКОЛИ

Навчання фонетичного матеріалу є необхідною передумовою для формування базових компонентів комунікативної компетентності. Правильність оформлення мовлення з точки зору вимови, ритму та інтонації не тільки дає можливість правильно виражати свої думки, а й краще сприймати висловлювання інших людей. Тому формування слуховимовних та ритміко-інтонаційних навичок є одним з першочергових завдань вчителя англійської мови.

Під фонологічною компетентністю вважають здатність людини до коректного артикуляційного та інтонаційного оформлення своїх висловлювань і розуміння мовлення інших, яка базується на складній і динамічній взаємодії відповідних навичок, знань і фонетичної усвідомленості [1].

Згідно з українським Державним Стандартом освіти [3] рівень володіння англійською мовою випускників старшої школи повинен відповідати європейському рівню B1+ у загальноосвітніх школах та B2 для спеціалізованих шкіл з поглибленим вивченням англійської мови.

У Програмі з англійської мови для старших класів зазначено, що учні випускних класів мають розуміти специфіку артикуляції звуків, фонем (**articulation**); інтонацію, наголос та паузи (**prosody**); в деталях, що було сказано іншими, диференціювати мову як носіїв, так і не носіїв мови (**intelligibility**). Крім цього, учні повинні вміти зберігати свій статус у дискурсі, а саме його мовлення повинно бути швидким, природнім та наближеним до стандарту англійської вимови, яке повинно бути зрозумілим навіть носіям мови (**accentedness**) [8].

Слід зазначити, що під час формування фонологічної компетентності в учнів старшої школи виникають деякі труднощі, які умовно можна поділити на 3 групи:

- 1) труднощі, що пов'язані зі складністю іноземної мови, що вивчається (ідентифікація та диференціація звуків);
- 2) труднощі, що пов'язані з індивідуальними особливостями студентів (інтерференцію рідної мови, яка буде заважати розвитку нових навичок та знань);

3) труднощі, що пов'язані з методами формування фонологічної компетентності (відсутністю аутентичних зразків англійського мовлення; ігноруванням можливості використання технічних засобів навчання при формуванні фонологічної компетентності; відсутністю алгоритмів роботи з фонетичними матеріалами різних типів (римівок, скоромовок, мікродіалогів, джазових наспівів тощо) та інші).

Аналіз методичної літератури надав можливість з'ясувати й інші типи труднощів, з якими стикається учень, а саме:

- 1) стиль навчання учня (learning styles);
- 2) психологічні особливості;
- 3) фізіологічні особливості (слухова чутливість);
- 4) дефекти мовлення, які відображаються на мовленні;
- 5) вмотивованість;
- 6) індивідуальні інтереси учнів.

Зважаючи на те, що фонетична компетентність у школах вивчається переважно в обмежених обсягах, рівень володіння учнями фонологічною компетентністю не є достатнім. Навіть засвоївши лексичний та граматичний матеріал, учні все одно не мають належних знань з фонетичного аспекту мови. Цим і зумовлена необхідність формування комунікативної компетентності, яка прискорила б користування мовою у процесі міжособистісної взаємодії.

З метою ефективного формування фонетичної компетентності в учнів старшої школи, її компоненти, а саме: звуки, наголос, ритм та інтонацію, варто вводити поетапно. Проаналізувавши стадії формування вимовних навичок таких науковців як Ніколаєвої С. Ю., Калініної Л. В., Григор'євої Т. Ю. та Чумак Л. М., можна зробити висновок, що класифікації етапів формування фонетичних навичок містять однакову послідовність у формуванні даних навичок: від **рецепції** до **репродукції** і від **репродукції** до **продукції** [2: 14] .

Матеріалом для поетапного вивчення фонологічної компетентності можуть слугувати скоромовки (формування фонетичного слуху); джазові наспіви, вірші та міні-діалоги (формування інтонаційного слуху); рекламні девізи, оголошення, листівки та інші автентичні матеріали (розвиток фонематичного слуху) [5].

На **рецептивному** етапі (формування фонетичних навичок) ми презентуємо новий матеріал та його тренування на основі вищесказаного матеріалу, використовуючи рецептивні або рецептивно-репродуктивні вправи. Це може бути прослуховування нового звуку у формі ритміки, скоромовки, джазового ритму, тощо; простукування ритму фрази або речення, прослуховування звуків та визначення однакових / різних приголосних, голосних, тощо; прослуховування речень та визначення однакової/ неоднакової інтонації, диференціювання типу інтонації.

Наступним етапом вважається **репродукція** (удосконалення фонетичних навичок). Ми автоматизуємо фонетичний матеріал на рівнях

звуку, звукосполучення, слова, словосполучення, фрази та речення. Доречними вважаються рецептивно-репродуктивні вправи. Це є домінуючий тип вправ у процесі формування та удосконалення фонетичних навичок. Репродуктивні вправи поділяються на імітацію (прослуховування та повторення); підстановку (прослуховування та заміна слова/тону/інтонації); трансформування (прослуховування та передавання тексту шляхом іншої інтонації).

Продуктивний етап або ж перехід від фонетичних навичок в мовленнєве вміння характеризується самостійним використанням вивченого фонетичного матеріалу для власного вираження думок. На даному етапі використовуються виключно продуктивні вправи. Матеріалом для таких вправ слугують: запрошення, листівки, фрагменти фільмів, фотографії з різним емоційним станом людей, афіші, тощо. Це можуть бути вправи на розігрування власно створеного діалогу; опису малюнку на основі вивченого матеріалу, розігрування сценки на основі малюнків, тощо.

Всі етапи та вправи є ефективними для формування фонологічної компетентності, адже вони містять в собі зразки автентичних матеріалів, різноманітні автентичні інтонаційні моделі, тренування звуків, різних типів інтонації та ритму.

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THE DIDACTIC GAME AS A MEANS OF THE INTELLECTUAL DEVELOPMENT OF PRIMARY SCHOOL CHILDREN IN THE NEW UKRAINIAN SCHOOL

The problem of using game plots in English lessons is one of the most pressing because it is in the learning process that personality development takes place. This problem is especially important in connection with the organization of new types of schools. Under these conditions, the skillful use of didactic games to enhance educational activities significantly enriches the learning process, increases the effectiveness of each teacher.

The main goal is to get children interested in learning the English lessons, to transform lessons into traveling, role-plays, games, and small shows. A learner should already be able to learn independently in school, work in a competitive environment, communicate, solve a problem together, etc. The didactic games are being used more and more in school. Using the didactic games increases students' learning activity, thinking intensity, memory, and imagination.

A combination of didactic games with educational goals can enable opportunities for interactive learning and increased motivation as it is the most natural form of learning, and developing strategic and collaborative thinking. Compared to the traditional teaching process, the introduction of gaming significantly influenced educational value and students' knowledge retention [1].

The didactic game is a creative form of education, upbringing, and development for primary schoolchildren. Didactic games develop observation, attention, memory, thinking, language, sensory orientation, intelligence, and therefore can be used in the teaching of any subject.

Using the didactic games encourages children to learn, making the learning process interesting in English lessons.

Characteristic features of the didactic game are:

- ✚ modeling of educational situations and making educational and pedagogical decisions;
- ✚ distribution of roles between game participants;
- ✚ a variety of role goals in decision making;
- ✚ the interaction of game participants who perform certain roles;
- ✚ the presence of a common goal of the participants of the game;
- ✚ collective decision-making;
- ✚ multi-alternative solutions;

✚ the presence of a system of individual or group evaluation of game participants [2; 55-59].

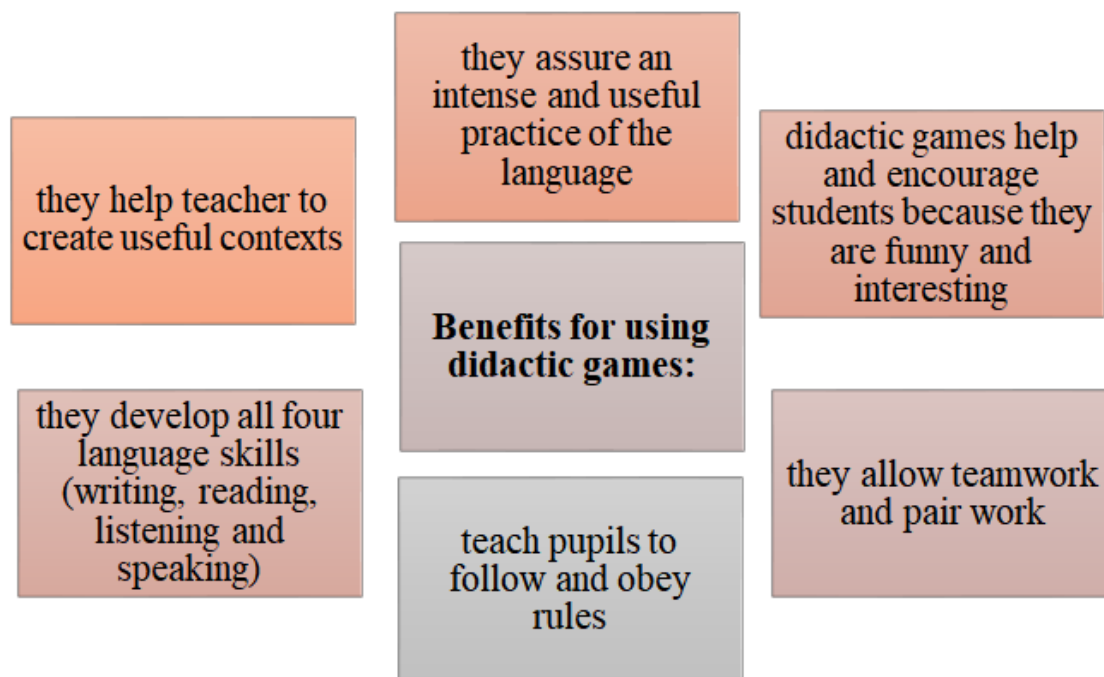


Figure 1. Benefits for using didactic games in the English teaching process

The variety of techniques used in the classroom is very important when choosing didactic games.

There are two types of games: competitive (the pupil tries to be the first one who finishes the activity) and collaborative (pupils try to achieve the same goal together, they help each other) [3; 17-20]. Below are some effective sample tasks:

1. Simon Says (do an action and say Simon Says [action]. The students must copy what you do. Then do an action but this time say only the action and omit 'Simon Says'. Whoever does the action this time is out and must sit down.).

2. Touch (learner can go around the classroom touching things or that color that teacher orders (e.g. touch a chair, touch something blue)).

3. Attentive learner (the teacher places several objects in front of the pupils. Give them a few seconds to memorize the objects and then they close their eyes. Take away one of the objects and then tell the learners to open their eyes again. Pupils must guess the missing object).

4. Where Shall I Go? (This game is used to test prepositions of movement and should be played after this subject has been taught in the classroom).

5. Bingo (is a game that can be used for all sorts of exercises. Can be played with numbers, letters, pictures).

6. Guess when your eyes are closed (learner have closed their own eyes, and the teacher give them an object to feel. The pupil must guess what the object is).

7. Ball Pass (all pupils sit in a circle. Use a small ball and toss it to one learner. But you must say one English word as you pass. The learner then throws to another learner and says a different English word (can use categories words, such as animals). When the learner doesn't say a word, then he/she is out).

On researching the problem of didactic games in English lessons in primary school, I concluded that the more effective games are those games where children work in pairs and groups, also when students are not only sitting at desks but also active games. It encourages learners' cooperation and self-development in primary-school learners. Using didactic games is a means of creating necessary conditions for communicatively effective learning in English lessons.

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АКТИВІЗАЦІЯ АНГЛІЙСЬКОГО СЛОВНИКОВОГО ЗАПАСУ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ ПІД ЧАС ПРОВЕДЕННЯ ЗАНЯТЬ З ЕКОЛОГІЧНОГО ВИХОВАННЯ У ГРУПІ ПОДОВЖЕНОГО ДНЯ

Відповідно до Загальноєвропейських рекомендацій з мовної освіти у процесі вивчення, викладання, оцінювання актуальною постає проблема екологічного виховання молодших школярів, яке має відбуватися через освітнє середовище сучасної школи.

На сучасному етапі батьки і педагоги повинні усвідомлювати важливість навчання школярів правил поведінки в природі, збереження всього живого на Землі. Екологічне виховання – це складова частина етичного виховання. Під екологічним вихованням розуміється єдність екологічної свідомості і поведінки, гармонійної з природою. Чим раніше розпочати роботу з виховання учнів у цьому напрямі, то вищою буде її педагогічна ефективність і результативність. Початкова школа є фундаментом в якому закладаються основи екологічного бачення та свідомості, екологічна культура та природоохоронна діяльність [2, с. 32].

Мета статті: проаналізувати особливості активізації англійського словникового запасу учнів початкової школи під час проведення занять з екологічного виховання у групі подовженого дня.

Екологічне виховання учнів початкових класів – це цілеспрямована діяльність учителя над формуванням в учнів бережливого ставлення до природи, як першооснови життя людини й джерела унікальних матеріальних й духовних цінностей, піклування про збереження її багатств. Учні повинні усвідомити сутність і важливість екологічного виховання. Майбутнє нашої нації і планети в цілому залежить від освіти та виховання підростаючого покоління. [3]

Екологічне виховання необхідно починати з самого дитинства, оскільки набуті знання в юному віці можуть надалі перетворитися на ґрунтовні переконання

Виховання екологічної культури має відбуватися з урахуванням вікових, індивідуальних та психологічних особливостей дітей. Екологічну культуру необхідно формувати на ранніх етапах шляхом екологізації навчальних дисциплін, зокрема іноземної мови. Тому вивчення англійської мови на початковому етапі в поєднанні з екологічним вихованням учнів

початкової школи наразі дуже актуальне. В учнів початкових класів засвоєння знань відбувається шляхом узагальнення, систематизації, аналізу формування понять та суджень про природні явища. Виникають почуття подиву та задоволення від самого процесу пізнання явищ і процесів у природі. Добираючи методику проведення виховних занять екологічного спрямування для збагачення англійського словникового запасу, вихователь має орієнтуватися на вікові особливості щодо сприймання школярами природи, які визначаються рівнем розвитку почуттєво-емоційної сфери, інтелекту, рівнем розвитку сенсорних процесів [1]. Поєднання різних форм роботи, удосконалення фонетичних та мовленнєвих навичок, тренування пам'яті та концентрації уваги засобами іноземної мови екологічного спрямування є важливою складовою організації заняття у групі подовженого дня. Гра та активне використання елементів наочності є ефективними методами екологічного виховання учнів на початковому етапі вивчення іноземної мови. Задовольняючи потребу дитини гратися, вихователь забезпечує умови для екологічного виховання та вивчення англійської мови. Використання англійської лексики екологічного спрямування, дозволяє вихователю групи подовженого дня закріпити вивчений матеріал та поглибити в учнів існуючі знання про довкілля. При проведенні занять доцільне використовувати такі методи та прийоми організації навчального процесу як дидактичні, імітаційні та рольові ігри, проблемні ситуації, тренувальні лексико-граматичні вправи із застосуванням навчального матеріалу екологічного спрямування, опитування, анкетування, інтерактивні методи для ведення парної та групової роботи тощо. Одночасне використання звукового та графічного пояснення сприяє ефективному досягненню поставленої мети. Інтерактивну дошку слід застосовувати як елемент системи засобів навчання, що значно підсилює інтерес учнів до навчання іноземної мови. За допомогою відеоматеріалу відбувається посилення емоційного впливу навчального матеріалу, що забезпечує прискорення процесів сприймання, мислення та пам'яті учнів початкової школи. Як елементи наочності слід використовувати роздатковий матеріал, гербарії рослин, ілюстрації в журналах природознавства.

Ефективним є практичні заняття, на яких організовуються природовідповідна діяльність учнів із застосуванням вікторин, квестів, сюжетно-рольових ігор, виготовлення стендів чи еко-буклетів на екологічні теми. Така система проведення виховних занять з використанням англійської лексики передбачає вдосконалення та систематизацію знань дітей про природу, розвиток емоційно-чуттєвої сфери, засвоєння та вдосконалення мовних та мовленнєвих навичок учнів [4].

При цьому варто зазначити, що процес введення англійської лексики за допомогою різних форм і методів має тісно переплітатися з розширенням та узагальненням знань школярів про природу, її об'єкти та явища, формуванням основ екологічної культури в цілому.

Використання, окреслених форм роботи, створює комфортні умови, за яких кожен учень початкової школи відчуває свою успішність, інтелектуальну спроможність, розвиває пам'ять, увагу, уяву, творче мислення, формує позитивні емоції та почуття, збагачує словниковий запас (активний та пасивний), розвиває іншомовну мовленнєву компетенцію як у галузі екології та охорони навколишнього середовища, так і підвищує рівень загальної освітньої підготовки.

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THE FORMATION OF COMMUNICATIVE SKILLS IN PRIMARY SCHOOL CHILDREN IN ENGLISH LESSONS

Teachers are increasingly paying attention to the formation of various vital competencies, such as communication in state and foreign languages, mathematical literacy, information and digital, social and public, cultural literacy, entrepreneurship, etc. However, the basis of most of them has established communication skills. The Humanities are the most favorable area for their formation. Focusing on the development of communicative competence requires a review of innovative methods of teaching foreign languages. Modern primary school children are educated under the influence of the information society, the integration of languages and cultures, multilingualism, the growing role of foreign languages in society.

The aim of the article is to substantiate the improvement of communicative skills in primary school children in English lessons. To achieve the aim set, we will analyse the structure of communicative skills; explore the speech character of an English lesson, and suggest some effective methods of teaching English in the young learner teaching.

To analyse the structure of communicative skills, we referred to the works of S. Nikolaieva, V. Redko, L. Kalinina, etc. Nikolaeva divided lessons that develop communicative skills into two types: aimed at developing speech skills of using language material and aimed at developing speech skills. In addition, she defined the structures of such lessons.

According to the Common European Framework of Reference, we can identify the trend of developing communicative skills in relation to various topics and levels of language learning. For example, we can pay attention to overall spoken production: at Pre-A1 level pupils need to be able to produce short phrases about themselves, giving basic personal information, but at A1 level pupils need to produce simple mainly isolated phrases about people and places. It means that the process of teaching a foreign language is aimed at the growth of communicative competence and abilities. [3:69]

Communicative competence includes linguistic, speech, sociocultural, sociolinguistic, and general educational competence. Language competence

involves mastering language material and using it in oral and written speech. Speech competence involves the formation of skills and abilities to communicate in four types of speech activity: listening, speaking, reading, writing.

The speech character of an English lesson is ensured by its practical character by manifests itself in speech activities, which means, it is a practical character that turns out in speech exercises. That means that children hear samples of communicative phrases and have a motivation to use them in their communication. The most important condition for the effective consolidation of these samples – is their use in a communicative situation that has a connection with real-life situations.

Sociocultural competence as a component of communicative competence involves acquainting students with the cultural values and moral and ethical norms of their own and other peoples. Sociolinguistic competence presupposes the use of speech patterns, behaviors that are characteristic of the countries studied. General learning competence implies mastering communicative and learning strategies aimed at solving educational and life problems.

To develop communicative competence in English lessons, teachers need to possess the right repertoire of methods of communicative activities, reigning from role-playing and interactive techniques to project work. Role-play is an effective method of developing communicative skills as it empowers students to perform various social roles. The structure of any role play includes a preparatory stage in which every participant has an opportunity to justify their own choice of character, describe it, come up with a task for him/her. During the role-play, students actively interact and adapt to the situation. After the activity, the teacher praises the learners for the content and language use as well as helps them understand some of the mistakes they might have made.

“Time to Eat” is one of the popular role-playing games. The goal of this game: students will master typical vocabulary and phrases used in a restaurant by understanding and responding appropriately to prompts. Possible option of words/phrases: food vocabulary, May I take your order? I would like... Check, please? Will you be paying by cash or credit?

In this role play, students test their knowledge of food vocabulary and common questions/phrases used at restaurants. For students to be successful teachers need to pre-teach some of the more common phrases. For the actual role play, divide the class into small groups where each student will have the opportunity to be the server or guest. Teacher can move around the class and listen to pronouns of words and phrases, also grammar structure. Tip: Add an extra element of practice and creativity by letting students design menus before performing the activity.

Another important method of developing competence is interactive learning – because it is during communication with each other on a particular topic that students will use language in real situations. Effective student interaction motivates and stimulates participants in the learning process to share information. Such training is effective in including problem situations and tasks, then the

student is unable to solve everything himself and is forced to select and formulate questions, own opinions, and understand the information and opinions of others.

A good example of an interactive game is the “Pantomime game”. The goal of this game: students will be able to ask and answer the questions. The task of the game: take a card and show it using your body. All children can ask about color, shape, size, etc. It’s good by chance to use language in context and do it fun.

Communicative games in English lessons in primary grades provide ample opportunities to intensify the learning process, to activate students’ desire to contact each other and the teacher, to create conditions for equality in language partnerships, to destroy any possible communicative barrier between the teacher and students. [1:12-16] Communicative games as an effective learning tool cover various types of speech activities (listening, speaking, reading, writing), which, on the one hand, helps students to master English, and, on the other hand, to experience emotional satisfaction both about playing a game and achieving the results. In English lessons, it is advisable to play games that allow students to get acquainted with new material, as well as to consolidate children's language and speech skills. [4]

Communicative work can be effective in pair or group work. It means that one of the popular techniques is project work that helped children not improve communicative skills only, but to study how to divide the volumetric work into smaller parts and to delegate one small part to each student will be a part of a common project. It can be divided into this several stages: the division of the project into tasks, the distribution of tasks, performance, verification of each task, and combining them into one form. At the same time, you can create a group of inspectors who will monitor the work of each.

The project method involves reliance on students’ creativity, encouraging them to research, as well as it enables the teacher to integrate the knowledge of different subjects, organize individual work, and collaborative learning.

An example of project work may be a project about heroes. A goal of this activity: students will be able to use words of other kinds of sport and actions. Phrases that students can use: What’s his/her name? What does he/she do? Where is he/she from? What things can he/she do? What do you think of him/her? The task of exercise can be like this: create a poster of class heroes (each student need to bring information about others).

Thus, the formation of communicative competence is an integral part of learning and teaching English. It depends on the methods, forms, and tools used by the teacher in the lesson. The most effective of these are role-play, interactive learning, and project work. In this research, we consider the features of formation communicative skills in English lessons using role-play, interactive techniques, and project work. We paid attention to the exercises that will be effective in the formation of communicative competence of primary school students.

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DEVELOPING SOFT SKILLS IN ELEMENTARY SCHOOL STUDENTS IN ENGLISH LESSON

Currently education experience influent of globalizing. The modern information society is developed and changed by the newest inventions. This influent also changes the aim of education. The ultimate goal of education was knowledge, and the more one's a brilliant academic record you have the more great job you will have. In 2020 World Economic Forum published about the top 10 job skills that people should enquire by the end of 2025. The top of these skills is a soft skill. Today, employers also expect employees to poses such characteristics as resourcefulness, self-direction, reliability, and moral values, etc collectively referred to as a soft skill. For a modern teacher, it is becoming crucial to help their learners to develop qualities they will need to adapt to life and work, and be flexible to make decisions to solve problems and generally to be to the changing environment.

In this article, we will explore the definition and structure of soft skills, the methodological potentials of English lessons for development of soft skill of elementary school students and illustrate it with a set of language activities.

There is no one definition that can at once describe all meanings of the notion "soft skill". We can identify soft skill as unique skills that help develop in the educational and personal domains, and be successful. Also, we can find a definition that soft skills refer to the cluster of personality traits, social graces, and facility with language, personal habits, friendliness, and optimism that mark people to varying degrees; soft skills complement hard skills, which are the technical requirements of a job; domain specific skills and competences [3].

So comparing definition we can identify soft skill as a unique skill that includes interpersonal skills which help to be successful in the personal, social, and educational domains. Thus soft skill is a skill that helps to adapt to a life.

There are many skills that we can distribute to soft skills, some of which we present in table 1. These skills are considered worldwide. The scientific researchers are continuing as a result this table didn't complete. This list of soft skill can be longer and added.

Table 1.

Examples of soft skills

| | | |
|--------------------------------|-------------------------------|------------------------|
| 1. Common Sense | 11.Responsibility | 21.Willigness to learn |
| 2. Good attitude | 12.Reability | 22.Listening skills |
| 3. Communication skills | 13.Honesty | 23.Leadership skills |
| 4. Group discussion | 14.Integrity | 24.Decision Making |
| 5. Etiquette & manners | 15.Work ethics | 25.Intelectual Ability |
| 6. Body language | 16.Accountability | 26. Sociability |
| 7. Cooperation &Team skills | 17.Interpersonal skills | 27.Empathy |
| 8. Adaptability | 18.Motivation skills | 28.Cultural awareness |
| 9. Flexibility | 19.Creativite thinking skills | 29.Negotiating skills |
| 10. Follow rules/ Instructions | 20.Problem Solving Ability | 30. Punctuality |

In order to analyze the structure of soft skills, we refer to the works of K. Koval. Relevant to scientist's work we can narrow down three categories of soft skills into individual, communicative, and management skills. To individual skills, we can include such skills as to make decisions, problem-solving, optimism, etc. To communicative skills, we can include work ethic, cultural awareness, listening skills, etc. To management skills, we can include such skills as cooperation and team skills, leadership skills, time management, etc.

In our article, we look through how to develop some skills such as problem-solving, communication, decision-making, time management, and self-motivation skills in elementary school students. These skills are crucial and based for young learners.

Relevant to scientific work we can identify some structural component of soft skills such as social-communicative, emotional, and cognitive. Each of them auspicious for the developing young learner's personalities and having a great influences to the future in education domains.

We convinced that the best way for the developing soft skills in elementary school students is using four types of activity such as speaking, writing, listening, and reading. There are a set of activities that can be used by the teachers in the English lessons.

Activity for speaking

Grade: 3-4.

Objectives: to develop the student's critical thinking, an ability to share their opinions, and to substantiate their own decisions.

Task: In this weekend you are going to visit with your classmates the most interesting place in your town/city. You should to choose the best one. Your friends offer such places as a park, cinema, museum, and library. Make a

decision, please.

Modes of interactions: a discussion in pairs or a group work.

Materials: a map, a table, and markers.

Mode of control: presenting the result of discussion, choose the most popular place.

Table 2.

A variety of places and appropriate criteria

| The place | Distance | Activity | Money |
|-----------|----------|----------|-------|
| A park | | | |
| A cinema | | | |
| A library | | | |
| A museum | | | |

Activity for writing

Grade: 3

Objectives: to develop the time-management and planning skills

Task: Sometimes we have a problem that there are a lot of plans, but time is limited. In this situation planner can help us. Write down your daily routines and plans during the day in a table.

Materials: table from the planner (time and doings)

Table 3.

Planner list

| Time | Activities |
|-------|------------|
| 07:00 | |
| ... | |
| | |

Activity for listening

Grade: 2.

Objectives: to develop listening skill.

Task: Listen a story and put picture in a right order.

Materials: recorded story, picture to the story.

Modes of interactions: group work.

Activity for reading

Grade: 3.

Objectives: to develop communication and group-work skills, to promote students to share the important information.

Task: Read the text in teams; find the important information and underline it. After that, share this information with another team.

Materials: text for reading, markers, and highlighters.

In our articles we clarified the definition of the notion “soft skill” as unique

interpersonal skill. Also, we identify the structure of soft skills and describe key components of each category. Final, substantiated methodological potential of English lessons for the development of soft skill in elementary school students and illustrated it with a set of activities.

Further research is aimed at developing soft skills in young learners by means of interactive techniques in English lesson.

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FORMATION OF ENVIRONMENTAL COMPETENCE IN PRIMARY SCHOOL LEARNERS

One of the strategic tasks of deepening European integration is environmental protection. Therefore, Ukraine's entry into the European space actualizes the problems of ecological education of young people.

The severity of modern problems of interaction between society and nature has set a number of new challenges for the school, which aim to prepare the younger generation to overcome the effects of negative impacts on nature, care for it, adaptation to today's environmental conditions. The whole complex of ecological problems of today needs a new understanding, a radical revision of environmental education of youth, greening of school education. It is necessary to preserve nature not only as a condition for the existence of mankind, but also as a necessary basis for its harmonious development [1:86].

Today, teachers face the primary task of environmental education - the formation of environmental competencies in the younger generation as a guarantee of environmental protection.

In the first scientific studies, the concept of "environmental competence" was identified by scientists with such as "environmental wisdom" and "environmental thinking". Thus, in the early 80's of the twentieth century R. Bydzhiiieva considers environmental competence as "a set of environmental views, assessments, theories of different social groups, determined by the nature of social production and economic situation of a group as a whole" [2:17]. At the same time, environmental competence is identified with environmental knowledge, which is based on the idea of nature as a self-destructive system.

Somewhat later, A. Kocherhin, Y. Markov, N. Vasyliiev made an attempt to study the specifics of the formation of environmental competence, which in their view is an important condition for solving many pressing environmental problems. According to them, ecological competence is a reflection of social, natural and specific socio-ecological laws of the system "nature – society", which act as an object of reflection of this form of consciousness [3:53].

In the formation of environmental competence, the leading role belongs to the primary school, which is one of the first links in the formation of man - a citizen. The main task of primary general education is to acquire basic knowledge about nature and its relationships, the development of emotional and value attitudes to nature, the formation of skills of environmentally sound

behavior, as well as the formation of humanistic values, where the values of nature and society are defined as leading (National Doctrine of Education Development of Ukraine, Law of Ukraine “On Education”, State Standard of Primary General Education, Concept of Environmental Education of Ukraine).

The main traits of personality are formed in early childhood, and communication with nature occupies a prominent place in the child of primary school age. To ensure the effective formation of environmental competence in primary school students, teachers need to highlight the environmental potential in each subject. The leading role belongs to the natural education field and lessons of literary reading, during the study of which it is possible to form the scientific basis of environmental activities of junior schoolchildren. One of the subjects where you can develop environmental competence in primary school learners is English.

English as a subject has a huge educational and developmental potential. The methodological literature raises the question of more effective use of language in the process of its study. English is an effective factor in socio-economic, scientific, technical and cultural progress of society and as a means of communication. Therefore, it can and should be used in terms of environmental education and healthy living. English has greater opportunities to strengthen the various areas of education of harmoniously developed personality, including environmental, designed to form a caring attitude to nature as a public and personal value.

Work on the formation of the foundations of environmental competence in English lessons should be carried out consistently. To implement the first stage of the system of work on the formation of the foundations of environmental competence in students in the process of learning English classes are held, where new vocabulary is studied. Classes are held in such a way as to ensure the gradual enrichment of children's knowledge according to age: from basic ideas about the objects of nature of the immediate environment (domestic animals, wild animals, insects, etc.) to large-scale natural phenomena (changing seasons, weather conditions, meteorological phenomena, etc.).

The following exercises can be suggested for the introduction and consolidation of new vocabulary on environmental issues:

- *Phonetic drill*

Whenever the weather is cold.
Whenever the weather is hot.
We'll whether the weather,
Whatever the weather,
Whether we like it or not.

- *Drawing dictation*

It is summer. The sun is shining brightly. There are no clouds in the blue sky. The ground is covered with green grass. There is a large apple tree. It has many branches and green leaves. There are many red apples in the tree. Under the tree

there are many yellow, blue and pink flowers.

- *Eliciting* – write as many words as possible that begin with the specified letters.

A – alligator, ant
 N – nutria, numbat
 I – iguana, insect
 M – monkey, mouse
 A – antelope, alpaca
 L – lion, lizard

- *Find the odd one out*

1. horse – fox – wolf – lion
2. tail – horns – ears – scales
3. mouth – legs – nose – eye
4. sheep – rabbit – canary – tiger
5. shark – bear – dolphin – piranha

- *Choose the correct item*

1. Elephants only have four teeth to chew/digest their food.
2. The platypus is a mammal, but it hatches/lays eggs.
3. We have to protect quiet/wild animals from poachers.
4. Pollution can harm/save the environment.
5. Don't be frightened of my dog – he isn't dangerous/friendly.

- *Which of the animals has got:*

1. a long tail?
2. long legs?
3. thin legs?
4. small eyes?
5. a thick neck?

- *“Group work”* - each group must think of words and phrases describing their season.

| | |
|--|---|
| <p style="text-align: center;">Summer</p> <p>June, July, August hot weather summer holidays flowers of many colours green trees</p> | <p style="text-align: center;">Autumn</p> <p>September, October, November grey sky clouds rain wind yellow and red leaves many fruit and vegetables</p> |
| <p style="text-align: center;">Winter</p> <p>December, January, February cold weather snow no leaves white ski, sledge, make snowmen winter holidays</p> | <p style="text-align: center;">Spring</p> <p>March, April, May birds green leaves warm weather beautiful flowers</p> |

The next step in the system of work on the formation of the foundations of environmental competence in English lessons is the formation of learners' ability to use in a complex of both foreign and environmental knowledge. Learners can do exercises aimed at developing new skills based on environmental thinking and consciousness:

- *The two faces of the world.*

It is a game where posters of a positive and negative future world are created. When we think about the future we have both hopes and fears. Alone or in groups the learners can express them by creating posters with "the future face of the world", the sad face of the world and the happy face of the world.

- *Favourite Place in Nature.*

Where is your favorite place in nature? Write a description, draw or picture or describe the place to your partner. What makes it special?

Ecological projects.

Involves the creation and presentation of collective or individual environmental projects, such as solving environmental problems in the hometown.

This system of educational influences on learners during the study of English provides:

- deepening, clarifying and systematizing children's knowledge about nature and its relationships;
- development of emotional and sensory sphere, education of moral and aesthetic feelings (positive attitude to nature as a complex whole organism and its objects and phenomena; children's orientation to nature conservation, love for it);
- teaching of children in environmentally sound behavior in nature;
- mastering and functionally adequate use of English vocabulary of ecological content.

Primary school is the first link in the education of ecological culture, ecological thinking, the acquisition of ecological knowledge. From the earliest school age, the process of forming ecological feelings should be promoted and the most important ecological knowledge should be instilled in children. The formation of environmental competence in English lessons is an integral part of educating not only the responsible attitude of students to the socio-natural environment, the formation of environmental, spiritual and moral values and guidelines, but also promotes skills of communicative, informational and sociocultural competences based on foreign language material.

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BUILDING THE COMMUNICATIVE COMPETENCES OF PRIMARY SCHOOL PUPILS THROUGH GROUP-CREATIVE ACTIVITIES

Introduction. Changes in social relations, the direction of European integration require teachers and pupils to improve their communication skills, to improve their language skills, therefore learning English as a means of communication is a priority. Therefore the issue of communicative skills is particularly important. Under the conditions of New Ukrainian School, modern educational institutions will face one important task - to improve the learning process as a whole, which includes the strength of knowledge, skills and abilities of students, individual development and creativity.

The theory of competence approach in education is reflected in foreign works (I. Agapov, V. Bolotov, A. Verbitsky, I. Zimneya, E. Zeer, A. Zolotareva, M. Katunova, V. Laptev, O. Lebedev, N. A. A., 1999). The authors of the present research are: Radionov, V. Serikov, A. Tryapitsyna, A. Khutorskii, S. Shishov, R. Bader, D. Mertens, B. Oskarson, A. Shelten and others) as well as national researchers (I. Beha, N. Bibik, L. Vashchenko, I. Ermakov, O. Lokshina, O. Ovcharuk, L. Parashchenko, O. Pometun, O. Savchenko, S. Trubacheva and others).

The analysis of the scientific literature shows that there is no definitive definition of "competence" and "communicative competence".

Domestic scientific literature widely uses an important set of knowledge and skills for effective professional activity as a definition of competence: analytical skills, predicting the consequences of professional activity, the use of S. Goncharenko.

The key to the formation of communicative skills in younger students is the creation of a positive environment that stimulates conversational activities of students, based on the involvement of students in such activities. The aim of the article is to define the concept of "communicative competence" of junior school students in the context of modern domestic and foreign researchers.

The main body. Activity plays an important role in the formation of personality. It grows according to what the person does, how the person works (modes of action), the organisation and nature of this activity, and the person's perception of this activity. That is to say, the set of related attunements, abilities

and behaviours, some knowledge is modified. The person recognises himself/herself in the process of his/her activity with other people.

Today the CTB method has a very common name - the method of collective creative interaction, because it is away from the school and used wherever creative projects need to be created and implemented.

It should be noted that today collective creative technology has lost some of its popularity. Firstly, Pligin links this to a change in personal values and social development priorities. Undoubtedly, collective action strategies need to be re-evaluated and changed today to ensure individuals' right to self-determination.

It is noted that the main psychological aspects of communicative skills formation in beginners are communication, motivation, interest, psychological preparedness of students, and ensuring the effectiveness of the learning process [1].

The achievement of this goal focuses on principles (competence, communication, contingent, speech and mental activity, practicality, novelty, individuality, cultural discussion, interaction, movement), methods (descriptive-imitative, semi-objective, descriptive, communicative, etc.).

The development of communicative skills of primary school children takes place in the most characteristic forms for this age group: play activities, pupil interaction, co-creation.

School-age children's activities foster creativity and social awareness. It acts as a helicopter, shifting all educational systems: the set of educational goals, the community of people implementing them, the interaction between the participants in these activities, the forms and methods of learning, and the school environment for achieving the goals [2].

During play, the child's self-control becomes more realistic. Pupils communicate directly with adults and expect help and understanding. The basic values, a set of rules, and the ability to develop are available to the beginning pupil in primary school.

In order for pupils to gain social experience and to be able to live in society, the teacher should actively involve the pupils in various activities based on discussion and co-operation. One of the criteria for choosing activities should be a combination of the pupils' experience and social behaviour, intrinsic motivation.

In the process of social activities, the pupil gains social experience and develops communication skills. The organisation of social activities ensures the embodiment of certain activities, for example, the acquisition of social knowledge, rules, norms, values by the pupil; Development of communicative skills and social communication skills, relations with the participants of the learning process. The smaller the village, the closer the relationship between children and adults [3].

In the process of collective work, many educational tasks are solved simultaneously. Joint social activity develops three aspects of a personality in unity: cognitive-world outlook (knowledge, beliefs, attitudes, thoughts),

emotional-volitional (emotions, desires, needs), functional (abilities, skills, abilities, behaviour). The preparation and behaviour of pupils in collective work better contribute to active social activities, hence creating favourable conditions for social experience.

The main points of the methodology are:

1) The social direction of the movement is to educate citizens only in caring for their country. Therefore all joint ventures should focus on caring for their school, kindergarten or nursery, citizens in need (elderly and disabled), opening a page of history, caring for nature, participating. In the struggle for justice (social, moral, etc.). All this ensures participation in the creation of an environment and participation in citizenship;

2) Concerned relationships - friendly, honest, democratic relationships with children can only increase their interest in collective activities in the atmosphere. Such a relationship does not exclude interests, but the nature changes - demands are not made personally by the teacher, but questions are asked of all participants. In this way, the child is prepared for future activities by focusing on the health of the micro-cholera;

3) Division of group into small groups - creative groups, teams, groups, classes, etc. To ensure that all team members are involved in planning, organizing and reviewing activities, a two-stage process is necessary: at the micro group level (3 people), where everyone presents ideas, discusses, acts; AND will be discussed at the general group level, at scheduled times, by representatives of each subgroup or individual subgroup. Small groups can be permanent or temporary. The basis of distribution may vary (by interest, interest, location, etc.);

4) Collective creative work is a form of organising collective creative activity and is also a basic educational tool for community approach. Collective creative work, Collective creative play, Collective creative holidays, Collective organisational activities are ways of organising a vibrant, full of work and play, creativity and friendship, dreams and joy, life [4].

In order to ensure key communication skills, pupils must develop a desire to communicate with others. In order to achieve this, pupils should have a good command of

- different types of speech activities (listening, speaking, reading, writing);
- Language as a means of communication.

But today, in cases of acute respiratory illness due to widespread coronavirus, the current algorithm of professional activity and a review of methods of work with students, parents, teachers suggest restoring Ukrainian education; Focus on the result and change priorities, preserving the physical and mental health of all participants in the learning process.

Distance learning is one of the main problems of personal contact with teachers and peers. After all, one of the first moral needs of children is the need for communication. The child understands the world of human relationships, diverse human activities and social activities. When communicating, not only the

exchange increases, but also the knowledge, the knowledge of each participant becomes a shared heritage. Thus, one learns and learns through a combination of different social practices, traits, cultural values, traditions and customs. At the same time, a variety of secular traits and behaviours of the individual are revealed and manifested in communication, in which their inner world is accessible to others [5] .

This is a school designed to teach you how to live in harmony with yourself and others and how to communicate with the world to be happy. Children stay at home during distance learning; Parents do not understand what to do with them; Teachers have their own, well-established, sustainable (and far-reaching) learning system, and demand that they change, adapt or revise their distance learning practices. This situation is found to be stressful for all those involved in the learning process.

We recommend that the following key points from the distance learning experience be highlighted:

Promote the creation of communication skills, using full, distance or blended learning skills, teaching responsible work, communication, negotiation and sharing of responsibilities, creating a friendly attitude and fostering a friendly attitude. Positive emotional background, patient attitude, creating a successful environment, consistent speech development.

The conclusion. The analysis of psycho-pedagogical literature on the problem of research allowed to understand the content of the concepts of "communication skills". The notion of "communication skills for beginning pupils" is explained. This dynamic category is considered to be the core quality of the elementary school, reflecting the unity of the experience of establishing and supporting important relationships with other people, controlling knowledge, skills, building relationships based on motivation and values.

In this respect, the educational districts are created with the tendency of a democratic environment to coordinate efforts around the theme of the district: creating a common learning space to ensure equal access to quality education for children; The educational institutions of the district provide students with the necessary skills (social, communicative, informational).

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НАВЧАННЯ МОНОЛОГІЧНОГО МОВЛЕННЯ УЧНІВ СТАРШОЇ ШКОЛИ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ

На сьогоднішній день зростає потреба у спілкуванні та співпраці між країнами та народами, які володіють різними мовами та культурними традиціями. Це зумовлює великі зміни у підходах до вивчення іноземних мов у загальноосвітніх закладах середньої освіти (ЗЗСО). Зміни, що відбуваються в українському суспільстві через модернізацію освітньої системи, здобутків в галузі теорії та практики навчання іноземних мов ставлять українську школу перед потребою удосконалити зміст та методи викладання. Актуальним, у даному контексті, є розвиток вмінь спонтанного монологічного мовлення, використовуючи інтерактивні методи навчання. Завдяки цим методам, процес розвитку вмінь проходить більш плідно та цікавіше.

Із робіт, присвячених дослідженню використання інтерактивних методів у навчанні іноземних мов, заслуговує нашої уваги праця українського дослідника Кадашук А. Р. [4]. Аналіз даного дослідження показує, що інтерактивні технології навчання є надзвичайно дієвим та актуальним педагогічним засобом, що сприяє оволодінню іноземною мовою в світлі вимог Нової української школи. На жаль, наші підручники не мають достатню кількість вправ для розвитку вмінь спонтанного говоріння. Тому методисти і вчені направили свої зусилля на те, щоб знайти ефективні методи і технології для формування навичок спонтанного монологічного мовлення.

Розглянемо поняття монологічного мовлення як засобу спонтанного і невимушеного говоріння в учнів старшої школи. Зазначимо, що мовна діяльність неоднорідна, тому ми поділяємо та класифікуємо її за модифікаціями різних ознак. Так виділяють усне та внутрішнє мовлення. Усне мовлення в свою чергу поділяється на діалогічне та монологічне мовлення. Ми же поговоримо конкретно про монологічне мовлення.

Монологічне мовлення – це таке мовлення, коли говорить одна особа, а інші слухають, сприймають її мову [1].

Прикладами монологічного мовлення можуть бути доповідь, лекція, виступ на зборах, пояснення нового матеріалу на уроці тощо. Це відносно розгорнутий різновид мовлення. Монологічне мовлення є активним або

довільним різновидом мовлення. Зокрема, щоб виконати монологічний акт мовлення, той, хто проголошує, має розуміти повний зміст думки і вміти непримусово формулювати власну думку чи логічну кількість думок.

Монологічне мовлення є організованим різновидом мовлення. Виступаючий наперед планує не тільки окреме слово, речення, а й увесь процес мовлення, увесь монолог загалом, іноді подумки, а іноді як запис у вигляді плану чи конспекту [1].

Монологічне мовлення у розгорнутих формах, таких як уроки вивчення іноземних мов, може вимагати певної підготовки. Підготовка полягає в попередньому відборі змісту, чіткому плануванні та відповідному словесному оформленні [1].

Згідно Програми Нової української школи, випускник ЗЗСО повинен володіти вміннями спонтанного спілкування, що дає можливість без проблем регулярно взаємодіяти з досвідченими користувачами виучуваної мови. У новій програмі з іноземної мови зазначено, що оволодіння учнями спеціалізованої школи з поглибленим вивченням іноземних мов спонтанним монологічним мовленням на рівні B2 передбачає у них вмінь розуміння сказаного в деталях та чітко і ясно обґрунтовувати власні переконання, наводячи відповідні аргументи [5].

Поділяючи точку зору дослідників стосовно цього, ми згодні, що формування вмінь спонтанного монологічного мовлення буде більш ефективним з використанням інтерактивних методів навчання. На основі аналізу зарубіжного і вітчизняного досвіду розробки і використання інтерактивних методів навчання учнів старшої школи монологічного мовлення, ми виділили ті методи навчання, які на наш погляд відповідають наступним критеріям: сприяють ефективному засвоєнню навчальної інформації, підвищують мотивацію навчальної діяльності та розвивають професійну компетентність тих, хто навчається. Такі методи навчання базуються на: 1) самостійному вивченні матеріалу; 2) виконанні пошукових творчих завдань; 3) здатності самостійно знаходити не одне, а декілька рішень; 4) участі в ситуаціях самоперевірки, аналізу власних пізнавальних і практичних дій [2].

До інтерактивних методів навчання монологічного мовлення учнів можна віднести: «Мозковий штурм», «Снігова куля», «Килимок ідей», «Оксфордські дебати», Моделювання ситуації (симулювання). Розглянемо деякі з них більш детально і наведемо приклади.

Метод мозкового штурму являє собою метод розв'язання конкретної проблеми через висловлювання учасниками ідей та пропозицій щодо її розв'язання. Функції учнів полягають у спонтанному висуванні ідей на запропоновану тему, їх класифікація та аналіз для подальшого використання. Серед переваг даного методу можна виокремити: згуртування групи, збільшення впевненості учня і здатності висловити свою думку, розвиток творчого мислення учасників. Наприклад: You are always tired, eat fast food and can't find spare time to do something that you

want. You spend your time on school and babysitting younger siblings. You often get sick. What is the problem of having such lifestyle? How can you change it? Suggest your ideas.

Серед основних функцій учнів старшої школи у ході застосування методу «Килимок ідей» можна виокремити:

- аналізувати ситуацію та причини негативних явищ;
- брати активну участь в обговореннях;
- обґрунтувати свою точку зору з наведенням прикладів зі свого досвіду;
- співпрацювати з іншими членами групи та викладачем, з повагою і толерантністю ставиться до альтернативних точок зору;
- спільний пошук потенційних розв'язків проблеми.

Наведемо приклад вправи із використанням методу «Килимок ідей»: Imagine that you went on holiday somewhere abroad alone. On your first day you decided to walk around the city. You went and spent on it almost all day. It's evening and you want to return to your hotel but you don't know how. You don't know where you're, have some money left and you remember only half of the hotel name. What are you gone do? Suggest your ideas.

Моделювання ситуації (симуляція) являється моделлю реальності. Цей метод передбачає тренування поведінки при використанні вміння учасника та аналізуванні явищ у безпечних умовах. Симуляція застосовується для навчання й засвоєння як конкретних вмінь, наприклад, обслуговування клієнта в кафе, так і аналізу групових процесів, уміння приймати рішення й спілкуватися. Він застосовується, коли у групі дуже багато людей чи коли навчаємо конкретних вмінь, які щоденно використовуються учнями. Всі учні, залучені до дії, можуть спостерігати й аналізувати реальну поведінку в ситуаціях, що моделюються. Наприклад: Imagine that you are looking for a summer job. You found an advertisement of some café. You read it and think that it's for you. The next day you go there to apply for a job. The manager wants to speak with you. What will you tell him/her? Why do they need to hire you? What will you ask him/her to know more about the job? Discuss it and suggest your ideas.

Застосування інтерактивних методів навчання сприяє набагато оперативніше і швидше залучити учнів до роботи і розвинути їх навички спонтанного мовлення.

Таким чином, розвиток спонтанного монологічного мовлення передбачає використання учнями здобуті на уроках знання та інформацію у повсякденному житті шляхом обговорення, спілкування або дискутування.

Перспективою дослідження вбачаємо у розробці комплексу вправ і завдань для розвитку умінь спонтанного монологічного мовлення в учнів старшої школи на уроках англійської мови з використанням інтерактивних методів навчання, які ми зможемо використовувати у школі для навчання іноземної мови.

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ОСОБЛИВОСТІ ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ В ІНКЛЮЗИВНОМУ КЛАСІ ПОЧАТКОВОЇ ШКОЛИ

У сучасному світі вивчення іноземних мов є одним із пріоритетів системи освіти. Той, хто зрозуміє це на початковому етапі свого навчання матиме змогу здобувати знання саме у сензитивний для цього період, у період найлегшого сприймання нового, коли нейронні зв'язки мають кращу здатність до формування. Людина, яка володіє хоча б однією іноземною мовою більш мобільна і вільніша у виборі роботи, країни проживання або відпочинку тощо.

Згідно Закону України «Про освіту», концепції Нової української школи, Державному стандарту освіти та інших нормативно-правових документів. освітня діяльність дитини ґрунтується на здобутті дитиною ключових компетентностей. Закон «Про освіту» дає таке визначення категорії «компетентність»: компетентності це «динамічна комбінація знань, умінь, навичок, способів мислення, поглядів, цінностей, інших особистих якостей, що визначає здатність особи успішно соціалізуватися, провадити професійну та/або подальшу навчальну діяльність» [1].

Інклюзивна освіта покликана надавати дітям з особливими освітніми потребами права на інтеграції в освітню сферу. Відповідно до Концепції інклюзивного навчання кожна дитина важливим суб'єктом для суспільства. Тому діти з особливими потребами мають можливість щодо здобуття знань і умінь з іноземної мови.

Специфіка вивчення іноземних мов дітьми з особливими освітніми потребами описана у наукових працях І. Каминіної, Н. Тучиної, С. Чиж, Н. Щерби та інших. Поряд з цим деякими науковцями вивчалися питання, які стосувалися підготовки педагогічних кадрів, здатних викладати іноземну мову у класах, в яких навчаються діти з особливими освітніми потребами (О. Волошина, Н. Дмітренко, О. Казачінер, А. Степаненко, К. Шапочка та ін.).

Нова українська школа внесла в освітній процес свої корективи щодо сучасного освітнього процесу. З'явилося багато інноваційних інтерактивних технологій, отримали нове життя і були удосконалені традиційні технології. Також змінилося освітнє середовище і методики викладання, що має великий вплив на процес здобуття знань дітьми з

різних предметів, у тому числі і у контексті вивчення іноземних мов.

Дитина з особливими освітніми потребами (ООП) – це не конкретний портрет учня. Кожна дитина з ООП індивідуальна і потребує особливого підходу. Ця особливість прописується в індивідуальній програмі розвитку. Діти з особливими освітніми потребами поділяються на певні категорії і рівні щодо навчальних труднощів. В залежності від цього і підбираються способи і методи роботи з ними, а також можливі корекційні заняття з вивчення іноземної мови.

Робота в інклюзивному класі ставить перед учителем дедалі більше завдань і вимог, як педагогічного, так і психологічного спрямування. Зокрема, вчитель має володіти більшою кількістю відповідних компетентностей, бути креативним, вміти зацікавити тих дітей, які в силу певних обставин не можуть зосередитися на навчанні. Відтак, від вчителя вимагається вищий рівень перспективного бачення освітнього процесу та його результатів, а також стресостійкості.

Окрім цього на вчителя покладено підвищені вимоги щодо підготовки до занять. Велике значення при цьому має врахування при плануванні уроку пояснень, завдань, допоміжних дидактичних і роздаткових матеріалів для дітей з особливими освітніми потребами.

Робота з особливою дитиною, залежно від її «особливостей», передбачає певні особливості. Наприклад, навчання дітей, що мають фізіологічні труднощі за типом слабкозорості потребують наявності карток з шрифтом Брайля та/або навчальні тексти, написані великими буквами; також можливим є використання засобів аудіювання (звукове відтворення слів, речень іноземною і українською мовами), коли дитина на слух сприймає те, що не бачить. Навчання дітей з слуховим труднощами передбачає наявність слухового апарату, а також візуальних карток на двох мовах, які допоможуть через використання зорового аналізатора сприйняти більшу частину інформації. Навчання таких дітей іноземній мові слід починати не з букв, а зі слів, що позначають добре відомі учню предмети (див. так званий «глобальний метод навчання читанню») [2].

Навчальні та інтелектуальні труднощі, в залежності від їх рівня, вимагають від вчителя адаптації завдань, розробки більшої кількості роздаткового матеріалу (картинки з підписами на іноземній і українській мові, картки-асоціації – певні слова є співзвучними з українськими словами, опорні схеми, комікси, тощо), кількаразового повторення або пояснення. При проведенні корекційних занять можна використовувати планшет з іграми, цікавими і яскравими завданнями, мультиками іноземною мовою, що допоможе дитині у формі гри краще засвоїти потрібний обсяг знань.

Фізичні труднощі дитини часто відображаються на її психологічному стані і здатності до навчання. Такий учень потребує розуміння, допомоги, співучасті, емпатійної підтримки, але допомога має бути ненав'язливою, не зосередженою на фізичному стані дитини. Використання вчителем методів

інтерактивного навчання, що потребують від дитини певних рухів, переміщень, має бути реалізованим таким чином, щоб дитина не відчула себе зайвою.

Робота з дитиною з соціоадаптивною категорією труднощів повинна враховувати особливість дезадаптованості учня. Наприклад, якщо дитина має труднощі щодо спілкування з однолітками, боїться говорити вголос або не встигає підняти руку, можна використати такі варіанти роботи: дитина може отримати завдання на картках, на картинках; тут також слід звертати увагу на емоційний стан і запитувати дитину тоді, коли вона готова говорити. В жодному разі не можна силувати дитину до певної діяльності, до якої вона на даний час не готова.

Поруч з «тихою» дезадаптованістю існує й інша, що стосується дітей, яким важко зосередитись і налаштуватись на пояснення, яким важко «виседіти» урок, іноді важко знайти спільну мову з іншими дітьми. Такі учні потребують більшої кількості фізичних рухів, таких, як пробіжка позачергово (не тільки під час фізкультхвилинки). Також таку дитину потрібно зацікавити за допомогою карток з яскравими малюнками і підписами двома мовами (підпис іноземною мовою повинен бути більшим чи яскравішим, щоб дитина, навіть несвідомо, запам'ятовувала написання слів). Корекційні заняття таких дітей також передбачають використання планшетів з цікавими завданнями.

Більшість категорій труднощів передбачають застосування таких інтерактивних методів навчання, як «Мікрофон», «Робота в групах», «Робота в парах», тощо. Також бажане застосування мультимедійних презентацій, що буде корисним як для слабкозорих дітей, які будуть краще бачити великі слайди, так і для дітей, що повільно пишуть чи читають, а також розуміють зміст навчальної інформації.

Висновки. У Концепції Нової української школи з-поміж десяти ключових компетентностей можна виділити і такі, як спілкування іноземними мовами (уміння належно розуміти висловлене іноземною мовою, усно і письмово висловлювати й тлумачити поняття, думки, почуття, факти та погляди у широкому діапазоні соціальних і культурних контекстів) [3].

Рівні права на освіту дітей з особливими освітніми потребами дають їм змогу ефективно вивчати іноземні мови, що сприяє не лише удосконаленню їх іншомовного досвіду комунікації, а й успішній соціалізації у суспільстві [4].

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DEVELOPMENT OF CREATIVE ABILITIES OF JUNIOR SCHOOLCHILDREN IN ENGLISH LESSONS

The problem of developing the creative abilities of younger students is actualized by the need to develop their personality from the first years of study because it is during this period that the foundation of their lives is laid.

The study aims to theoretically substantiate the need to use innovative technologies in English lessons to develop the creative abilities of younger students.

Nowadays the process of creativity has been the center of special attention. The formation of a pupil's creative personality has been one of the important theoretical tasks for pedagogical science. The given problem has become the focus of research by such scientists as L. Vyhotskyi, B. Teplov, L. Bozhovich, V. Filipova, L. Venher, and others. L. Vyhotskyi proposed the theory about age as the focus of analysis of a child's development, suggested a new understanding of conditions, sources, forms, stimuli, and specifics of a child's mental development; he described the stages and phases of a child's development, and also the transitions between them in the process of ontogenesis; discovered and formulated the main laws of a child's mental development [2: 82].

Every child has inborn creative abilities. Creativity is not a type but by far a style of activity. Creativity is the process of giving birth to something new: formulating new ideas or introducing new concepts, experiencing new feelings, or seeing certain images, that are direct regulators of creative actions. Creative abilities are formed throughout a human's life, at the same time the researches by T. Baibara, L. Vyhotskyi, L. Lozova show that primary school age is sensitive to the creative development of children, their abilities to be creative [3: 22].

In the methodology of teaching English, there are various ways to optimize learning, and creative activities, including games.

The use of educational games and educational and creative tasks in the English lesson allows increasing the interest in learning the language, as well as creating a situation of imaginary language environment. The value of role-playing games cannot be exhausted and appreciated, because being entertainment, and recreation, it can grow into learning and creativity. In the role play, first of all, children's imagination, attention, and figurative thinking are developed, and the ability to operate with images of reality is laid down, which, in turn, creates a basis for mastering complex forms of creative activity.

Examples of games in English lessons in primary school, which I use as an effective means of developing students' creative abilities.

Game «SNOWBALL»

Students sit down on the principle of a "round table", in the center of which - cards with the vocabulary being studied. One student takes a card, shows it, and uses the word or phrase in a sentence. The second student takes another card and comes up with a new sentence that is logically related to the previous one and so on. Thus, a collective story is formed, which is then called. The principle of this game can be used to describe a picture, retell a theme or text, etc. while controlling listening.

Game «MY FAVORITE PAINTING»

On the teacher's desk are pictures of any lexical topic. Each student chooses one and then argues in a foreign language why he chose it.

Game «And I ...»

On the board hang pictures depicting people in different situations. Each student chooses one of the characters and tries to tell the story of his life in the first person.

Game «DANCE IN A HAT»

Music sounds. Everyone is dancing. One of the students has a hat on his head. In the dance, he passes it on to someone, putting it on his head. The hat is passed to the music. The music is interrupted, the one wearing the hat has to sing a song in a foreign language, recite a poem or remember a pattern, and so on.

Game «WHAT DO YOU SEE?»

Prepare a card with a small hole in the middle. Cover the picture with the word with this card and, lead the hole through the picture, give the children the opportunity to answer the question: "What is it?".

Game «GROW YOUR TREE»

Students are encouraged to draw their family tree. Everyone determines the place of relatives on the tree, and children choose the color with which to paint a picture and then describe the drawing in English.

Game «GOOD OR EVIL»

Children are given the task to paint a person's face, when only the oval of the face is drawn, to describe it in English. In addition to the development of speech, the game helps to develop the imagination, as well as to trace the psychological state of the child.

The problem of developing pupils' creativity and creative abilities have been of serious concern to many famous educators, researchers, philosophers, and scientists. It is necessary to emphasize that pupils in most cases do not create completely new things, but the process of creating and discovering subjectively new things for a child is one of the ways of showing his/her creativity.

Teaching a foreign language involves the practical mastery of students' speaking skills at a level sufficient for foreign language communication.

The development of a child's creative abilities involves the development of imagination and flexible, "non-standard" thinking. This can and should be done

in every English lesson using a variety of methods and techniques.

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MODERN TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES

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MODERN TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES

The integration of Ukraine into the European Union and the expansion of international relations set new requirements for the level of professional training of students of higher educational institutions. More and more attention is being paid to the study of foreign languages, as foreign languages are a necessary component of the development of international relations, cultural exchange between representatives of different countries, Information Exchange and scientific conferences. Graduates of higher educational institutions are subject to new requirements for foreign language proficiency. The need of modern society for specialists who are fluent in a foreign language in everyday and professional activities makes it necessary to search for new ideas and pedagogical technologies to solve the problem of intensifying Foreign Language Teaching. [3, p. 33]

It is difficult to imagine a modern model of learning without using the latest technologies of teaching English – without using multimedia teaching tools and multimedia teaching technologies.

The relevance of the study of the problem of teaching a foreign language by means of multimedia technologies is due to the social needs of specialists with a high professional level of knowledge of English, which, in turn, requires studying the process of activating students' Foreign Language Teaching.

Having analyzed the methods and approaches of domestic and foreign authors to teaching a foreign language, namely O. I. Litikova, N. L. Drab, M. I. Smirnov, N. I. Bychkova, Yu.K. Babansky, N. B. Ishkhanyan, we can distinguish the following characteristic features of teaching a foreign language: mastering a foreign language in a short time due to the mobilization of resources of the individual and its hidden reserves; a foreign language is not studied, but is used through communication; classes begin with communication, not with the assimilation of grammatical rules; teaching foreign language communication takes place in the form of role-playing games; a multimedia approach based on

the use of several complementary information technologies is more effective. [2, p. 40]

Also, the multimedia approach is provided through the use of various means: printed, audio and video materials, educational materials coming from electronic sources. Modern approaches to teaching a foreign language such as a person-oriented approach, which is characterized by the relationship of one student with the teacher or one student with another (learning “one to one”); cooperative and collaborative methods, which are characterized by active interaction between all participants in the educational process; and also, traditional methods, which are based on providing students with educational material by the teacher, when students do not play an active role in communication, receive a new development on the basis of modern information technologies. The development of these approaches involves conducting educational collective discussions, role-playing games and presentations. [2, p. 44]

Modern information technologies should be an effective tool that will facilitate the assimilation of knowledge, make learning interactive, communicative, interesting, visual, and individual.

Considering the issue of using a computer in teaching foreign languages, we can identify the following positive aspects of its implementation: motivates the learning process; allows the teacher to apply an individual approach; promotes the development of students' independence, encourages them to use information directly related to their personal or professional life; increases awareness of other languages and cultures; due to the presence of various types of texts, increases language competencies; provides modern material that meets the interests and needs of students; offers authentic and up-to-date material.

The internet is a very rich source of potential learning resources. Today, a methodology for learning foreign languages using Internet resources is being developed. There are supporters of the idea of learning a foreign language only through the specified network, without traditional work with the textbook, but most teachers prefer to use the Internet in parallel with traditional teaching tools, integrating it into the educational process.

Observation of teachers in higher educational institutions on the educational process in foreign language classes gives grounds to assert that the application of the method using multimedia technologies has the following advantages: provides a communicative approach to learning a foreign language; introduces the culture, traditions of the country of the language being studied; promotes individualization of learning; helps to overcome the language barrier; provides for the most effective assimilation of educational material; creates a friendly atmosphere in the classroom. [5, p. 48]

The introduction of modern and innovative approaches to teaching English to students in some higher educational institutions is ensured by the use of multimedia teaching tools. All these technical tools significantly change the teacher's capabilities, make classes more intense and productive. So, multimedia projectors provide the possibility of Matrix presentation of material, which takes

the student away from the printed text, from sequential reading and memorizing by heart. There is a new teaching method – multimedia technology.

Multimedia learning tools as a type of computer technology combine traditional static visual information (text, graphics) and dynamic information (language, music, video, animation), making it possible to simultaneously affect the visual and auditory senses of students.

The practice of using modern teaching tools in higher educational institutions (software, or Software: multimedia textbooks, disks, universal encyclopedias, presentations, video, audio materials, internet resources; equipment, or Hardware: computer, audio, video equipment, multimedia projector, interactive whiteboard) shows that the quality of teaching material and the effectiveness of its assimilation by students of higher educational institutions significantly improves.

Therefore, in my opinion, the introduction of multimedia technologies in the educational process of learning a foreign language in higher educational institutions significantly improves the quality of presentation of educational material and the effectiveness of its assimilation by students, enriches the content of the discipline, increases motivation to learn English, creates conditions for closer cooperation between teachers and students.

Analysis of the practical experience of Foreign Language teachers shows that the use of multimedia teaching technologies fits seamlessly into the educational process. Multimedia technologies have undoubted advantages over other educational technologies.

The survey of teachers of higher educational institutions revealed that the introduction of multimedia learning technologies in the educational process is impossible: without the development of concepts of the program of multimedia teaching of English students; training of teachers of the appropriate level; creation of a special Center for multimedia technologies; the formation of new teaching tools and information resources of the Department of foreign languages; the increase of specially equipped classrooms with a multimedia projector, computer, interactive whiteboard, and the like. [1, p. 185]

So, Research in the field of innovative technologies confirms that a promising direction of work in the system of Modern Foreign Language Teaching is an integrated approach that combines a complex of multimedia technologies with high didactic potential, telecommunications technology, computer training of foreign languages and modern methods of teaching foreign languages. It should be an educational process that will ensure the development of communicative, creative and professional knowledge, the need for self-improvement, and constant self-education of students of higher educational institutions. [4, p. 96]

The introduction of modern and innovative approaches to teaching English in higher education institutions should take place according to a well-developed model, which provides for the introduction of new multimedia materials into the educational process, the creation of training programs, special classrooms, and

the development of their own multimedia resources, which will make it possible to move from a passive to an active way of implementing educational activities.

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INTEGRATED LITERACY LESSONS IN THE NEW UKRAINIAN SCHOOL

Formulation of the problem. The concept of general secondary education emphasizes that there are changes in the educational process, namely the first stage of secondary school. The content and structure of education is a significant task during the transition of secondary school. The quality of the educational process depends on the professional skills of the teacher, creativity, ability to teach students to consolidate their knowledge, the use of various forms of lessons.

Analysis of recent research and publications. The problem of integration as an innovative pedagogical technology, initiated by K. Ushinsky and V. Sukhomlinsky, which has significantly expanded and deepened in the research of Ukrainian scientists I. Vekh, L. Varzatska, M. Vashulenko, I. Volkova, M. Ivanchuk, O. Savchenko, N. Svitlovskaya and others. Their work describes the main theoretical provisions of this problem, but not fully the principle of integration is reflected in textbooks, manuals and programs. Today the problem of integration is studied by psychologists, teachers, methodologists, teachers-practitioners. Among them are M. Ivanchuk, M. Vashulenko [2], A. Zimuldinova [3], Y. Kolyagin, O. Rudnytska, G. Tkachuk, N. Svitlovska, A. Kanishchenko, and others.

The purpose of the article is to theoretically substantiate the features of integrated literacy lessons in the new Ukrainian school.

Presenting main material. The use of integrated lessons in primary school has the ability to direct students to a conscious and emotional need to analyze and express their own opinions on the proposed topic. Students gain life experience, draw their own conclusions, consolidate their knowledge and exploratory discoveries.

Integration is the most important principle of development of modern educational systems. It is aimed at forming a holistic picture of the world in younger students by combining educational material from different subjects.

Integration as a process and result forms integrity as a single quality based on many others. Integration is based on increasing understanding, applying different concepts, helping students to better relate to the environment, to synthesize their knowledge outside the discipline.

Conducting integrated lessons is manifested by increasing the development

and self-development of children, forms a holistic picture of the world. After all, it is the need to form in students the properties of unity and integrity, due to the need for integration.

The use of integration has a positive effect on overcoming didactic problems. Namely: to eliminate information overload of junior schoolchildren, generalization of knowledge, focus on the formation of students' independence, self-development [4, p.376-393]

The most important task of the educational institution is the formation of effective personal development, self-development, self-organization.

The global task of the modern school is to create conditions for the full-fledged holistic development of the child's personality and self-organization. This is guaranteed by solving these problems:

- creating a relationship between teacher and students;
- development of cognitive complexity and integration in the educational process;
- create friendly relations in the classroom;
- provide comfortable conditions in the classroom for integrated classes;
- create a sense of psychological security.

Integration has the opportunity to change the content of education. The interaction of different sciences has new approaches to a holistic vision of the world, the formation of different scientific methods of cognition.

The use of integration in the educational process is relevant, and conducting integrated lessons is a necessary phenomenon for the perception of the world and understanding of the surrounding reality. They help students understand the importance of learning the basics of science.

Integrated learning is the best way to increase the effectiveness of learning and self-development. Any structured lesson, which uses knowledge, skills and conclusions of subject areas to achieve the goal is called an integrated lesson [5, p.95].

Advantages of integrated learning for students:

- the world around us is recognizable in its diversity;
- develops the potential of students, encourages understanding, the development of logic, thinking, communication skills;
- increases cognitive interest, attention, imagination;
- has the ability to self-realization, self-expression;
- increase the motivation to learn.

To properly plan an integrated lesson, you need to choose non-standard forms of work that stimulate students' attention. The teacher must be a highly qualified specialist. The success and intensity of the integrated lesson is ensured by careful preparation of teachers and students.

The main purpose of primary education is the formation and improvement of speech skills. This is most often seen in native language and reading lessons. These are the subjects that can be combined in primary school. The task of these subjects is the development of all types of speech activity: reading, speaking,

understanding, listening.

According to scientists, the use of integrated language and reading lessons in primary school is characterized by systematization, generalization, awareness. In combination with reading, the role of motivation in general in relation to language learning and elaboration of sections, topics of the program in particular will increase [1, p.8].

The following are considered important methodological principles that ensure the integration of language and reading tasks:

- speech skills (reading, retelling);
- combination of all types of speech activity (reading, listening, listening, writing)
- formation of expression of own opinion;

The main task is to teach students to formulate their opinions in accessible forms, speech styles and types.

In general, the effectiveness of the educational process of the student's personality depends on the organization of integrated lessons, characterized by the development of mental abilities, developed motivation system, emotional saturation, which turns the learning process into an active form of life. On the basis of such life the student satisfies his needs for self-knowledge, self-realization, self-determination. As a result, there is an increase in his personal needs, enrichment of moral motives and ways of self-realization and self-actualization.

Conclusions. Thus, communication, which is a system-forming type of life of primary school children in the educational process, built on the basis of an integrated approach, provides effective formation of moral qualities in solving educational situations, provided that it is based on educational dialogue, which has the maximum developmental and creative potential. The main internal feature of the dialogic type of communication is the personal relationship between teacher and student.

Experience shows that integrated learning gives better results than traditional study of disciplines. However, an integrated approach develops abilities, forms a system of knowledge and skills.

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ФОРМУВАННЯ ПІЗНАВАЛЬНОГО ІНТЕРЕСУ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ ЗАСОБАМИ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ

На сьогоднішній час освітня система переживає період глобальних перетворень. Зростаюча різноманітність джерел інформації, розширення доступу до них відкриває додаткові перспективи до навчання. Вдосконалена система освіти підштовхує до створення нових методів, підходів та інструментів для використання вчителями на уроках. Також Нова українська школа надає більше можливостей для вчителів самостійно визначати хід навчального процесу, добирати відповідні методи та засоби. А головною інновацією є, на нашу думку, нова модель оцінювання. Вона ґрунтується на тому, що дозволяє оцінювати сам навчальний процес, а не тільки результат.

З появою Інтернету у нашому житті виникла необхідність оволодіння дітьми вміннями знаходити та застосовувати інформацію, яку вони з нього отримують. Недостатня обізнаність вчителів та учнів стосовно того, як орієнтуватися в інформаційному технологічному світі, веде за собою низку проблем. Перша проблема – це проблема невміння ефективно використовувати інформаційно-комунікаційні технології. Сучасний вчитель повинен бути сучасним у всьому.

Використання ІКТ, в першу чергу, дає змогу привернути до себе увагу учнів. Друга проблема – це проблема невміння учнів використовувати інформацію, яка надається в мережі. Третя проблема, на нашу думку – це проблема саморозвитку сучасного вчителя, який повинен вміти як використовувати готові Інтернет-ресурси, так і створювати нові дидактичні матеріали для учнів засобами ІКТ.

Особливості використання ІКТ у навчальному процесі початкової школи розглядали такі науковці як І. Галаган, С. Колесніков, В. Барановська, Г. Ломаковська, О. Мороз, Н. Олефиренко, Л. Петухова, А. Семенов, Ю. Первін, О. Співаковський, М. Левшин та інші. Але, на нашу думку, проблема формування пізнавального інтересу учнів засобами інформаційно-комунікаційних технологій є недостатньо розкритою.

З одного боку, ІКТ підвищують мотивацію учнів до навчання і тим самим сприяють формуванню у дітей пізнавального інтересу. З іншого

боку, сьогодні інформаційно-комунікаційні технології розвиваються з достатньо високою швидкістю. З'являється велика кількість електронних ресурсів, ефективність яких необхідно перевіряти безпосередньо в освітньому процесі початкової школи. Отже, *мета статті* – проаналізувати дидактичні можливості ІКТ для формування пізнавального інтересу учнів початкових класів та запропонувати завдання для вивчення англійської мови, розроблених нами за допомогою засобів ІКТ.

Пізнавальний інтерес – це емоційно усвідомлена, вибіркова спрямованість особистості, яка звернена до предмета та діяльності, пов'язаної з ним, що супроводжується внутрішнім задоволенням від результатів цієї діяльності. Розрізняють чотири етапи розвитку інтересу: зацікавленість, допитливість, пізнавальний інтерес та теоретичний інтерес [1: 33-34].

Серед способів формування пізнавального інтересу виділяють наступні: використання наочності, підбір цікавого навчального матеріалу, створення проблемних та парадоксальних ситуацій, використання навчальних дискусій, пізнавальні ігри, застосування комп'ютерів, емоційність викладання тощо [2].

Таким чином, формування пізнавального інтересу учнів початкової школи засобами ІКТ на уроках англійської мови, має здійснюватися, на нашу думку, наступними шляхами:

- через ознайомлення учнів з різноманітними ІКТ та способами їх використання в процесі вивчення англійської мови;
- через підготовку вчителів іноземних мов до застосування ІКТ у навчальному процесі, тобто проведення курсів підвищення кваліфікації, літніх шкіл професійного розвитку, семінарів та методичних майстерень, пов'язаних з використанням ІКТ;
- через практичну діяльність та взаємодію між всіма учасниками навчально-виховного процесу з використанням ІКТ, які би спряли формуванню пізнавального інтересу учнів.

Це означає, що застосування ІКТ має бути інтегровано у процес навчання англійської мови таким чином, щоб електронні матеріали були цікавими для учнів, мали гарний дизайн та зручність у використанні, містили творчі та проблемні завдання, мали емоційну забарвленість. ІКТ на уроках англійської мови мають давати змогу дітям спробувати нові та цікаві види діяльності, які би викликали інтерес у дітей та створювали мотивацію до навчання.

Тому для формування пізнавального інтересу учнів початкової школи вчителям потрібно не тільки використовувати готові електронні освітні ресурси, але й проявляти свої креативні здібності у створюванні авторських навчальних матеріалів засобами ІКТ, які би відповідали вимогам Нової української школи.

Розглянемо більш детально засоби ІКТ, які, на нашу думку, доцільно використовувати у процесі формування пізнавального інтересу учнів початкової школи при вивченні іноземної мови. Існують спеціальні засоби ІКТ, які поділяються на програмні та технічні (кіно, мультфільми, аудіо та відео).

Першим засобом ІКТ, який використовується досить часто – це мультимедійна презентація. Вона сприяє розвитку мислення, пізнавальної активності, розвитку уяви, навчальної мотивації та творчих здібностей учнів.

У процесі використання мультимедійної презентації на уроках англійської мови діти починають активніше висловлювати свої думки, міркувати. Для створення мультимедійної презентації учитель може скористатись такими програмними засобами як Microsoft Power Point, Prezi, Macromedia Flash, Google Slides, Picasa, Photodex ProShow та інші [3: 10-13].

Другим ефективним засобом ІКТ для навчання іноземних мов можна назвати мультимедіа-тренажери. Це навчально-тренувальні програмні продукти, які спрямовані на відпрацювання учнями певної теми на уроках англійської мови. Відмінність сучасних тренажерів від традиційних полягає в тому, що за допомогою ІКТ можливо використовувати технології мультимедіа, високоякісну анімацію, тривимірну 3D графіку, музику MIDI (Musical Instrument Digital Interface).

Вони допомагають дітям закріплювати матеріал не тільки у школі, а й вдома чи будь де. Існує безліч мультимедіа-тренажерів, які орієнтовані на учнів початкової школи та є широко доступними, наприклад, “Sing And Learn English”, “Кліффорд вчиться читати англійською”, “Мишка Мія вчить мови”, “Світ слів”, “Англійська з Вінні-Пухом” тощо [3: 10-13].

Наступними засобами ІКТ є програмні продукти для систематизації, узагальнення та перевірки знань та вмінь учнів. Це такі засоби як електронні тести, лото, пазли, мозаїка, бінго, кросворди тощо. Учитель може сам розробити такі завдання за допомогою таких програм як Microsoft Excel, Microsoft Word, Microsoft Power Point, Hot Potatoes, а також онлайн-ресурсів Tools For Educators, Kahoot!, ClassMarker, EasyTestMaker, Quizlet, Google Forms тощо.

Одним із видів мовленнєвої діяльності, який сприяє розвитку пізнавального інтересу учнів є аудіювання. У процесі аудіювання в учнів розвиваються пам'ять, вміння сприймати інформацію на слух, розвивається креативність, збільшується інтерес до пізнання. Для створення завдань з аудіювання вчитель може використовувати такі програми як Duolingo, From Text To Speech, Movie Maker, WeVideo, Smart Recorder, InShot тощо.

Наведемо приклади електронних навчальних ресурсів з навчання англійської мови, розроблених нами за допомогою різних засобів ІКТ та спрямованих на розвиток пізнавального інтересу учнів початкової школи (Рис. 1-5).

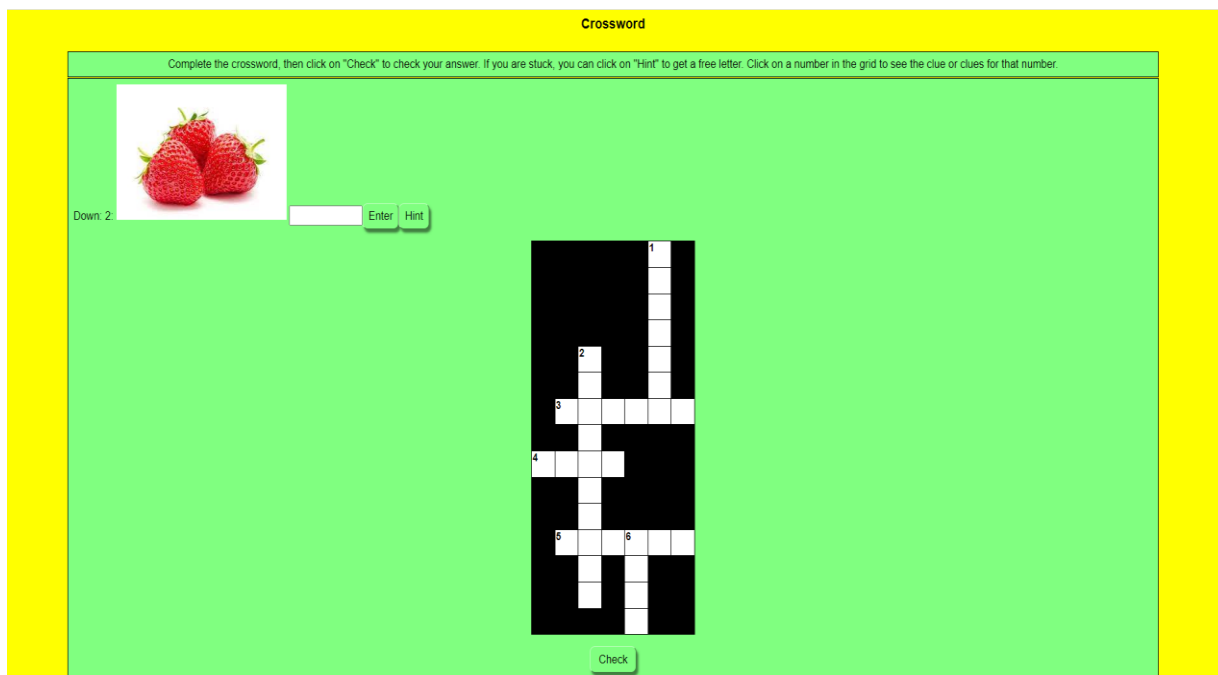


Рис. 1. Скріншот інтерактивного кросворду з теми “Fruits”, створеного у програмі Hot Potatoes [4].



Рис.2. Скріншоти інтерактивного тесту з теми “Vegetables”, створеного у програмі Power Point



Рис.3. Скріншот вікторини з теми «Sea Animals», розробленої з використанням онлайн ресурсу Kahoot! [5].



Рис.4. Скріншот кубика з теми «Animals» та лото з теми «Christmas», розробленої з використанням онлайн ресурсу Tools for Educators [6].

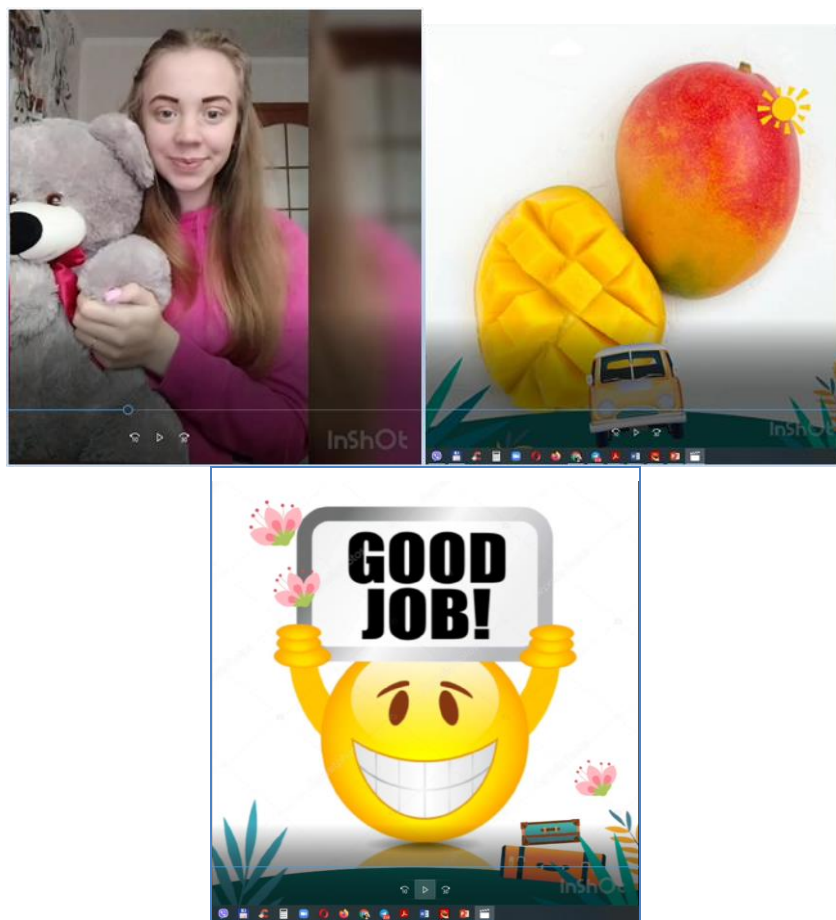


Рис.5. Скріншот навчального відео з теми «Fruits», розробленого з використанням відео-редактора InShot [7].

Таким чином, ІКТ – це потужний засіб, який вчитель може використовувати як в процесі підготовки до занять, так і безпосередньо на уроці, що значно спрощує роботу вчителя, дає додаткові можливості для застосування наочності, виготовлення різних дидактичних матеріалів. Також важливим є те, що в процесі роботи з електронними завданнями привертається увага дітей як до самого вчителя, який впевнено може вести урок і цікаво це зробити, так і до навчального матеріалу, який подається у цікавій і нестандартній формі, що значно підвищує пізнавальний інтерес учнів у процесі вивчення іноземної мови.

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PEDAGOGICAL CONDITIONS FOR THE IMPLEMENTATION OF GAMIFICATION AT THE ENGLISH LESSON IN PRIMARY SCHOOL

English is one of the main means of international communication. This idea is growing in our country and there are no significant tendencies to stop or slow down this process. According to the “Ethnologue”, 1999, in the ranking based on the number of speakers, the English language is approximately third (over 508 million and includes those countries where English is legally defined as the state language or the second state) [1]. There is a significant layer of speakers who are not included in this list. For example, in Indian countries the population is also fluent in English. Therefore, in Ukraine its study should be on the same level with the state language.

Foreign language occupies an important place in the modern education system due to its development, cognitive and social functions. Particular attention should be paid to teaching English in primary school. As we know, all the knowledge gained by people in the form of a foundation, should be laid from an early age.

Today the process of learning is presented as a process of interaction between a teacher and students in order to engage students in certain knowledge, skills, abilities and values. There is an important problem with the use of effective methods of teaching English. Moreover, new methods and approaches to teaching foreign languages are constantly appearing, which allow to make the educational process much more interesting. They develop the cognitive processes of a child [2].

To master any discipline, it is necessary to motivate a child, and nothing motivates so much as interest, activation of the rival spirit, the system of honors and awards. Taking into account the leading activities of school-age children, namely play activities and the above aspects for successful motivation, we get a form of learning that is most relevant in the educational process of primary school - game teaching method.

The widespread use of games (especially in the early stages of learning) and the need to create attractive educational practices have led to the emergence of such a concept as gamification. The idea of this innovative technology is to make the learning process more interesting and, importantly, to motivate students to learn. The game is an ideal learning environment with built-in error resolution, encourages to think outside the box and develop self-control [3].

Gamification is the inclusion of game design elements into non-playful contexts. Its main aim is to influence people's behavior, involving and motivating them to achieve different challenges. Rahat Paharia was the person who coined the term "gamification" in 2008.

Since 2008, there have been many authors who have tried to give a specific definition of this concept and to establish some common characteristics. One such author is Kapp, who in 2012 defined gamification as a learning setting and movement. From Ray Wang's point of view, gamification describes a number of processes and systems that are used to influence, engage, and motivate children to stimulate children's behavior to achieve desired outcomes.

In conclusion, "gamification is the process of using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning and solve problems" [5].

Signs of game elements included in the educational process: feedback; merriment; tasks increase in number and become more complicated; skill; indicators of progress (for example, through stickers, leaderboards); social connection; player management. A lesson that contains several of the above elements can be considered as a "gamified" lesson. The most effective gamification systems use additional elements, such as communication with other "players" – students, which in fact allows you to pay attention to the interests of all students. Appropriate combinations create a stable interaction, take into account the needs of students [4].

The main aspect of the introduction of gamification is related to the establishment of the dominant style of play of the child. To do this, you need to consider different types of players. Different styles in the game should be considered as an important factor in the process of designing the gamification of the lesson, especially if most of the group prefers a certain style.

Bartle identified four types of players:

Achievers: their main goal – to get points and raise the level.

Researchers: They like to explore how things work.

Socializers: for them, the most important issue is to establish relationships with people (listening, observing, improvise, joking...).

Killers: their main objective is to hurt other players.

Those player types are a general framework, other authors have modified them. To date, the most popular classification is Marchevsky:

Player: They play to get extrinsic rewards (prize, sticker, praise)

Socializers: they are motivated by cooperation, they are always in search of social interaction.

Free spirit: they have their own strategies of self-organization, mostly want to play alone, they are motivated by autonomy.

Achiever: they apply different competences in order to solve problems.

Philanthropist: they need activities with clear purposes, they are motivated by intrinsic factors.

Here are some games you can use in your English lessons [6]. During Circle

time, you can play the game "What's Your Name?" which is good for first graders. The purpose of the game: to consolidate the skills of using language clichés, to develop attention. Students sit in a circle, each in turn clapping their hands once, then on their knees, and then saying "My name is" ", clapping their hands and asking anyone: What's your name? You can answer only when the student claps his hands and knees. If not, then he leaves the game.

"I Can See" is a popular game for first and second graders. The aim of the game is to develop the skills of monologue speech, to consolidate the language construction "I Can See" and the lexical units being studied. For this game you can make props - binoculars, make it from improvised materials. We can not just ask students to look through binoculars and say what he sees. You can come up with a story for the game, as if we were on a ship and looking at the horizon and seeing something. You can complicate the task, divide students into groups, choose a participant from each, show him the word, and he will pass it to the team, and they in turn will write it down, or look for a picture among their cards.

Among the classic games for children is a popular game in America – Simon Says. The game helps to memorize lexical items from many topics. We can fix the theme "Parts of the body", "I can", "School subjects", etc. How to play: Choose one participant who will say "Simon says..." Others listen carefully and do what the presenter says. The purpose of the game: to consolidate lexical items, develop attention and memory. The game also helps to build a clear picture of the use of the word in context. It means that students not only remember what the word means, but also repeat it as a language cliché, phrase or whole sentence. To catch players, you should sometimes omit the phrase "Simon says". In this case, the one who performs the action is out of the game. The last one wins. To complicate the task, you should gradually accelerate the pace and give more complex tasks.

The game "Relay" can be used from the second grade. The game is conducted throughout the learned lecture. Purpose: consolidation of vocabulary on the topic. The course of the game: you need to divide the board into two halves and on each side write in a column the studied lexical units (the same set of words, but the sequence is different). The class is divided into two teams. Each team has its own half of the board. Participants take turns approaching the board and writing the appropriate Ukrainian version next to each English word. If one of the participants notices a mistake, he can correct the mistake, but then he will not be able to write another word. The team that is the first to cope with the task correctly wins.

Game "My aunt went to town". Purpose: repetition of vocabulary on the topic "School subjects", memory development. The teacher explains that students should complete the phrase My aunt went to town and bought ... with a word that denotes school supplies or clothing.

P.1: My aunt went to town and bought a bag.

P.2: My aunt went to town and bought a bag and a ruler.

P.3: My aunt went to town and bought a bag, a ruler and a book.

If the student cannot say his word, he leaves the game.

The game "Make me up!" Is suitable for students in grades 3-4. The purpose of the game: the development of grammatical skills, the ability to use the present simple tense. The teacher writes simple sentences on the board, such as "She dances". Students come out of each team and write a negative sentence. Others come out and write a question sentence. If students know other types of questions than general, students come out and write different types of questions.

Game "Crossing the river", goal: consolidation of vocabulary, development of coordination. The game is suitable for students in grades 3-4. The stream is schematically depicted on the board. Two teams pass through it in different places on the stones, conditionally marked by squares (10 squares for each team). To step on the stone, in each square you need to write a word from the topic. If the word is misspelled or does not match the topic, the team skips the move. The team that gets over the stream faster wins.

To sum up, gamification in education is the use of game rules that serve as motivators for learning a foreign language and achieving real educational goals in the course of studying the subject. The process of including gamification methods in the educational process is very specific, and therefore it is necessary to take into account some specific features of the method, as well as to adhere to its basic principles. With the provision of competent methodological support for gamified classes, you can achieve high results in learning based on the use of new technologies [2].

Gamification as an activity that uses play elements in non-play activities and based on student voluntariness and interest, can be considered one of the ways of intrinsic motivation of students, which would contribute to the best foreign language learning and development of basic language skills [3].

The game aims to draw students' attention to the educational process and learn not only new material, but also consolidate it. The game can be used at the stage of warming up, lead in, vocabulary or grammar presentation, vocabulary or grammar practice.

Gamification meets the demands of today's students: it allows them to feel out of routine and can encourage students to continue learning voluntarily and independently, as the student, unlike the teacher, sees in it only a game, not learning activities. Gamification meets the demands of today's students: it allows them to feel out of routine and can encourage students to continue learning voluntarily and independently, as the student, unlike the teacher, sees in it only a game, not learning activities.

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FORMATION OF COGNITIVE INDEPENDENCE OF PRIMARY SCHOOL STUDENTS IN ENGLISH LESSONS BY MEANS OF INNOVATIVE TECHNOLOGIES

One of the most important tasks of pedagogical science at the present stage of educational development is the formation of a creative personality of a student who can think independently and unconventionally, because the development of such a way of thinking in children is a social necessity.

In younger students, the skills of cognitive independent learning activities are just beginning to take shape. At the same time, special research and advanced pedagogical experience show that under certain learning conditions, first-graders are already able to successfully perform tasks that require search, reasoning, reasoning.

Therefore, one of the most important scientific and practical problems of modern primary education is the problem of forming the cognitive independence of primary school students in the process of learning English.

The purpose of the article is to theoretically substantiate and develop pedagogical conditions for the formation of skills of cognitive independence of junior high school students in English lessons using innovative technologies.

Cognitive independence of primary school students is based on certain features of psychological and pedagogical content. At an early school age, the intellectual development of a child in his development rises to a new qualitative stage. Children have the ability to act not only in accordance with the requirements of the adult, but also in accordance with the requirements of their own. At the moment of entering school, the child must have a certain level of arbitrary behavior. Qualitatively changes the arbitrary regulation of behavior, motives, cognitive processes in general. The development of the cognition of cognitive processes is one of the innovations of the early school age. The child learns consciously, independently to regulate his behavior, his actions in a new leading activity – learning. At the same time, not only arbitrary behavior is formed, but also random memorization, arbitrary attention, and thinking. The ability to act is organized in accordance with the tasks facing the child. [4: 221]

As mentioned above, the creative personality will be characterized by such features of thinking as: flexibility, originality, independence, logic. We will consider each of them below.

This characteristic is called originality. The development of this

characteristic directly depends on the ability to mentally connect distant images of objects that in real life will not be able to have such a connection.

Causal thinking develops in a child by the end of primary school age. This is because students try to understand the causal relationships about objects or phenomena or the patterns of occurrence or development of various events. As noted by G. Kostyuk, children's research activity at this stage is characterized by two qualities: increasing the level of independence of mental activity and critical thinking of students. [2: 124]

The independence of the individual in the process of search, research is a guarantee that the child learns to control their thinking (or rather, its processes): set goals for search, hypothesize the causes and consequences of additions, learns to comprehend known facts, compare them with hypotheses. Therefore, in the process of such activities, due to the consideration of different options from the position: "true or false" the child offers his own ideas, which are often unique and original. These abilities, without a doubt, are the leading factors of creativity at the stage of causal thinking.

As for the critical thinking, as its characteristics, it is manifested in the fact that children begin to evaluate their activities and the activities of others in terms of norms and rules of social morality and ethics.

Thanks to children's awareness of rules and laws, their work becomes more conscious, logical, believable. On the other hand, criticism sometimes hinders creativity, because at the stage of hypothesizing some facts seem unrealistic and may be rejected. Such factors narrow the possibilities of the emergence of novelty and originality of the idea.

Therefore, in this case it is advisable to develop children's speech skills. Inability to express one's opinion, impoverished vocabulary, small stock of synonyms, etc. can significantly slow down the process of developing the creative intelligence of the student.

Heuristic thinking. Children grow up and face a lot of situations when it is impossible to identify a specific cause of the event. Most social and natural phenomena are caused by a large number of different factors. Therefore, it is worth talking about the inaccuracy and inaccuracy of these forecasts, because they are plausible. Typical examples of situations with ambiguous forecasts can be weather forecasts, the end of a competition in a particular sport, etc. [3: 58]

The ability to approach any problem in an original and creative way helps the individual in any activity. For example, in education. After all, creativity, as a characteristic of the individual due to its existing types of thinking, is able to approach the solution of educational tasks in an original way, is not afraid of problems, offers different options for solving the problem. A creative person is able to properly construct a problem situation: to identify the problem, the criteria for optimal solution, to separate the main from the secondary, to line up objects and objects in order of importance.

In the process of learning activities with the help of such types of thinking, the student will be able to:

- reproduce the appearance and properties of an object from memory;
- guess the name of the object from the description of its properties, characteristics;
- be able to combine in one subject the characteristics of other objects or objects;
- be able to find common and opposite features in objects;
- recognize objects by description.

The cognitive independence of a junior high school student is directly related to different aspects of the educational process, so its relationships are diverse. In education, it manifests itself simultaneously in different planes. In the process of forming a self-developed personality - as a learning goal; in the process of acquiring knowledge, skills and abilities - as a means of raising awareness and effectiveness of the acquired material. At the same time, didactics considers the cognitive independence of the student as a result of an effectively organized learning process. [1: 23]

Psychology and pedagogy have established that there is one way to acquire knowledge - it is the mental and physical activity of the students themselves, which is guided by the teacher. The amount and quality of knowledge, skills and abilities that students acquire in the course of this organization depends on how it is organized and in what ways it is carried out. It also means that the experience of cognitive independence cannot be conveyed in words, stories, examples. Only the direct involvement of students in the process, which requires the focus of independent efforts of thought, will, feelings, provides mastery of the experience of cognitive independence. And it is through experience that assimilation takes place.

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ВИКОРИСТАННЯ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ У НАВЧАННІ ІНОЗЕМНИХ МОВ СТУДЕНТІВ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ

Інформаційні технології – це сукупність методів і засобів, які використовуються для збору, зберігання, обробки та поширення інформації. Нині діяльність людини сильно залежить від цих технологій і потребує постійної еволюції.

Важливим шляхом підвищення рівня освіти та вдосконалення навчального процесу іноземною мовою в університеті є використання різних технологій, у тому числі – інформаційних технологій [1: 200].

Комп'ютеризоване навчання на заняттях іноземної мови все частіше використовується та реалізується на таких принципах, як:

- 1) індивідуалізація;
- 2) диференціація;
- 3) інтенсифікація [2: 40].

Індивідуалізація – врахування індивідуальних особливостей учнів у процесі навчання в усіх його формах і методах незалежно від того, які особливості і в якій мірі враховуються. Цей принцип дозволяє вести особисту роботу з кожним слухачем з урахуванням його здібностей, рівня знань, умінь і навичок.

З принципом диференціації викладач може обирати та пропонувати студентам необхідні завдання в певній кількості та з різноманітною складністю, та у такій послідовності, що буде відповідати їхнім можливостям, рівню знань та умінь.

Інтенсифікація – наявність різних засобів презентації навчального матеріалу, його структурування з широким залученням інтерактивних видів і форм робіт.

До найважливіших дидактичних функцій які реалізуються за допомогою комп'ютерних технологій належать:

- *пізнавальна*: використовуючи комп'ютерні технології та Інтернет, ми можемо отримати все, що нам потрібно: інформувати та використовувати навчальні програми та інше. Інтернет дає студентам доступ до інформації, включаючи аудіювання, читання і письмо.

Студенти можуть працювати в комунікативному середовищі в реальному часі або вибирати засоби, які дадуть їм змогу створити і перевірити повідомлення; зайти на форум і поспілкуватися з одним або декількома співбесідниками.

- *розвиваюча*: робота студентів з програмою, крім активізації словникового запасу, сприяє розвитку таких необхідних пізнавальних процесів, як сприйняття, логічне мислення, пам'ять та увага;
- *тренувальна*: використовуючи комп'ютерні програми, студенти мають можливість тренуватися нетрадиційним способом, перевіряючи рівень своїх знань та вмінь із заданої теми;
- *діагностична*: за допомогою комп'ютерних технологій викладач має можливість швидко контролювати та визначати ступінь оволодіння учнями предмета;
- *комунікативна*: під час роботи з навчальними програмами студенти ведуть діалог із комп'ютером, тим самим долають бар'єр боязкості.

Використання комп'ютера для вивчення іноземної мови допоможе студентам виконувати наступні завдання:

- студенти зацікавлені вивченням іноземної мови;
- за допомогою саме таких навчальних програм, студенти сприймають текст слуховими, зоровими та чуттєвими компонентами;
- студенти розширюють знання з певної навчальної теми;
- перевірка та самоперевірка набутих знань та умінь.

Метою використання саме таких комп'ютерних програм є навчання іноземною мовою, яке наближене до реальних життєвих ситуацій. На таких заняттях студенти удосконалюють свої знання [4: 25].

Використання комп'ютерних програм у навчальному процесі дає змогу враховувати особистість кожного студента в навчанні. Індивідуалізація процесу навчання є результатом величезного потенціалу комп'ютерних засобів адаптації до потреб кожного окремого студента. Стає можливим врахування не тільки віку та рівня підготовки слухачів, а й індивідуально-психологічних особливостей кожного. Принцип індивідуалізації в комп'ютерному навчанні іноземної мови забезпечується такими факторами:

- можливістю вибору індивідуального темпу роботи;
- застосування різних за ступенем складності завдань з можливістю переходу до більш складних чи навпаки більш простих варіантів роботи з програмою залежно від успішності результатів;
- використання довідників, підказок, ключів;
- адаптацією форми навчального матеріалу до індивідуальних особливостей сприйняття інформації конкретним студентом.

На протязі останніх років у вищих навчальних закладах неможливості спеціальностей відбувається скорочення кількості аудиторних годин, а збільшуються години, що відводяться для самостійної роботи студентів. У сучасному викладанні педагог виконує функцію консультанта, який

контролює і консультує студента в самостійній його підготовці. Тому у самостійній підготовці студенту важливо мати якісні інформаційні технології [3: 144].

На сучасному етапі в Україні все більш поширеним стає використання автоматизованого навчання іноземних мов. Але їх слід використовувати лише як допоміжний засіб із вивчення мови. Їх використання особливо корисно на етапі ознайомлення учнів (студентів) з новим мовним матеріалом, новими зразками, а також на етапі тренування. Студенти мають можливість:

- тренувати правопис;
- вивчати лексичний матеріал;
- удосконалювати розуміння аудіотексту;
- розвивати техніку читання;
- вивчати граматику;
- тренувати вимову [5: 136].

Нові засоби навчання та нові інформаційні технології вимагають від викладачів відмінної підготовки та бажання використовувати різноманітні ІТ-досягнення в процесі навчання. При всіх перевагах і можливостях інформаційних технологій не варто забувати, що комп'ютер з низкою навчальних функцій поки не може повністю замінити вчителя іноземної мови. Комп'ютер не повинен заважати вчителю, а повинен використовуватися як інструмент підтримки його професійної роботи.

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THE FORMATION OF COMMUNICATIVE COMPETENCE IN CHILDREN OF UPPER-KINDERGARTEN AGE BY MEANS OF DRAMA

The current stage of development of education, in particular preschool, involves the introduction of the native language, the strategy of which is to educate the speech personality, and the task of developing language skills is to learn to use verbal and nonverbal means of communication. These skills involve the formation of communicative competence.

The formation of communicative competence in children of upper-kindergarten age is regulated by the National Doctrine of Educational Development of Ukraine in the XXI century, Laws of Ukraine "On Education" [5], "On Preschool Education" [6], Basic component of preschool education [2], "Comprehensive measures for comprehensive development and functioning of the Ukrainian language ". These state documents emphasize the modernization of the preschool education system, improvement of technologies, methods and forms of teaching children the Ukrainian language, the development of speech communication and the formation of speech culture.

The formation of communicative competence in children of upper-kindergarten age was dealt with by many prominent Ukrainian and foreign scholars, such as Yu. Bystrova, K. Ostrovskaya, Yu. experience. However, the analysis of researches of E. Vereshchagin, V. Kostomarov, V. Tkachev, testifies to emergence of difficulties at children at drawing up of stories, transfers of works of art, etc. Therefore, it is advisable to pay attention to the need to introduce drama in the educational process of preschool educational institute.

The purpose of the article is to study theoretically and analyze the problem of the formation of communicative competence in children of upper-kindergarten age by means of drama.

Drama is a component of artistic and speech activity, which is associated with the perception and reproduction of works of art, a means of forming literary speech.

Scholars O. Amatyev [1], A. Bogush [3], note that drama helps the children to show their emotions by entering the role of a literary hero, teaches to compose coherent statements, promotes the formation of sound culture of speech, intonation, activates vocabulary.

The types of drama activities include:

1. By way of organization (individual, group).

2. According to the content of drama (independently invented and played by children plays, staging of works of art, improvisation games, articulation exercises, simulation exercises, games with musical accompaniment, etc.).

3. By types of game material (puppet, finger, flannel theater, shadow theater, puppets) [7, p.69].

These types of drama play an important role in the formation of children's communicative competence, in their play activities. Yes, for the reproduction of dialogues – puppet, finger, puppet theater. When speech moves to the inner level, one can include shadow theater and flannel theater.

The considered types of drama promote acquaintance of children with samples of the correct, emotionally colored speech saturated with kinds of phraseology. Thus, role-playing games, puppet theater, finger theater and puppet theater develop dialogic and monologue speech. Children's speech becomes expressive and grammatical. During the preparation and staging of the play, children develop an emotionally colored character of coherent speech, which involves showing verbal and nonverbal means of expression.

Drama of children of upper-kindergarten age provides a certain stock of play skills: drawing up a plot plan, distribution of roles, preparation of attributes of the play, collective communication. The task facing educators is to teach children of upper-kindergarten age to write scripts for plays and games.

Scientist N. Vodolaga developed a method of teaching storytelling for drama of children of kindergarten age. According to the method of N. Aquarius:

1. Children use images to form images of characters.
2. Coherent story of the beginning of events.
3. Discussion of the main part of the story.
4. Concluding the story.
5. Illustration of a jointly composed work.
6. Showing the plot [4].

The result of such work is the ability to independently build a dialogue, enter into a conversation, express their own thoughts following the rules of speech etiquette, compose stories, as well as developing the ability to express themselves.

Summing up drama is an important means of the formation of communicative competence of children of upper-kindergarten age, promotes creativity, improves coherent speech skills, promotes personal development of children of upper-kindergarten age.

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FEATURES OF THE USE OF GAME TECHNOLOGIES IN THE PROFESSIONAL ACTIVITIES OF PRIMARY SCHOOL TEACHERS

The purpose of our research is to study and theoretically substantiate the problem of using game technologies in the professional activities of primary school teachers.

Today, modern Ukrainian education must meet the demands of world trends. Times are changing and children are changing too. Their requirements, cognitive interests, opportunities, needs are changing. The main aim and the goals of modern school education are changing.

There is a need to improve educational programs that will determine the purpose, objectives of teaching younger students, to provide the educational process with modern technical, didactic material, to develop new technologies, use effective methods and techniques of organizing a successful educational process according to the present-day demands.

Thus, one of the main tasks of the school is to form a creative, independent and active personality. However, the problem of using game technologies in the professional activities of primary school teachers as an effective condition for the development of cognitive activity of students becomes especially important.

Problems of improving the modern lesson and increase its effectiveness were considered in the works of M.V. Bogdanovich, O.Y. Savchenko, B.A. Onishchuk and other scientists.

In the scientific literature it is said that the primary school age is the period when games play an important role in children's lives. It is based on the relationship between children in both class and school teams.

The game provides the student with positive emotions, the opportunity to show themselves, to realize their desires. Thanks to play activities, young students can learn self-control, the ability to follow the rules, control their emotions and desires for the sake of team play.



Through the game activity, children develop imagination and creativity. They learn certain social norms and forms of behavior, enriched by social experience that affects their comprehensive personal development. Using the game contributes to a friendly atmosphere in the classroom.

Primary school children usually love games and with their help lessons become more interesting and pupils absorb information better. It contributes to the socialization of the child, because you can often see how children try to work in pairs or in small groups, they communicate with each other, listen to each other, help, or achieve a common goal - such as winning a competition.



Through play, elementary school children can master the social skills needed to interact and interact with the environment. Playing techniques are effectively used as a method of social association of children. The great advantage of using

playing techniques is that when a child plays a role or imitates a certain character, he thus masters the norms and patterns of behavior in society, which can be an example of his personal behavior.



Thus, playing activities - culturally and historically formed cognitive activity of the child, aimed at forming the basic principles of the child's personality, socialization, knowledge of the child's world, development of educational and cognitive interests, consolidation and improvement of acquired knowledge, skills and abilities.

In modern research, playing activity is considered as a mandatory construct of childhood and an important component of the socio-pedagogical system, which is purposefully used by society to prepare children for "adult" life. [1, c.99]

The game - is an interesting and exciting activity that performs the following functions:

- educational, which involves the process of development of mental processes, as well as educational knowledge, skills and abilities;
- entertaining, which contributes to the creation of favorable conditions in the classroom, a positive mood during educational activities;
- communicative, which means the development of communicative skills;
- relaxing - relieving stress and tension during long-term activities;
- self-fulfilling - the child's desire to embody in play activities their skills and abilities.

The game in its functionality, forces the child to include cognitive activity, eliminates shortcomings in communication, teaches to perform their social roles

in society. Primary school children are very easy and quick to join the game. They try on a role or like to organize the game themselves.



The purpose and motives of game actions lie not in their results, but in the process of these actions. During the game the child can imagine objects, understand their functions and the importance of real objects and people, the relationship between them [2, c. 18].

So, we can say that playing activities are an important part of a child's life. It is from her that acquaintance with the world, with people, with functions in society begins. The game gives each child the opportunity to show themselves in a certain role, to acquire some life skills and abilities that will help in the future. Playing, children learn, gain experience, learn to evaluate themselves, their actions, their peers. In the game activity the child is gradually included in society, knowledge about the environment, human values, patterns of behavior is acquired. The game performs many educational and educational functions, gives the opportunity to expand the social horizons of the student. Since the leading activity in primary school is educational activity, teachers need to use game technologies that will help children of primary school age to adapt faster and more successfully to society. Features of the game use technologies are diverse. So, it is necessary to select those that will meet this goal. In this case, they will be interesting for children.

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THE DEVELOPMENT OF ORAL SKILLS OF PRIMARY SCHOOL STUDENTS IN THE ENGLISH LESSONS BY MEANS OF STORYTELLING

Nowadays, with the development of modern technologies, it is not enough to give only knowledge to children. Students also need socialization and the ability to apply knowledge and skills in their everyday life and studies. The New Ukrainian School is based on these principles. That is why the problem of learning a foreign language, which is considered to be a means of communication and involvement people in the culture of other people, is relevant today.

In the conditions of hostilities, the problem of ensuring the availability of general secondary education for all participants of the educational process becomes especially important. The use of ICT enables children to study remotely. Now a significant role is played by communication, through which key communicative competencies are formed, and speech preparation of primary school students for systematic learning is carried out.

The problem of developing oral speech as one of the types of speech activity is considered in the works of V. Bader, L. Varzatska, M. Vashulenko, S. Karaman, M. Pentyliuk, S. Roman, O. Khoroshkovska and others. The needs of the modern educational process require improving the technologies of learning English and the formation of language and speech competencies.

Storytelling is a specific technology that allows you to speak and listen in order to increase the auditory susceptibility of primary school students, and therefore this issue needs further study.

Storytelling is telling meaningful stories that are permeated with the moral principles of understanding the most important human qualities. It may be any story with the plot that is an expression of human thought about historical events. The material is presented as an interesting, fascinating story that shows the uniqueness of the imagination of each individual, and it gives opportunities to show creativity [1].

The storytelling method was developed by David Armstrong (the USA), the chairman of Armstrong International. In creating this technique, David Armstrong relied on one well-known psychological factor: retellings are perceived much more interesting and easier than rules or directives, they are more exciting and informative [2].

Thus, storytelling technology does not require additional material resources

that allows it to be used in various types of speech activities of primary school students. The advantages of storytelling are the ability to increase the effectiveness of perception and the analysis of external information, as well as to diversify children's learning activities, develop imagination and logic, enrich oral speech and increase learning interest [3].

The storytelling method involves three stages:

1) activities before storytelling that are designed to aid comprehension, create interest and enjoyment, make the storytelling more meaningful, and encourage students' critical thinking;

2) activities during storytelling that are used to check comprehension, keep learners' interest, allow students the chance to interact and practice using English;

3) activities after storytelling that can be follow-up activities to check comprehension of the story as well as post-storytelling activities that can give students plenty of practice using the new language structures and vocabulary [4].

We suggest a fragment of the lesson aimed at forming oral skills of primary school students (3th grade) using storytelling technology based on the fairy tale "The Lion and the Knight" that is created by the authors of the article.

I. Activities before Storytelling.

Teacher. Now, pupils, I want you to look at the curtains. What can you see?
(*The children are looking at the curtains with the pictures of animals and discussing what they see.*)

Students. We can see animals. (*The students can name them.*)

T. Yes, you are right. We are in the animal's country. What do you think, what are we going to talk about today?

S. We are going to talk about animals in the forest. (*Students give their predictions.*)

T. Today we are going to talk about wild and domestic animals. Now let's name the animals that you can see, for example: It is a cat (a wolf, etc.).

S. It is a lion. (*The students name the animals.*)

T. Now let's go to the zoo. What animals are there in the zoo?

S. There are monkeys, tigers, giraffes and other animals in the zoo.

(*The students name the animals that they see in the pictures.*)

T. Children, now let's move to the world of animals. Listen to the poem and follow my movements) [5].

Giraffes are tall, with necks so long. (Stand on tiptoes; raise arms high up into the air.)

Elephants' trunks are big and strong. (Make trunk with hand and arm.)

Zebras have stripes and can gallop away, (Gallop around in a circle.)

While monkeys in the trees do sway. (Sway back and forth.)

Old crocodile swims in a pool so deep, (Pretend to swim.)

Or lies in the sun and goes to sleep. (Lay head on hands and close eyes.)

S. (*The students are imitating the animals' movements.*)

II. Activities during Storytelling.

T. Children, now our friends from the animal's country (a panda, a lion and a fish) will tell you an interesting story that happened in their country one day. But our narrators have one problem. One of them remembers only the beginning of the story, the second animal knows only the middle part, and our third friend remembers the end. Let's help them to restore the whole story. So, listen to the story and say who is telling the beginning of the story, who is describing the middle part and who is telling the end.

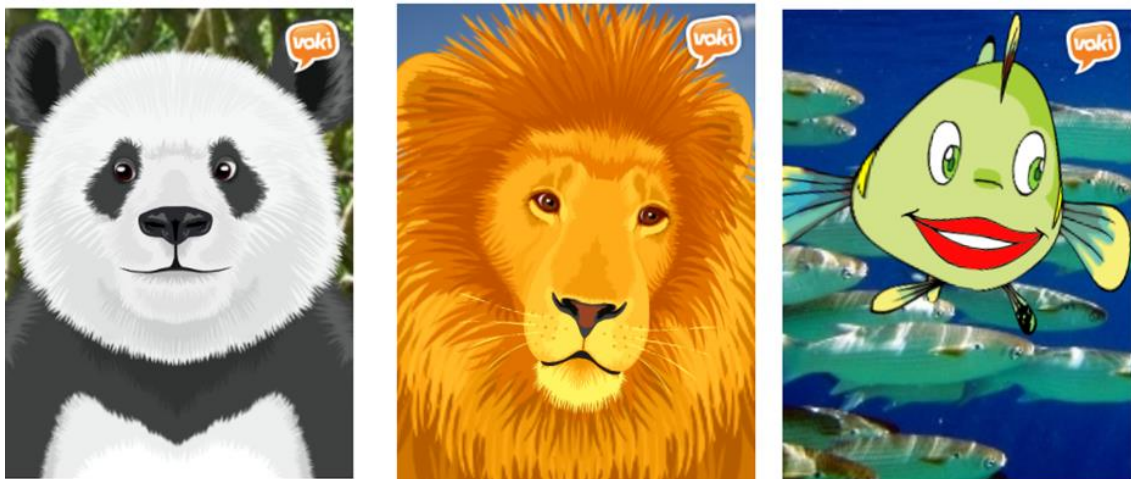
(Before the lesson the teacher is preparing three videos with the help of the online tool Voki (Picture 1) [6].

The Lion and the Knight

One day he was passing the village and saw a little boy caring for a bunny on the meadow. He wanted to catch the bunny and eat. He caught it up and then went to his forest. The boy was crying, and he was very sad. *(the middle)*

At that time a strong and brave knight came to the village. He had a big sword. The boy told him about the bunny. The knight agreed to help him. He went to the forest and took a lot of fruits and vegetables. The lion loved fruits and vegetables. He took everything and thanked the knight. The knight took the bunny and returned to the village. The boy was very happy. *(the end)*

Once upon a time, a lion lived in a large dark forest. The lion was big, strong and hungry, he was always very hungry! He loved to eat little bunnies. Every week he ran through the woods looking for little bunnies. *(the beginning)*



Picture 1. Screenshots of digital stories made with the help of the tool Voki

S. The lion told the beginning of the story, the fish told the middle part and the panda finished the story. *(The students are listening to three stories and find the beginning, the middle and the end of the story).*

T. Unfortunately, not all the animals heard that story, and they want to know what really happened. Let's answer their questions:

1. Where did the lion live?

2. Who did the lion love to eat?
3. Who saved the bunny?, etc.

S. (*The students are answering the questions and discussing the main idea of the story*).

III. Activities after Storytelling.

T. Children, now let's draw this story and tell it according to the pictures.

S. (*The students are drawing their illustrations to the story and tell it using the pictures*).

T. Try to create your own story and draw some pictures that illustrate your story.

S. (*The children are thinking about their own variants of the story, drawing their illustrations to the story and tell it to each other using the pictures that they have drawn*).

Thus, storytelling is an effective technology that should be used and integrated in the English lessons in primary school as it helps not only memorize the material but also motivates the students, improves their culture of communication, develops children's listening and oral skills.

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DEVELOPING INTELLIGENCE IN PRIMARY SCHOOL PUPILS IN ENGLISH LESSONS BY MEANS OF GAME TECHNOLOGIES

Intellectual development of personality is one of the most important components of any kind of human activity in the modern information society. The problem of developing the intelligence of primary school pupils is one of the leading in the New Ukrainian School, the main aim of which is the comprehensive harmonious development of pupils' personalities [1: 53]. It is important to note that the junior school age is one of the sensitive period of the development of the pupils' intellectual skills. The students try to deal with complex cognitive operations: analysis and synthesis, systematization and generalization, comparison, abstraction, classification; application of theoretical knowledge in practice in non-standard changing situations.

In this article, we are going to clarify the definition of the notion "intelligence", to consider the classification of game technologies, to highlight the potential of game technologies in the developing of the students' intellectual skills and to specify the features of the development of intelligence in primary school pupils in English lessons by means of game technologies.

The problem of developing intellectual skills was at the center of scientific research of such scientists as: L.Vygotsky, L. Zankov, J. Piaget, S. Rubinstein, etc. J. Piaget was a Swiss biologist and psychologist who developed theories of intellectual development based on his observation of children. The scientist saw intelligence as an active, constructive, and dynamic process. Through play and interaction with others in the environment, primary school students try to learn new things and understand it. There is a correlation between what they know and what they need to know. Based on this observations, the J. Piaget identified four stages of the development of intelligence in primary school pupils: sensorimotor intelligence (the first and the second year of the childs' life), preoperational thinking (from 2 to 7 years), concrete operational stage or manipulation with objects (from 7 to 11 years), stage of formal operations (from 11 to 15 years). In the concrete operational stage the student will be able to express their ideas more flexibly and logically [2].

Moreover, L.Vygotsky, who was a prominent psychologist, defined intellectual skills as the products of social interactions. He used in his theory of the development a notion as "Zone of Proximal Development". It refers to tasks which the children can not solve on their own but will be able to do with

guidance. Most of the approaches of the primary school are based on the theories of both J. Piaget and L. Vygotsky.

The notion “intelligence” (from Latin “intellectus” – mind, cognition, understanding) is defined in the Ukrainian modern dictionary as a level of cognitive development and an ability to think [3]. In addition, in the pedagogical encyclopedia, this notion means cognitive abilities of a person who is able to adapt in the changeable modern world, to reflect, to understand, to analyze, to evaluate and to transform the information; furthermore, this is an ability to solve life-oriented problems and make important decisions [4].

Intellectual skill development in pupils involves the process of building different learning skills, such as attention, thinking and memory. Children at 6 years old have short attention spans. It usually lasts 15 minutes or less. Also memory is an important intellectual skill that builds a future base of knowledge and skills. The students 6 or 7 years old have short-term memory retention. Thinking includes the ability to give a reason and find the appropriate solutions. So the primary school teacher, considering the learners' individual and physiological characteristics, should help them to focus on the task and the instruction for a longer period; to improve the memory and create the problem-solving and non-standard situations.

The leading role in the development of students' intellectual skills is played by the primary school which forms the basis for the further development of primary school pupils' personalities. This requires a special organization of the educational process. So the teacher can choose the innovative methods, techniques or technologies of teaching English in the primary school. Therefore, primary school teachers should use game technologies of teaching and education, considering their advantages: an opportunity to make your own decisions; the result of the game depends on the participant of the game activity, and their intellectual skills; increasing of the level of students' motivation; gaining the useful experience in modeling the situation and predicting its consequences; the development of the ability to control actions and focus on it; the formation of the pupils' observation skills, etc. In the process of playing, children try to overcome difficulties, to set tasks and solve them independently.

It is interesting to know that game technologies are one of the oldest pedagogical technologies of teaching. The word “technology” comes from the Greek word: “techne” – art, skill, ability and “logos” – science, law. The technology effectively combines different methods, techniques, modes of operation, algorithms of action, it is closely related to equipment, tools, materials and resources. I. Dychkivska understands the concept of “game technologies” as a game form of interaction between the teacher and students, which is aimed at developing the ability to solve difficult problems based on the competent choice of alternatives through the implementation of a particular plot [5].

Psychological and pedagogical research offers a variety of classifications of games according to their principles. Thus, according to G. Selevko, games are divided into the following groups: by type of activity: intellectual, physical,

social and psychological; according to the psychological process: cognitive, developmental, educational, training, creative, productive, reproductive, communicative, etc; according to game methods: role games, simulation and dramatization games [6]. According to V. Shakhrai, a well-known Ukrainian theorist and practitioner of gaming, the best classification of games is the classification of E. Dobrynska and V. Shashina, who propose to distinguish games by the opportunities they form and train (creative, intellectual, physical). These scientists have identified game teaching methods [7].

There are some examples of different intellectual or brain games which the primary school teacher can use in the English classroom.

Name of the game: "Magic boxes".

Objectives: to improve logical thinking, planning and long-term attention.

Grade: 3-4.

Materials: flashcards with the picture of different fruits or vegetables and numbers.

Modes of interactions: individual or pair-work, competition.

Modes of control: points, stickers for the right choice.

Instruction: choose the image that is appropriate for the given condition.

For example: If the banana is in box number 2 choose the orange, otherwise choose the apple. If the onions are in box number 5 choose the potatoes, otherwise choose the cucumbers.

Name of the game: "Solve a problem".

Objectives: to improve problem-solving intellectual skills, critical-thinking and ability to express the opinion and prove it.

Grade: 3-4.

Materials: a set of cards with different problem-oriented tasks.

Instruction: answer the following questions and give a reason, ask 1-2 questions if you need.

Modes of interactions: a pair or group discussion, competition.

Modes of control: points, prizes, chocolate medals, etc.

For example: 1. Where can you find cities without buildings, forests without trees and seas without water? (In an atlas) 2. Some months have 30 and some 31 days. How many have 28 days? (All of them) 3. Jane's mother has three daughters. One is named Helen and another Martha. What's the name of the third sister? (Jane)

The primary school teacher can choose different topics for this type of game. It depends on the level of students' proficiency, back-ground knowledge and their interests. However the teacher can use in the English classroom different memory games, mind puzzles, picture puzzles or rebus puzzles; riddles, quizzes, language associations, crosswords as a tool of the development of the pupils' intellectual skills.

Thus, in this article we clarified the definition of the notion "intelligence" as an ability to think and solve the problems in the non-standard situations; considered the classification of game technologies, highlighted the potential of

game technologies in the developing of the students' intellectual skills and specified the features of the development of intelligence in primary school pupils in English lessons by means of game technologies.

Game technologies combine a set of methods and techniques aimed at solving certain problem situations, applying theoretical knowledge in practice. It is not only entertainment, but also an effective method of interaction with students in order to successfully achieve goals and develop their intelligence.

Further scientific research will be focused on the development of intelligence in primary school pupils in English lessons by means of ICT technologies.

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THE FORMATION OF AESTHETIC VALUES OF JUNIOR SCHOOLCHILDREN BY MEANS OF FOLK PEDAGOGY IN THE STUDY OF THE HUMANITIES

In terms of modern pedagogy and practice, the issues of forming aesthetic values in junior schoolchildren are relevant nowadays. Modern education is aimed at attracting younger students to the aesthetic experience of mankind in creative activity, which is the basis of aesthetic development of the individual. In general, the aesthetic education of students is formed under the influence of social environment. The humanities occupy a small place in the basic component of general secondary education. This fact negatively affects children's understanding of the aesthetic significance of artistic values, contributes to a low level of aesthetic consciousness and the lack of true consciousness in junior schoolchildren.

The problem of aesthetic education was studied by such educators as Ye. Vodovozova, M. Vashulenko, M. Stelmakhovych, S. Rusova, K. Ushynskiy. Philosophical and aesthetic issues are considered in the scientific works of V. Andrushchenko, M. Kyiashchenko, Y. Borev, I. Honcharov, V. Yadov. Aesthetic education attracts the attention of such sociologists as L. Aza, V. Tarasenko, S. Voitovych, M. Horlach and culturologists P. Hnatenko, Z. Hipters, Ye. Semeniuk. Psychological aspects of aesthetic education are described in the researches of B. Ananiev, L. Bozhovich, L. Vygotsky and others.

The purpose of the article is to substantiate theoretically the formation of aesthetic values of primary school students by means of folk pedagogy in the study of the humanities.

Aesthetic education is a process of forming students' abilities to perceive and understand the beauty in the surrounding reality and art correctly as well as the process of forming aesthetic consciousness of developing creative abilities and gifts in various fields of aesthetic activity [5, c. 4]. It is the process of forming the aesthetic experience of the individual. The components of aesthetic experience are aesthetic values, aesthetic ideals, aesthetic views, tastes, interests, needs, aesthetic activity.

First of all, values are certain general principles and norms that reveal the motivation of human actions. Aesthetic values are certain things, objects and phenomena (for example, the natural environment or works of art) that can cause a person's positive or negative reaction while evaluating them [2, c. 48].

The formation of aesthetic values is an organic part of education. It contains a combination of interconnected consistent aesthetic influences on students guided by the teacher, and it is carried out both by means of art and life itself in the process of various students' activities. It should be noted that the peculiarity of the formation of aesthetic values lies in the fact that they affect not only the mind but also the feelings of students [3, c. 46].

In the aesthetic education of schoolchildren the following sources are used:

- a) the works of fine art;
- b) music, which reflects reality with the help of melodies, intonations, timbre and affects the person's emotional sphere and behaviour;
- c) fiction;
- d) theater, cinema, television, circus;
- e) students' behavior and activities;
- f) nature (its beauty in the diversity and harmony of colours, sounds, shapes, natural changes in the phenomena that occur in animate and inanimate nature;
- g) facts and events of public life;
- h) designing the household (involving children in creating an aesthetic atmosphere in school, in the classroom, in the apartment) [5, c. 1].

School subjects of the aesthetic cycle (drawing, singing, music) play an exceptional role in the aesthetic education of schoolchildren. At such lessons students not only acquire certain theoretical knowledge of specific arts but also form relevant practical skills, develop their artistic abilities.

Nowadays, there are many opportunities to increase the level of students' spirituality in the process of aesthetic education. However, the result of such education greatly depends on the methods, means and techniques that will be used for this purpose. One of the important foundations of the new pedagogical approach should be Ukrainian folk pedagogy, which is based on the customs and traditions of the people. Folk pedagogy is able to influence aesthetic values and enrich them. Its aim is to preserve the spiritual heritage of the native people, upbringing highly conscious representatives of the Ukrainian nation, carriers and creators of our national culture [1, c. 7].

In folk pedagogy, there are many ways of involving younger students in the world of beauty, and all these ways contribute to building friendly relations among children. The means of folk pedagogy are oral folk art, traditions, customs, rituals, mythology and symbols, folk art, folk toys, handicraft, nature, toys, appeals, tongue twisters, rituals, celebrations, etc. [4, c. 5].

The aim of folk pedagogy is to teach children to feel and understand beauty, wherever it is, to ensure unity between the aesthetic development of the child and his moral, physical education and training, to arouse the desire for artistic creativity and bringing beauty to life, work, behavior, to develop irreconcilable attitude to the ugliness, the ability to hate evil and fight it. Folk pedagogy mobilizes all possible means and methods that the family can rely on to develop a sense of beauty in children.

Thus, having considered the means of folk pedagogy through which the

formation of aesthetic values takes place, we can say that all folk art helps to attract people to the beauty of the world, develops the students' ability to see and feel the beauty around them. It forms the inner and outer beauty of those who joined discovering the depths of its wisdom and beauty. The more elements of folk pedagogy we have in upbringing children, the better. The current stage of development of education pays very little attention to the folk heritage, which is very effective in forming the aesthetic values of the younger generation. Therefore, the task of teachers and schools is to restore these values, and the best way to do it is using the means of folk pedagogy.

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MODERN WAYS OF LEARNING FOREIGN LANGUAGES

A highly competitive environment is forcing foreign language schools to invent more and more differences in their teaching approaches. If twenty years ago teachers were required to simply know the language well, today students are aware of the existence of methods. Unfortunately, understanding the pros and cons of different pedagogical approaches is quite difficult, which gives marketing department's unlimited scope for creativity. Learning a foreign language can be interesting, entertaining and even extravagant. Cramming words and classic textbooks are not always the most effective. Progress does not stand still, and new methods of language learning are emerging, each with its own dedicated adherents.

There are many pros of learning foreign languages. When people learning a foreign language, their logical thinking improves, the ability to work in multitasking mode, the ability to concentrate attention develops. Those who learn foreign languages have better memory. This is quite natural. After all, in the process of learning, you have to memorize a huge amount of information: new words, language turns, and grammatical rules. As memory improves, so does attention. [1;115]. Learning a foreign language is a great exercise for the human brain at any age. This helps to maintain clarity of thought even in very advanced years. Moreover, of course, it has long been known that learning a foreign language is an effective prevention of Alzheimer's disease, which affects the elderly. Currently, the leader among foreign languages that are chosen for study is English. It took first place a long time ago and has been holding it for many years. Why is it so in demand? Knowledge of English opens up great opportunities in all areas of your life: in work and career, on vacation, as well as for self-development.

The total immersion method has been known to humanity since time immemorial. Someone gets into the language environment and, not being able to communicate in their native language, is forced to fit into a foreign context. It is still widely believed that just by going abroad, you can learn a language naturally. Unfortunately, this does not work for everyone, because a lot depends on the age of the student, his psychological characteristics (whether he actively communicates or closes), his hearing (it is not a fact that he will be able to distinguish similar sounds without the help of a teacher), knowledge of other languages and many more factors. The language environment certainly provides

extensive opportunities for learning, but still, for the vast majority of people, in addition to immersion, regular lessons are needed that will add structure and significantly speed up the process. If you combine this technique with full-fledged classes with a good teacher, then in a short time a person will be able to master a foreign language. This technique requires complete immersion in the study. It is very important to correctly prioritize and be responsible [2;3].

The second method is not suitable for all teachers, and this is Dogme - an offshoot of the communicative methodology and at the same time a philosophical movement. It originated as a reaction to an overabundance of standardized courses and textbooks, when teachers realized that by following the standard curriculum, they had lost students in the papers. Dogme means working without relying on the material: the teacher and students come to the class empty-handed, and in the process of communication, the topic of the lesson is born. In such classes, students have the opportunity to independently determine the topic and direction of their learning, conduct lively conversations with classmates and improve their level, constantly working on mistakes. However, Dogme requires tremendous effort and professionalism on the part of the teacher: he must be able to explain any grammatical topic on the move, direct the dialogue in the right direction, know many ways to work on mistakes, come up with assignments on the go to consolidate what he has learned, be able to track the progress of students without tests [3;25].

This is the famous communicative approach, only in its correct understanding. Today, the idea of it among students is greatly distorted: it is often presented as watching movies, playing games and light conversations about life in a foreign language. In fact, a communicative technique is a well-thought-out system for developing language skills through situations close to real life. Students do not cramming grammar for the sake of grammar and do not read endless texts aloud - they play out exercises that maximally repeat the situations in which they will use a foreign language in real life. The communicative approach has been known since the late 60s. Over the past decades, the technique has been refined and improved, and its effectiveness has been scientifically proven in a study of more than one generation. It became the basis for almost all English language courses from Western publishers like Oxford University Press, Macmillan, Cambridge University Press, and determined the format of well-known international English language proficiency exams such as IELTS and TOEFL. An interesting feature of the communicative methodology, which once again confirms its success: with the development of pedagogy over the past decades, new approaches have appeared, but all of them supplement and clarify rather than refute the communicative approach [4;22].

Perhaps the most common complementary technique today is self-study. You yourself know a lot of sites and applications that can solve seemingly any learning problems: give you new words, explain grammar rules, offer a lot of practice exercises, organize a chat with other students, record your pronunciation sample and much more. Tasks in such systems are organized as short segments

that you quickly complete by receiving a reward (points or level). Reward creates a pleasant effect on our brain, and we want to perform new tasks. Unfortunately, despite the apparent thoughtfulness in practice, this method still does not give such an increase in knowledge as working with a teacher. However, it is invaluable for homework, for revision, and simply as a way to ensure you have more frequent contact with the language you are learning. There are many programs for learning languages on your own. One of the best programs is Lingualo, Duolingo, Memrise, Easy Ten, Words, and others.

When choosing a technique, it is very important to remember a few simple rules. There are no universal methods: the effectiveness of each method strongly depends on the circumstances, learning objectives and personal characteristics of the student, so it is useful to supplement the communicative approach with other teaching methods. "Author's" and "unique" techniques are a marketing ploy. These are old methods with a new name. The emergence of new pedagogical approaches requires many years, the participation of a wide range of scientists and practitioners, as well as large-scale experiments. There are no methods that will allow you to perfectly learn a foreign language in two or three months. Learning a language is a long and laborious process. The professionalism of the teacher is more important than the teaching methodology that is declared at the school, since the sign does not always correspond to the content.

If you choose the right method and work hard to get the desired result, then soon the results will be impressive. In fact, learning a new language is not difficult if there is a desire and time. Undoubtedly, time is one of the main factors in this process, and this is what stops many. In Europe, the majority of the population not only speaks their mother tongue, but also speaks one or two other languages. Today there are more than 6000 foreign languages. There are those that are more important than other languages, and not because they are special, but only because this language is spoken by a large part of the population. English is the most common foreign language spoken on entire continents such as Australia, the USA, and part of Europe.

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DEVELOPMENT OF CREATIVE ABILITIES OF PRIMARY SCHOOL STUDENTS THROUGH ART IN ENGLISH LESSONS

Early school-age is characterized by a large number of different emotions that the student seeks to use. An English lesson is one of the most favorable for this. Learning through art develops aesthetic feelings, evokes colorful emotions, creates a subtle connection between learning moments and creativity, the application of this knowledge by tools of drawing, modeling, creating products, theatrical art, action storytelling, etc. These tools help to develop and improve fine motor skills, self-regulation, social skills, creativity, imagination, motivation, etc.

Art is any structured activity that involves the use of hands and other tools to create the final product. One of the important factors in the use of art in English lessons is the integration of subjects to form a comprehensively developed and creative student. This integration is reflected in the State Standards for Primary Education. Given the integrated character of competence, in the implementation process "A typical educational program" or educational programs are recommended use interdisciplinary and intersubject connections that contribute to the integrity of primary education outcomes and the transfer of skills to new situations. [3]

The use of art technology allows each child to participate according to their abilities, without catching up with others, because needlework can be formed as variations at different levels of student skills. During such training, students become able to use language through requests, suggestions, opinions, praise, and physically see what they have learned.

In this article, we will consider pre-craft activities, during-craft activities namely interaction management techniques, and post-craft activities.

Students must be prepared before working directly with products or otherwise. This means that they will be able to get acquainted with lexical and grammatical material. However, previous work is needed not only for students but also for teachers. We need to consider some of the elements that are the foundation and improve the learning process. The first of the elements is the full readiness of the teacher. That is, the teacher must prepare all the handouts and place them in the access field for himself and the students. This stage is one of the main ones because after wasting time in class, searching for the necessary

materials can distract students, they will begin to negotiate and discipline will be lost.

The next element is to create tension while presenting what the children will be doing in class. This can be done by looking at the object (without showing it to the students) and showing only the facial expression, ie the emotion that the object evokes. Another way is to show a part of a product or object. The student's interest provokes him to use language and ask or even guess the hidden thing. [2]

Students still have underdeveloped attention in learning. To make it easier to understand what the children are going to do during the lesson, the teacher should prepare a model. Children are interested in the author of the product, and when they learn, they also try to do the same. It is important to use structures and phrases that you want children to learn while presenting things. The finished model helps to introduce new vocabulary, practice it, and grammar, on its basis to form the free use of language by students. During the transition to templates, the teacher can use tasks such as "listen and show", games "I see ...", "What is it?".

Interaction of students in English lessons is a very important element because it is a good practice to use the language in real life. The first thing to do is to motivate the student because if the student has no reason to use the language, he/she will not do it. Motivation is the driving force that is the root cause of learning and implementing language. The teacher should consider these mechanisms of motivation taking into account the age characteristics of students and their needs.

Several techniques will be effective for motivating students to use language. The first technique is to create needs for speech requests. This method can be organized in practice by distributing the necessary material to each student at the desk so that one student had all the pencils, the second paper, the third needed pictures with the vocabulary being studied, and so on. Children staying in their seats or approaching each desk in order will have to ask for the right thing and respond when it is provided.

Another technique is the delegation of certain monitoring responsibilities to students. This means that when students learn to say phrases that involve prior technology, several stronger students can be identified who will ensure that these phrases are used correctly in individual lessons. Each new lesson can assign a different student. This will help them feel more responsible and humble, as they are responsible for "language in the classroom".

The next technology is the so-called "no silence" game. Its goal is to avoid silence, which can be filled with living situational language. For example: in the lesson, there was a reading of the fairy tale "Walk in the Jungle" and students learned a song that ends with the question "What is this animal?". In addition, students can simply sing or listen to a song, which will help them keep English in check.

Another technology is adding a game element in the distribution of materials for the manufacture of alterations or in the distribution of stages of manufacturing a joint product or art task. These can be puzzle games with pantomime, spelling, cards, etc.

The latest technology is storytelling using alterations, stages of stitching, painting, etc. Sometimes you can use songs or stories in the presentation of the product. For example, "Grandfather and grandmother lived and they had Grandfather was engaged ... and grandmother ..." and so on. Another way to use stories is if the craft is based on a story, retell it and stop at key points so that the children can paint / glue or assemble each part of the item. [1]

After the main part, students should consolidate their knowledge and present what they have made or prepared. This stage is called post-craft activities. It is appropriate to consider this stage by the products or things made by students. If the children have created a board game or something similar, you can use the following tasks: "Say the name of the object, action.", "Act.", "Make a sentence with the object, action.", "Listen and touch the card.", "Predict the object and then throw cube.", etc.

If students are preparing drawings or painting something, you can offer to find differences in the drawings. If they are drawing creatures, you can offer to raise your hand if their creature has 3 eyes, 4 legs, and the like. If the teacher thinks it is appropriate to use group or pair work, you can play guessing games. In this case, one child chooses the thing in the picture, and others ask her to guess the intended object.

If students made dolls, masks, puppets, you can play with them a fairy tale or story song. For example, it is possible to arrange dolls in a class and pass on a class to reproduce history, it is possible in order, and it is possible situationally. Another example of application is the adaptation to a new fairy tale or story, you can also come up with a possible dialogue between the characters. Students can choose a character and behave in the lesson as their character would behave.

At each stage of the lesson, the teacher needs to monitor the situation in the classroom, monitor the correct use of language, help students formulate an opinion or request. Unfortunately, young teachers use monotonous praise, for example, "Well done!", "Good job". In this case, the teacher can build praise on the work done by the student. The teacher should try to be specific and descriptive in his comments, not offer general praise. Instead of "It's good," it's better to say, "I like the way a bird swims." Fun! ' or "I like blue fish" or "You painted very carefully." Children will not understand every word, but in combination with your body language and individual interaction with gestures, they will understand it. If it means something to them, they can learn the language you use.

Therefore, the teacher should think of tasks for the use of language before, during, and after classes aimed at engaging students in art. We should not forget about the motivation to use the language in the classroom, because without this important element of learning will not make any sense in the eyes of the child.

And the last point that will be effective in the lesson is to close speech pauses for the use of language in life situations.

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THE PECULIARITIES OF TEACHING FOREIGN LANGUAGES TO STUDENTS OF NON-LANGUAGE SPECIALITIES

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СУЧАСНІ МЕТОДИ НАВЧАННЯ АНГЛІЙСЬКІЙ МОВІ КУРСАНТІВ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ ПРАВООХОРОННОЇ СИСТЕМИ

Вивчення англійської мови в Україні сьогодні є одним з найважливіших завдань з огляду до євроінтеграційних прагнень держави. Враховуючи тісну співпрацю закладів зі специфічними умовами навчання з іноземними колегами, а саме систему обміну курсантів між закладами отримання освіти на засадах обміну досвідом, доцільно зазначити, що оволодіння англійською мовою на визначеному рівні є обов'язковим критерієм підбору кандидатів для такого обміну. Автори визначають за мету розглянути

І.М. Ребрій розглядає три методи навчання англійської мови, а саме: інтерактивний, ситуативний та метод проблемних завдань. Перші два методи не є сучасними, і вже досить довго застосовуються у викладацькій діяльності, коли як останній є досить новим в педагогічній практиці. Не дивлячись на те, що автор зазначає лише роботу з військовими особами, а саме осіб що проходять службу в Збройних Силах України, метод можливо застосувати до будь-яких вузьконаправлених спеціальностей, наприклад таких, як поліцейська та правоохоронна діяльність. В основу цього методу закладено вирішення професійно-орієнтованих завдань із заглибленням у мовленнєву сферу під наглядом викладача, умовно-вільна від впливу викладача система, я підходить для осіб, які свідомо підходять до вивчення іноземної мови. Викладач відіграє наставницьку роль у співпраці у процесі навчання.

Студентам здається що вони виконують завдання самостійно, але викладач весь час спрямовує їх роботу і діє схемою: постановка заняття - виконання завдання - оцінка виконання завдання. На першому етапі викладач має переконатися, що студенти повністю усвідомили свою задачу

(вони зрозуміли інструкції, правильно трактують слова та словосполучення, знають переклад нових лексем тощо). На наступному етапі викладач допомагає студентам виконати задачу за допомогою різних засобів. І на останньому етапі він перевіряє здобутки студентів, приділяючи особливу увагу продуктивним навичкам (письму та говорінню) [1: 182].

Під завданнями, автор розуміє речі, які військовослужбовці, а в нашому випадку – курсанти, виконують кожного дня. Специфіка роботи офіцера поліції передбачає дуже малий часовий відрізок для прийняття рішення та дії у невизначених робочих ситуаціях, саме тому особиста відповідальність учасників освітнього процесу відіграє ключову роль при застосуванні методу проблемних завдань. Але саме через велику потребу у самостійності, іноді, цей метод може не дати достатнього рівня знань у цілому для всіх курсантів або військовослужбовців.

Альтернативою методу вирішення проблемних завдань може виступати аудіо-лінгвальний метод, який також є досить новим у викладацькій практиці, та майже ідеально підходить для викладання курсантам. Його сутність у тому, щоб постійно вголос повторювати ключові фрази за викладачем, а як відомо, англійську, або іншу іноземну мову, ми краще запам'ятовуємо коли вивчаємо цілими фразами, тому багаторазове повторення найголовніших фраз може позитивно вплинути на швидкість запам'ятовування учасниками освітнього процесу.

Студенти тренуються правильно вимовляти лексичні та граматичні конструкції, виробляючи правильну вимову та інтонацію. Процес повторення активізує м'язову пам'ять апарату артикуляції, допомагає формувати нейронні зв'язки для перенесення короткочасної пам'яті в довготривалу. Завдяки цьому студенти можуть успішно відпрацьовувати новий матеріал під час комунікативних завдань на заняттях та приймати вивчення надалі за межами класу [2].

Доцільним доповненням аудіо-лінгвального методу може стати комунікативний метод, який передбачає собою моделювання ситуацій із застосуванням лексичного або граматичного матеріалу, який було вивчено на попередніх заняттях. Залучання учасників освітнього процесу до роботи в парах, створення професійно-орієнтованих діалогів і обговорення якоїсь вузько направленої професійної теми у форматі дискусії під наглядом викладача, який залишає за собою право лише корегувати мовлення учасників, але ніяк не втручатися у сам процес.

Викладач створює комунікативну ситуацію на занятті, котра стимулює спілкування між студентами. Ситуація моделюється так, щоб студенти в своєму мовленні використовували точно той лексичний і граматичний матеріал, котрий вивчався під час заняття [2].

Наступний, найбільш тяжкий для сприйняття, але найбільш ефективний метод, підходить лише для тих осіб, які ставлять вивчення англійської, або будь-якої іноземної мови, за серйозну мету і готові витратити багато часу на її вивчення. Ілюстративний або прямий метод вивчення іноземних мов,

набув популярності після стрімкого технологічного розвитку. Хоча його застосування відоме і в далекому минулому, але своєї сьогодишньої популярності він набув лише після стрімкого технологічного прогресу двадцятих років. Викладач навчає мові без перекладу, а всі нові слова та фрази він ототожнює з навколишнім середовищем або зображенням цих предметів, дій або явищ. Наш мозок добре запам'ятовує за допомогою асоціативних зв'язків, саме тому наглядна демонстрація предметів, дій, або явищ через ілюстрацію шляхом називання їх мовою що вивчається, є досить дієвою та сучасною методикою викладання. Слід зазначити, що такий метод передбачає наявність повної віддачі від суб'єкта що навчається і високої кваліфікованості викладача.

Також слід додати, що існує досить схожий до методу вирішення завдань – конструктивістський метод. Мельнікова Т. визначає його як метод, який базується на спрямованості навчального процесу на дію, наближену до виправданих реалій професійної діяльності. І пояснює, що такий вид навчального процесу, особливо на початкових рівнях такої діяльності, має здійснюватися за активної підтримки викладача, чиєю функцією є активне моделювання ситуації, враховуючи певні особливості, такі як рівень володіння мовою студентами, загалом володіння лексичним та граматичним матеріалом [3. 208].

Безумовним плюсом такого методу навчання, є можливість застосувати отримані навички та відточити їх у реальних подіях, тобто пережити змодельовану ситуацію, буквально, англійською мовою.

Додаткової уваги заслуговує така проблема, як низька мотивація серед учасників освітнього процесу. Т.О. Шаргун, Г.О. Бушко і Ю.С. Мосіна вважають, що причиною низьких результатів у вивченні англійської мови може бути інтелектуальна пасивність студентів в оволодінні іноземною мовою. Це може бути спричинено невисоким базовим рівнем знання англійської мови на момент вступу до закладу вищої освіти або технічним складом мислення. До того ж, студенти або курсанти таких спеціальностей частіше за все спрямовують свою увагу на профільні предмети, вважаючи іноземну мову менш потрібною або зовсім непотрібною [3: 206].

На думку авторів цієї роботи, вирішити це питання дуже складно, особливо якщо тягу до вивчення іноземних мов суб'єкту не було привито ще у шкільні роки. Поглиблене та якісне вивчення будь-якої іноземної мови, можливе лише за умови повної віддачі обох сторін, як учасника освітнього процесу, так і викладача. Це є обов'язковим при використанні будь-якого з методів викладання.

Отже, використання зазначених сучасні технології викладання англійської мови допоможе урізноманітнити заняття серед курсантів і покращити рівень їх знань. Інтегрування нових методів викладання може позитивно вплинути на мотивацію курсантів до вивчення іноземних мов, а можливо й зацікавити тих курсантів, які раніше не прагнули до їх вивчення. Хоч методи вивчення іноземних мов постійно змінюються і

удосконалюються, все одно, для якісного вивчення іноземної мови, не важливо при цьому який метод буде використовувати викладач, потрібна повна, двостороння віддача, як від викладача, так і від курсанта.

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INCLUSIVE EDUCATION AS A TREND IN THE DEVELOPMENT OF PROGRESSIVE EDUCATION SYSTEMS

The problem of inclusive education is closely related to new educational technologies. Inclusive education varies from country to country. It depends on specific social and cultural conditions, political priorities.

Today, inclusive education is a priority in the development of national school education systems. At the present stage, inclusion is the leading trend in the development of the education system around the world.

The purpose of the article is to consider the trends in the development of inclusive education today and to consider the organization of inclusive education in English lessons.

Inclusive education provides education for all and allows for adaptation to different needs. Inclusive education implies both the technical equipment of educational institutions and special pedagogical programs aimed at the implementation of inclusion [1,11].

The quality of education is primarily associated with meeting the needs of each person in effective socialization. Humanism, tolerance towards children with special needs, the level of support are indicators of the degree of development of the society in which they live.

In Ukraine, the practice of introducing inclusive forms of education into the system of general educational institutions is rather complicated. This is due to the presence of barriers to general education that hinder the successful implementation of inclusive processes [2, 29].

Usually the concept of inclusive education was limited to definitions that mainly concerned the provision of education to students with special needs of the psychophysical process. But today this concept has expanded, and it can be argued that all children should have equal rights, conditions, and opportunities in the field of education.

Inclusive education is encouraged to expand the education process to the learning process, which will be more flexible to satisfy the various needs of the students.

It is also important to consider how exactly inclusive education should be organized in English classes. After all, English is the purpose and means of learning.

When organizing an English lesson, the following rules should be observed:

- The lesson should have a certain algorithm. Then the children will become more organized.

- Students with inclusion of lexical and dictionary work perform independently.

- All students must perform a calligraphic minute, phonetic exercises [3].

In an English lesson, the course of the lesson depends on whether the teacher can connect topics for students with inclusion. Consolidation of the acquired knowledge occurs through the use of different didactic material.

For children with special educational needs, it is important to use the elements of communication to master the English language.

A variety of games should be used in English lessons. For instance :

- ball games (question-answer, translation of words);
- moving games (attention retention, team games, moving songs, exercises);
- games - competitions (team games with different tasks);
- creative games (products from different materials, design work);
- vocabulary games (reproduction of new lexical units);
- grammar games (memorization of stable grammatical structures);
- phonetic games (reproduction of sounds);
- role-playing games ("in the clinic", "in the store").

Examples of games that can be used in an English lesson:

Game: "At school or a strict teacher".

Purpose: to consolidate the vocabulary on the topic "School".

Equipment: school supplies.

Game progress:

One student plays the role of a teacher, enters the classroom and says, "Children, hello, stand up, please! Sit down, please! Take your books, please!". All other children follow the instructions of the "teacher".

Game: "Aloud, quietly and whisper".

Purpose: to form lexical skills on the topic "Animals".

Game progress:

The teacher calls the words on the topic "Animals". Children with different intonations repeat the words after the teacher. Students try to imitate the intonation of the teacher. This game is possible during any topic.

Game: "Yellow ball".

Purpose: to develop communication skills.

Equipment: yellow ball.

Game progress:

The teacher throws the ball to the students and says "Hello! How are you?". The student must catch and throw the ball to the teacher while answering questions [4].

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THE HISTORICAL AND CULTURAL BACKGROUND OF DEVELOPMENT OF THE VOLYN DISTRICT IN THE 18-20 CENTURIES

Having gone through the history of more than a thousand years, Volyn has preserved and consolidated its national-patriotic worldview. This happened despite its centuries-old affiliation with other states, which forcibly imposed anti-Ukrainian scenarios. Also, Volyn has strengthened the European vector of development, which foundation was laid in the last millennium.

In the northwest of Ukraine since ancient times, Volyn was a historically important and powerful region, which had a significant impact, especially its favorable location in Central and Eastern Europe and repeated redistribution of administrative boundaries and political regimes.

The history of Volyn dates back to the existence of the town of Velina, which was located on the left bank of the Western Bug at the confluence of the river Guzhva. It is believed that the name of the city also derives from the name of the whole region and the Slavic-Russian tribes of Dulibs, Buzhans, or Volynians who inhabited it. The first written mention of the densely populated region was the chronicle "Tale of bygone years". The formation of Volyn originates from the administrative-territorial affiliation to Kievan Rus, as the Ipatiev Chronicle evidenced in 981. Prince Volodymyr the Great founded the city of Volodymyr near the ancient settlement of Volyn, which became the capital of the Volyn and Halych-Volyn principalities. Thus, Volodymyr remained the state, administrative, trade, and cultural center not only of Volyn itself, but also of neighboring principalities.

The Galician-Volyn state, formed by Prince Roman Mstyslavovych, experienced its greatest prosperity during the reign of Danylo Halytsky at the end of the 13th century. It included 80 cities – trade, craft, and defense centers on the western border – Lutsk, Kholm, Halych, Belz, Volodymyr, Ustyluh, Kamin, Turiysk, Chortoryisk, and others.

More than 200-year history of Volyn as part of Kievan Rus ended with its transition to the control of Lithuania and part of Poland in the middle of the 14th century. The Congress of European Monarchs stated that Lutsk became the second capital of the Grand Duchy of Lithuania and underwent considerable development.

In the 15th and 16th centuries, the cities of Volyn received the Magdeburg

Law, which raised the region to a new stage of development. That page in the history of Volyn was the time under the auspices of free European economic development.

The signing of the Lublin Union in 1569 did not define Volyn as a separate independent statehood, but facilitated its entry into the united country, the Polish-Lithuanian Commonwealth.

Further cultural and religious oppression of the Polish nobility led to the uprising of the Ukrainian people, then to the National Liberation Struggle and the Haydamat movement. On June 28-July 10, 1651, near Berestechko the fiercest decisive battles took place between the Cossack and the Polish-noble armies. Thus, the population of Volyn had a firm and clear definition of their nationality, language, and religious beliefs.

At the end of the 18 century, Eastern Volyn became the part of the Russian Empire, and in 1795, after the third partition of Poland, Western Volyn also joined. At the same time, the Volyn province was formed including the Volyn, Rivne, and a large part of the Zhytomyr and Ternopil regions. The further development of those lands and the Right Bank of Ukraine was subject to the Russian tsar's decision.

The second half of the 19 century is characterized by significant industrial development of the region and the creation of new enterprises.

At different times, Volyn became an arena of hostilities. During the First World War, the front line between Russian, on the one hand, and Austro-German troops, on the other, passed through Volyn several times.

The result of the revolution and the overthrow of the Russian autocracy was the transition of Volyn to Poland for almost 20 years. With the outbreak of World War II on December 4, 1939, the Volyn region was formed as part of Russia with its subsequent political and cultural terror. The war brought incredible suffering and destruction to those lands.

The atrocities of the occupiers provoked an active resistance movement. In 1942, the fighting forces of the Ukrainian Insurgent Army were founded in Volyn. Liberation from the Nazi occupiers took place in 1944. In the postwar years, along with the reconstruction of the region, agrarian development first started "dekulakization" of the Volyn population and later the collectivization of agriculture.

Along with the development program of industry, construction, technology, and socio-cultural sector of the region, total persecution of the Ukrainian intelligentsia, language, and freedom of speech took place there. But the original desire of the Ukrainian people to restore their state led to the formation of a united independent Ukraine, and Volyn remains its integral part.

In the 18th century, the possessions of the great feudal lords grew: the Radziwills, the Sangushks, the Branytskys, the Potocki, the Chortory, and others. Also, Catholic orders began to build monumental architectural complexes, formed libraries, opened various educational institutions.

Decorative and applied arts were developing. This is evidenced by the

preserved exhibits in museums – the monastery shawl, embroidered with satin, the church bell, decorated with artistic castings, utensils, costumes and other household items. Museums recreate the interior. Also, the photo business was developing. The monasteries of Volyn, which became centers of the humanities and social sciences played a significant role in the development of culture. Today it is known that our compatriot assembled his own large library, he won the first place in the development of telegraph communication, in the arrangement of which "the Blessed Hieropheus really participated".

The famous Polish writer Kraszewski spent almost twenty years of his life in Volyn. He presented his observations in his work "Memoirs of Volyn, Polissya and Lithuania" in 1840. A significant contribution to the study of the history of Ukraine, in particular Volyn, was made by the historian, Ukrainian natural scientist, writer M. Maksimovich. In the 1860s, amateur local lore groups appeared, their well-known representatives were Olena Pchilka, who collected folklore from Volyn, her daughter Lesia Ukrainka, geologist H. Ossovsky, and archaeologist S. Gamchenko. The result of a great search in Volyn is the work of Olena Pchilka "Ukrainian carols" (1903). Lesia Ukrainka with her brother Mykhailo recorded many folk songs and transferred their lyrics and musical notation to M. Lysenko. Lesia Ukrainka used deep ethnographic knowledge of folk culture in her poetry, prose and drama. Another well-known figure connected with the cultural and educational history of Volyn is the Ukrainian historian A. Khoynatsky. He created numerous religious and theological historical works, many of which are devoted to the history of the Volyn region. F. Vovk, an anthropologist, archaeologist and ethnographer, studied the material and spiritual culture of the Ukrainian people. Based on the materials, he proposed to make a historical and topographical zoning of Ukraine, where Volyn is a separate region. The great merit of the scientist is the systematization of the material, comparative analysis and presentation of it according to the modern requirements of contemporary science. His works brought him worldwide recognition. In the early 1910's in the province there were 70 cultural institutions of various types (theaters, cinemas, clubs, NGOs, libraries, bookstores.) The theater was developing, a large number of spectators attended performances and were interested in the amateur art. The music achieved significant success in the postwar years, in 1956 Volyn composers created an organization of amateur composers. The regional philharmonic society played a significant contribution to the artistic life of Volyn.

The culture of Volyn perceived as a folk culture for a long time. Its customs and folklore were significantly influenced by geographical conditions and its special historical path. Interaction with other ethnic cultures on the one hand enriched it, but for the most part had negative and devastating consequences. Overcoming Russification, Polonization and other ideological principles, Volyn directed its cultural potential to statehood and freedom, preserving the language, customs and Ukrainian roots.

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SPATIAL ORIENTATION OF CHILDREN OF UPPER-KINDERGARTEN AGE IN A BARRIER-FREE ENVIRONMENT OF PRESCHOOL EDUCATIONAL INSTITUTION

In recent years, Ukraine has made obvious progress in society and state institutions in the development of inclusive education. Children with special educational needs (hereinafter referred to as children with disabilities) have equal access to education. Along with developed European countries, inclusion in Ukraine is gradually becoming a widespread practice in accordance with the UN Convention on the Rights of Persons with Disabilities ratified by our country (September 2008) [8].

The basic conceptual principles of inclusive education in preschool educational institutions of Ukraine are determined by the Laws of Ukraine "On Education", "On Preschool Education", Regulations on Preschool Educational Institutions, Basic Component of Preschool Education in Ukraine, state programs for preschool education. Barrier-free environment is extremely convenient for each participant in the educational process and promotes the development of spatial orientation. The key point of educational reforms, in particular, of the New Ukrainian School, is the provision that the education system must create conditions for the development and self-realization of every child.

The topicality of this article is due to the fact that one of the areas of modern preschool education is the focus on "inclusion" of children with special educational needs in classical groups to normative peers, where they develop on equal rights, which leads to finding ways to improve organization, content and methods of teaching and educating all children in the group. The organization of inclusive education depends on whether a barrier-free environment is created in the LLP. Ukraine has accumulated a fairly structured regulatory framework, there are legal bases for inclusive preschool education. But nowadays there is a lack of experience in the organization of inclusive education in terms of creating a barrier-free space, which during classes and daily practices takes into account the needs of movement, play activities, children in interest centers.

The analysis of scientific and methodological literature revealed significant achievements of prominent Ukrainian and foreign scholars: the content and importance of scientific and methodological work with teachers of inclusive educational institutions (L. Babenko, O. Vasylenko, N. Tarnavska, O. Gordiychuk A. Yermola, M. Potashnyk); modern approaches to the organization of

correctional and developmental and educational activities of teachers with children with special educational needs (N. Lyubchenko, N. Melnyk, V. Putsov, G. Trizubets, etc.); forms of scientific and methodological work (A. Dutchak, S.Klimkovska, O. Nyzhnyk); some elements of scientific and methodological work as a means of improving the professional competence of inclusive class teachers (E. Daniels and K. Stafford, V. Shorokhov) and others. The problem of educational inclusion of children with disabilities was studied by such Ukrainian scientists as: N. Hrytsiuk, A. Kolupaeva, I. Bilozerska, Z. Leniv, V. Bondar, V.Zolotoverkh. The issue of orientation of older preschool children in space was considered by such scientists as G. Leushina, A. Konforovich, Z. Lebedeva, K.Shcherbakova, N. Tarnavska.

The purpose of the article is to study theoretically and analyze the problem of organization of barrier-free space in groups of preschool educational institutions.

The importance of preschool education among other parts of the educational system is indisputable. Research and recommendations of scientists and practitioners show the need to preserve the child's right to free and diverse development of natural talents, including mathematical competencies related to spatial orientation. When we talk about accessibility (environment, environment, space, space, accessibility), we rely on the key categories of this concept – convenience, security, respect for human dignity, development potential. They clarified the main factors, structural parts, principles, rules and requirements for the environment closest to the child. The works of Maria Montessori, a prominent Italian scientist, are based on the principle of the natural expediency of the development of the child's vital forces and creative abilities. "Without the right environment, there is no constructive activity of the child," writes M. Montessori [2].

The German scientist R. Steiner, the founder of Walfdor pedagogy, has a slightly different view of the content and function of the subject environment, which the scientist calls the "physical environment". Steiner opposes ready-made toys - "designed and fabricated by intellectual civilization." In the kindergartens of the Walfdor school, educators make their own toys – dolls and animals sewn or woven from threads, mostly without a painted face. Such toys do not impose a ready-made image on the child, but allow him to create it while playing [7].

French scholar S. Frenet considered the child's environment an important condition for the effective preparation of his future independent life [7].

Nowadays the most accessible way to quickly create a development environment is a barrier-free environment for new opportunities. However, a significant number of educators try to fill the children's space with many luxury items, expensive appliances, smart books (less), the best toys and educational materials. Note that such an environment may become static instead of developmental potential. To prevent this from happening, consider the following conditions:

- environmental / infrastructural barriers;

- institutional barriers;
- "internal" barriers in people with disabilities related to the lack of their participation.
- in public life:
 - communication barriers;
 - information barriers;
 - unacceptable standards / programs of development and training.

The formation of impressions about spatial orientation in children of upper-kindergarten age depends on the equipment of mathematical space, important elements of which are visual landmarks, such as visualization of routes indoors and outdoors, equipment for self-orientation, knowledge of different parts of your body, availability materials for the creation of spatial routes, game mazes, construction of playgrounds and buildings that provide spatial equipment – farm, cities, roads, zoo, space stations, stadiums, etc [6]. It is possible to create such a mathematical environment provided that certain requirements are met: the mathematical environment must be age-appropriate for children and correspond to their functional capabilities with a slight excess of the degree of complexity; the mathematical environment must be dynamic, varied, diverse.

Summing up the developmental mathematical environment includes objects, materials, tools for spatial orientation:

- 1) a large organizing playing field for the deployment of spatially oriented game actions;
- 2) game equipment for spatial orientation;
- 3) toys;
- 4) game paraphernalia of various kinds for orientation in space;
- 5) game training materials;
- 6) tools for spatial modeling.

So a well-organized barrier-free environment provides an opportunity to: encourage children to engage in various activities using a variety of materials, which contributes to the faster formation of ideas of spatial orientation.

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**ОСОБЛИВОСТІ ВИКОРИСТАННЯ ПРОЄКТНОГО МЕТОДУ
ПРИ ВИВЧЕННІ ДИСЦИПЛІНИ «ДІЛОВА ІНОЗЕМНА МОВА»
ЗДОБУВАЧАМИ НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ
ЗАКЛАДІВ ВИЩОЇ ОСВІТИ**

У сучасних умовах виходу України в єдиний освітній, культурний та інформаційний простір володіння іноземними мовами, насамперед англійською, набуває особливої ваги.

Метою вивчення здобувачами дисципліни «Ділова іноземна мова» є формування необхідної комунікативної спроможності майбутніх фахівців для забезпечення їхнього ефективного спілкування у діловому оточенні при встановленні та розвитку ділових контактів, які забезпечать можливість працевлаштування та подальшого навчання.

Оволодіння діловою іноземною мовою залежить від гуманітарної підготовки здобувача в цілому, від знання рідної мови зокрема. Для отримання вагомих результатів вивчення дисципліни «Ділова іноземна мова» потрібно забезпечити високу навчальну і комунікативну мотивацію здобувачів в опануванні цієї мови. Для досягнення мотиваційного ефекту, розвитку ділової активності та комунікації здобувачів вагому роль відіграють проєктні завдання.

Дотримуємося визначення О. М. Устименко, яка зазначає, що під проєктуванням у галузі вивчення іноземних мов ми розуміємо творчу навчально-пізнавальну іншомовну комунікативну діяльність учасників проєкту, проблемну за формою пред'явлення навчального матеріалу, практичну за способом його використання, інтелектуально навантажену за змістом і самостійну за характером здобуття вмінь, навичок та знань [1: 53].

Останнім часом викладачі закладів вищої освіти все частіше звертаються до проєктного методу під час викладання дисципліни «Ділова іноземна мова», оскільки, беручи за основу комунікативний підхід, він дозволяє студентам застосовувати одержані знання практично, розробляючи при цьому нові ідеї.

У процесі проведення проєктної роботи використовуються наступні лінгво-методичні принципи комунікативного підходу: практична спрямованість, використання різних шляхів отримання інформації, мотивація студентів.

Підготовка проєктних завдань вимагає від студентів попереднього

визначення проблеми, над якою вони будуть працювати; планування подальшого процесу проектної діяльності та підготовка до виконання проектної роботи, презентація її результатів, аналіз створених продуктів проєктів. Отже, маємо чотири послідовних етапи проєктування:

- 1) підготовчий;
- 2) виконавчий;
- 3) презентаційний;
- 4) підсумковий.

Перший етап – це виділення основного питання, обговорення можливих варіантів його рішення. Обговорюються можливі джерела отримання необхідного матеріалу (друковані видання, інтерв'ю тощо), формуються проєктні групи, адже робота в малих групах, командах з метою пошуку спільного рішення поставленої задачі з подальшим обговоренням запропонованих рішень є однією з особливостей проектного методу роботи над темою дисципліни «Ділова іноземна мова». Крім того, визначаються вміння, навички, знання необхідні для виконання завдань проектної роботи.

Другий етап – це збір матеріалів по темі, обговорення отриманих результатів. На цьому етапі відбувається мовна та мовленнєва підготовка студентів до виконання завдань проєкту. При цьому використовуються декілька видів роботи: студенти можуть працювати індивідуально, у парах та групах. Завдання включають пошук даних по темі, оформлення письмових матеріалів, необхідних для збору даних, пред'явлення інформації, уточнення отриманих результатів.

Третій етап – це підготовка та представлення отриманих результатів. Студенти готують свої презентації, проводять репетиції. Основною складовою цього етапу є фінальна презентація. Форма презентації залежить від форми кінцевого продукту і від вибору самої проектної групи – усна презентація, мультимедійна презентація, відеозапис тощо.

Наприклад, при закінченні вивчення теми “Company Structure” студенти готують проєктну роботу, де представляють власну вигадану фірму, з структурою управління, з описом її цілей тощо. Таке проєктне завдання є матеріальним продуктом всієї навчальної діяльності в межах курсу, де студенти навчаються і бізнесу, і ділової іноземної мови шляхом моделювання ділового середовища.

Четвертий етап – це оцінювання ходу і результатів проектної роботи як викладачем, так і самими учасниками.

Критеріями оцінки проектної діяльності є:

- усвідомленість у визначенні проблеми, виборі теми проєкту, практичної спрямованості, значущості роботи, що виконувалася;
- аргументованість запропонованих рішень, підходів та висновків;
- виконання прийнятих етапів проєктування, самостійності, завершеності;
- рівень творчості, оригінальності матеріального втілення і представлення проєкту;

- якість оформлення;
- якість доповіді: повнота представлення роботи, аргументованість і переконливість;
- об'єм і глибина знань з теми, ерудиція;
- відповіді на питання: повнота, аргументованість [2:521].

Зазначимо, для того, щоб майбутні фахівці могли впевнено відчувати себе в реальній життєвій ситуації, вони і на заняттях мають бути поставлені в такі умови, за яких за допомогою іноземної мови вони змогли б вирішити потрібні для себе проблеми, тобто їх навчальна діяльність має бути максимально наближена до реальної обстановки.

Важливе місце у навчанні займає психологічний клімат. Адже лише у вільному спілкуванні народжується вільна, свідомо та розвинена особистість [3: 20]. Для цього викладач є не вчителем, який навчає, а стає менеджером, який організує навчальний процес, де головними дійовими особами є студенти. Вони набувають практики, досвіду в професійній діяльності і одночасно засвоюють мову. Одним із завдань викладача при підготовці проєктної роботи є створення відкритої, теплої, взаємодовірливої атмосфери, без якої неможливе спілкування. Цьому сприяє підбадьорення студентів похвалою, а не критика і негативні оцінні судження.

Разом з тим, ані підвищення навчальної та комунікативної мотивації, ані практична реалізація комунікативної компетентності не стануть можливими, якщо не дати студентам навчальної самостійності. Не може бути студент високо вмотивованим, якщо кожний його крок запланований та диктується викладачем. Водночас неможливо практично реалізувати у ділових відносинах комунікативну компетентність, коли викладач постійно диктує студентам, що робити та казати. Проєктні завдання в процесі їх виконання потребують від студентів прийняття самостійних рішень. Іноземна мова при виконанні проєктних завдань є засобом самовираження та комунікації, проєктні задачі сприяють індивідуальній роботі студентів, роботі у команді, допомагають запам'ятовуванню лексичного та граматичного матеріалу.

Отже, при підготовці проєктної роботи з дисципліни «Ділова іноземна мова» та реалізації її результатів студенти вже на самому початку планують її зміст, а потім послідовно реалізують його на кожному етапі іншомовного освітнього процесу. У ході реалізації проєктної роботи розвиваються необхідні іншомовні вміння, навички, знання. Аналітико-пошукові навички, розвиток самостійного критичного мислення студентів сприяють успішному виконанню ними проєктних завдань.

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TECHNOLOGICAL APPROACH TO THE FORMATION OF CREATIVE PERSONALITY OF PRIMARY SCHOOL STUDENTS

In recent years, the problem of creative abilities of the younger generation has become quite acute. Creative abilities include the ability to think critically, the ability to be proactive and bold in their creative decisions, the ability to have a non-standard view of solving problems facing them nowadays.

These tasks can be most effectively solved using the latest approaches, including technological (its forms, methods, tools and techniques), which contributes not only to the formation of students' sustainable interest to creative activities but encourages the students to show their practical and creative skills. Appropriately selected technology for the formation of creative personality helps to reveal primary school students' original ideas, the ability to implement them in various activities, to improve students' skills and abilities to work in a non-standard and creative way.

The problem of forming the creative personality of a primary school student is covered in the works of such scientists as L. Bozhovych, L. Vygotsky, H. Kostyuk, N. Menchynska, H. Lublinska, M. Shardakov and others [4:46].

Psychological and pedagogical researches show that the primary school age is a sensitive period for the development of the child's creativity due to the peculiarities of mental (cognitive) development of children *aged* 6 to 11. The child perceives the world through images, the student's speech is enriched, his memory becomes more stable, and the imagination is characterized by active development. The child constantly fantasizes, draws, makes appliques, shows interest in music, fine arts, literary creativity, etc.

L. Vygotsky's research shows that the primary school age is a very favorable period for the development of creative personality that is the child's abilities and inclinations. The basis for the formation of abilities is a developed imagination, observation, and thinking. This is a sensitive period for the accumulation of the child's knowledge, which is part of his creativity. The main factors in the development of the student's creative abilities are his educational activities and a more conscious attitude to the learning process as the child grows up. According to the scientist, the student's positive emotional attitude to the accumulation of knowledge and to the activity is the basis of creativity [2:16].

The student's creative personality is characterized by the level of developing his creative abilities. Abilities are defined as the person's individual and

psychological characteristics that express his readiness to mastering certain activities and to their successful implementation.

The main factors influencing the creative activity are the personality of the creator, environment, conditions in which the creative activity develops, desires and will, the developed motivational component, as well as the person's ability to analyze the consequences of his activity and its effectiveness.

The characteristics of the student's creative personality are the following:

- ❖ speed of thinking (it is the quantity of ideas that arise in the student's mind for a particular unit of time);

- ❖ flexibility of thinking that is the person's ability to switch from one idea to another; the ability to see the relationships between these ideas (for example, what information from the previous idea can be used for the realization of the next idea and vice versa); the ability to take creative risks and find paradoxes [1:62];

- ❖ curiosity (the student's ability to show steady interest in learning new things, openness and sincere surprise);

- ❖ courage that is the child's ability to make decisions without fear even in situations that are characterized by uncertainty and risk as well as the ability to complete what has been started;

- ❖ originality, which implies the child's ability to generate certain ideas. L. Vygotsky and J. Piaget also believe that during the primary school age children actively develop general and special abilities. Therefore, the main task of teachers and parents is to promote the development of these abilities.

The formation of creative personality in primary school age is also influenced by such psychological factors as self-regulation and developed will (the arbitrariness of management of the junior student's mental processes and behavior). In the early school years, children rise to a new qualitative level in their development. They acquire the ability to act not only in accordance with the requirements of adults but also in accordance with their own requirements [3:19].

Thus, the development of creative personality of primary school students is based on the learning process, which involves the appropriate level of development of students' cognitive and mental processes such as thinking, attention, imagination and speech. It also depends on the children's accumulation of the system of knowledge, skills and abilities as well as relevant experience that the students gain in the educational process. While studying at primary school, the students learn generalized ways of mental actions, due to which their cognitive processes are actively developing.

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ESTABLISHMENT OF CHORAL ART AT THE BEGINNING OF THE XXI CENTURY: FORMS OF PRESENTATION

Choral singing occupies a special place in any culture, because its uniqueness lies in the human understanding of the essence of music. In the XXI century choral music is being updated. Domestic researcher O. Fedchenko defines that the style of works presented in the works of contemporary composers can be called «music of the state» and, as an example, singles out the work of a contemporary artist E. Whitaker, the founder of the world's largest virtual choir, whose music is heard around the world. The presence of such choral performance is a sign of change and evidence of the immortal power of choral art at any time and in any circumstances [11].

The development of academic choral performance in Ukraine at the beginning of the XXI century is also due to the active search for new forms and means of expression, semantic presentation nuances, combination of performance techniques with technical capabilities of audiovisual equipment and other things.

As choral art is the highest form of singing and the basis of musical culture, it is appropriate to consider the human voice as a gift to man from God and the first tool for presenting musical culture in vocal and choral forms. Of course, for Ukrainian culture choral art is basic and one in which the best embodied and transmitted features of the culture of our people, customs and traditions.

Choral singing for Ukrainians since the days of the «golden» baroque in music has acquired professional virtuoso features thanks to composers M. Berezovsky and M. Bortnyansky, became the nation's ambassador to the world under the leadership of O. Koshytsya, nurtured choral masters G. Veryovka, A. Avdievsky are still looking for new ways of becoming.

I. Gamkalo in his publication, published in the encyclopedia of modern Ukraine, raises the question of the origin and development of the conductor and the art of conducting in general. The author argues that with the advent of choral art, the state began to prosper, musically and spiritually enriched [2]. In the historical aspect of his publication, O. Slobodenyuk draws attention to the development of domestic academic choral performance in the second half of the XX century and the beginning of the XXI century. The researcher reveals the main role of professional choral education, which is important for the dynamic development of choral performance in this period. The author singles out the

activities of leading choirs that have made a significant contribution and glorified Ukraine in the world [10].

V. Mykhailets was engaged in the analysis of performing tasks in modern choral art. In his article, the author notes that the choir is inherently a complex organism and its successful work should depend not only on the conductor but also on the whole team, the choir performers. The researcher sees the requirements for choral music and its performance through the works of composers and famous figures of the twentieth century, in particular, representatives of the new Viennese school and the Italian avant-garde, as well as the conditions under which there is a tendency to works [7].

In his scientific notes, G. Didych touches upon the fact that Ukrainian choral performance needs to be constantly developed and improved. The author devotes his research to the study of such artistic phenomena as choral theater, its historical development and genre diversity [4]. The study of the problem of theatrical choral works is the subject of interest of the candidate of art history Yu. Mostova [8]. In her dissertation, she highlights the development of modern trends, namely the use of productions and presentations for the choir. In the manuscript, the researcher argues that the theatricalization of musical imagery arises due to the specific and creative thinking of the composer, in particular his/her talent in different artistic fields and the ability to think in different artistic languages simultaneously [9].

Having great talent and eternal love for music, Honored Artist of Ukraine O. Dondyk in her article explores the activities of the Academic Chamber Choir «Khreschatyk». The author reveals and highlights the phenomenon of the transformation of audio-visual parameters of stage space as an important activity of the choir [5]. I. Hutsol draws the standard of choral performance on the examples of performing activity of well-known choral groups in his blog. The author describes the achievements, worldwide recognition and talent of such choirs as the National Honored Academic Chapel of Ukraine «Dumka», the Lviv State Academic Men`s Choir «Dudaryk» and the Zhytomyr Academic Choir «Oreya» [3].

In particular, in an interview with O. Vacek – artistic director and conductor of «Oreia», we were able to reveal the peculiarities of his conducting work, special ways of interpretation and presentation of the choral repertoire of the famous group. In particular, the idea of staging a choral work arises due to the conductor`s desire to meet the requirements of the time, so thinking about how to make choral singing more interesting for the audience, gave rise to one of the first choral theaters in Ukraine. The principle according to which the conductor selects the choral repertoire is very important.

The artist approaches this issue with great responsibility – he concentrates, sits, thinks, listens to many hundreds of works, plays notes and chooses the works that he likes the most. He also encourages the team with his own show (singing or playing an instrument) to show interest in learning the work. And then, at the next stage of rehearsals, he has an artistic vision and a desire for a

special way of presenting a choral work. The repertoire of the choir «Oreya» has a lot of works with staging, which will be difficult to remember and list them all. The conductor is very happy to talk about such works as «My Mountains» by V. Zubytsky, «Kupalska» by R. Malinovsky, and «Saul» – a musical story about the Apostle Paul, a composition of a Swedish work. N. Timoshkina, the main director of the Zhytomyr Regional Music and Drama Theater named after Ivan Kocherga and an honored artist of Ukraine, helps O. Vacek to stage his works. In their creative tandem, real masterpieces of choral performance are born, in particular «Saul», which became the winner of numerous international and national awards [6].

Another interesting method of vocal and choral presentation was initiated by the Slobodyskis. Igor and Olena came up with the art project «Virtual Choir in Ukraine», which was attended by 111 Ukrainian singers from around the world. I. Buydenko, who also joined the organization of a unique national team, explains the creation, success, and even the established national record of virtual choral performance in her work. As a Methodist, she describes in detail the features of the work of the choir-record holder and the creative cooperation of musicians from around the world for a common goal: to promote choral art [1].

Thus, the development of national choral art and its formation at the beginning of the XXI century correspond to the state of socio-cultural dynamic changes and scientific and technological progress. In modern times, people oversaturated with entertainment prefer to perceive any art through the prism of action, i.e., «show» as a need to sharpen their feelings. Thus, choreography, scenography, audiovisual special effects, or dramatization present in choral performance not only diversify the presentation of choral works, but also significantly increase the interest in the perception of choral singing. National choirs, where the Oreya Academic Choir takes an honorable place, place choral art on a high professional level along with the world's best representatives, and the search for new virtual opportunities for choral performance promotes its popularization among the general public, educating the so-called spiritual culture.

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METHODICAL SUPPORT OF TEACHING CHILDREN OF UPPER-KINDERGARTEN AGE OF STORYTELLING

The starting section in the educational system is preschool education according to the Law of Ukraine "On Education" within which programs and tasks of the first level are implemented aimed at developing the abilities of children and the formation of elements of educational activities in them [3].

The purpose of the article is to study theoretically and analyze the features of storytelling of children of upper-kindergarten age.

According to the laws of Ukraine "On Education", "On Preschool Education", the purpose of preschool education is to ensure the holistic development of the children, their physical, intellectual and creative abilities through education, training, socialization and the formation of necessary life skills [3].

A descriptive story is a statement of the characteristics of an object or phenomenon. Painting is an effective way to develop coherent speech in children of upper-kindergarten age. It makes children want to talk about the situation, pushes them to tell a story, activates the experience, children have a need to express themselves [4].

Storytelling is a complex of mental activity in which analysis, synthesis, comparison, inference take place. The success of teaching storytelling depends on children's understanding of the plot of the pictures [4].

Children of lower-kindergarten age still find it difficult to highlight the main points in the plot of the picture. The child tries to list all the items first, and this often does not tell what is depicted in the picture.

Storytelling techniques are:

- sample teacher's story
- a plan of the story
- storytelling in parts
- collective storytelling
- questions
- evaluation

A *sample story* is a description of an object, event, or phenomenon that children can follow.

Narrative planning is two or three main questions that determine the content and sequence of a speech.

All stories can be divided into stories *on a visual and verbal basis* (in content-factual and creative), *in form* (descriptive and plot).

A descriptive story is a statement of the characteristics of an object or phenomenon. The object is called at the beginning of the story, then the characteristics, purpose of objects or actions are indicated.

Descriptive stories are *comparative* and *explanatory*. Preschoolers are taught to make a description of two objects with contrasting features, as well as explanatory stories with elements of reflection, proof, accompanied by a demonstration of these actions. For example, a child can explain to a friend how to use an object, a toy, how to play a game.

A descriptive story can be *fictional*. For example, a story about what kind of toy a child would make or what picture he would draw for a gift [2].

The following types of series of plot pictures were used to compose stories depending on the level of speech and thinking development of children:

1) at the initial stage of learning, a series of consecutive pictures is used, which are based on children's familiar material;

2) at the next stage of learning, a series of plot pictures of a wide plot plan is applied in the image of each individual picture of the series, which are more complex in the content.

The stages of storytelling of children of upper-kindergarten age:

The 1st stage. *Previous work.*

The 2nd stage. *A step-by-step system of game exercises of storytelling teaching of children based on a series of plot pictures.* It is of a generalizing nature. The teacher's task is to adapt each task to the children's age he works with. The sequence of steps should not be violated. The purpose is:

❖ to raise children's love for nature, positive moral qualities (politeness, decency, sensitivity, attentiveness), the desire to be interested in the lives of animals;

❖ to develop coherent speech (the ability to build sentences, match words in gender, number and case), logical thinking, fine motor skills, imagination, creativity, imagination, memory;

❖ to teach and consolidate children's ability to storytelling.

The 3^d stage. *Verification tasks*, in which children independently compose stories based on a series of pictures collected by them [5].

Methods of teaching for a series of plot pictures are an important means of developing children's internal speech programming. With the development of internal speech, preschoolers begin to develop statements clearly, purposefully, logically and consistently convey events over time. The pictures help the children to build a monologue on the structure, and therefore their statements acquire signs of context.

So, it is important for children to describe familiar objects. They are objects of nature, tools, utensils, sewing supplies, writing and other different objects. Storytelling the child explains the purpose of the object, demonstrates actions with it. Children can write comparative stories about similar subjects. In the

classes they come up with riddles, read works of art about objects. If the description is complete, the child must have a model of its construction and the means of its replenishment. The child's speech development is directly related to his mental activity. And this connection is two-way. Active, rich and expressive speech of the child indicates a high level of his mental development, and vice versa.

To sum up, speech activity stimulates thought processes, helps to discover and highlight in objective reality those connections and relationships that correspond to language connections.

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UKRAINIAN FOLK SONG AND ROCK MUSIC: WAYS OF SYNTHESIS

In the development of the 21st century culture rock music occupies a special place. At about 60 years ago it was the period of rapid flourishing. The process of rock music formation underwent several stylistic modifications: from the origins of the transformation of the subculture. Having specific features it made strong emotional and ideological influence on young people from Western European countries of cultural orientation [2].

Rock music has its own model of musical and psychological effectiveness in difficult conditions of the development of the 21st century, in spite of its similarity of certain features and techniques with other areas music culture, especially with folklore. Folklore is not a culture, but its origins belong to the song and dance of magical rituals of the deep past [3, p. 33]. However, comparing rock music to folklore, rock music is much more associated with modern non-European cultures and closer to the countercultural postmodern worldview, where the attempts at the unconventional the perception of such seemingly traditional art as music is not accidental.

Like any fairly integral branch of modern music culture, rock music requires a certain culture of its implementation and perception. Rock music as cultural and historical phenomenon can be called a form of modern existence and manifestation the oldest qualities and properties of the human psyche [6].

Currently, folk rock is defined as complex, dynamic, a multidimensional social phenomenon rooted in mass culture, dependent on it and affects it. However, there is currently no clear understanding of the specified term, therefore its urgency is indisputable [6].

Synthesis of arts is the creation of a qualitatively new artistic product for through an organic combination of art or arts into a single whole.

The final phenomenon is not reduced to the sum of its components. An association art in a new synthetic form occurs for the needs of modern society in a broader, comprehensive development and depiction of reality [4]. The definition of "synthesis": from the Greek. Synthesis is combination. It has several meanings in art, first of all, it is a combination of several in art its species around one, which was defined as leading. Often synthesis makes the role of the public more active, for example, in national holidays, processions, triumphs, carnivals, in various ritual acts (for example, ancient Dionysius), participants

which are both viewers and authors, and is in contrast mergers (in many modern musical compositions of the XX-XXI centuries), in particular, classic crossover.

Classical crossover is a musical style that represents a kind of synthesis, a harmonious combination of elements of classical music with pop, rock or electronic music. Officially the name appeared not so long ago, the list of nominations for the Grammy Music Award consists of it, which is held annually awarded by the US National Academy of Recording Arts [1, p. 18]. Classical crossover as a musical style has been formed gradually over the past three decades of step by step, overcoming the path of eclectic experiments a combination of rock music and classics to wide acclaim. Arina Domskey is the only one performer in Ukraine, working in the genre of classical crossover, soprano with conservative education and original stage image.

Taking into account the given information, we can emphasize that modern rock music is constantly branching out in various directions, among many popular styles of today, we highlight the synthesis of rock music and folklore, because it is a part of the objectives of our research.

The purpose of the article is to study theoretically the essence of the concept of "folk rock" and analyze the ways of synthesis of Ukrainian folk songs and rock music.

The concept of folk rock (English folk rock) is narrower than the concept of world music, because it combines folklore with rock. Folk rock can be bigger or to a lesser extent use the inherent features of folk music, including its tools and manner of execution, but more aggressive nature and energy, and the using of year-specific electronic tools. As a rule, music is referred to as folk rock in those cases when "Folklore" component ethnic music of European peoples (such as Celtic or Slavic) folklore) [8].

We mentioned that in the 2000s group "DahaBrakha", with its original sacred and mystical performances, experienced its heyday in London. Its latest album is titled "On the verge" critics rate as number one in the direction of sacred psychedelics.

Ivano-Frankivsk band "Perkalaba", which plays in the style of ethno-ska-punk, is now in for some reason repeats the previous western breakthrough of Haidamaki, playing dozens concert tours in Germany and other European countries. The album "Chidro", which was presented in Germany, took its place among the best bands in the world music genre in the German twenties. After performing in Canada, Lviv group "Bourdon", which embodies the classical doctrine of world music, became famous, one program of which intertwines a huge number of motifs from different cultures, and each musician acts as a unique performer and research specialist [7]. Nowadays the creative potential of folk rock and ethno-fusion in Ukraine is real rich and inexhaustible.

"Shchedryk", composed by Mykola Leontovych, is one of the integral symbols of Christmas in Ukraine and all over the world. Thanking to the talented arrangement of our composer, and the world tour of Ukraine Republican Chapel of Alexander Koshyts "Shchedryk" won the international popularity. In 1922,

"Shchedryk" sounded in Ukrainian at Carnegie Hall in New York. Public was delighted. Everywhere the Ukrainian choir performed; there was an unforgettable trace of this fabulous Christmas composition. The year of 2022 in Ukraine has been declared the year of Mykola Leontovych, because this year the world community will celebrate the 145th anniversary of the author's birth world-famous carols. Cultural and artistic projects, competitions, commemoration events, etc will be presented. Musicians do not stand aside from this remarkable event cultural life: performers of "Shchedryk" to a greater or lesser extent usage the inherent features of this carol in their work, including in tools and manners of execution, preserving its colour. These are: BB (Shouts Vidopliasova); Rock-H; ZAPAL; Mormon Tabernacle Choir; Pentatonix et al. But, it is in combination with rock music that this composition has more expressive character and energy, as well as the usage of the electronic tools. This is a cover version of the Greek rock band Orion's Reign, characterized by originality and interesting compositions and which will appeal to fans of Heavy Metal [9].

Thus, it is possible to draw a conclusion about folk rock music, it is an alternative element of modern musical culture and it should be used as: a social instrument of designing, method of influencing the mass consciousness and an interesting innovative approach. It gives an opportunity to apply certain creative approaches in practice in the educational process (ex. performance on an electric guitar in combination with the main theme on keyboard instruments of Ukrainian folk song arranged by Mykola Leontovych "Shchedryk", which was prepared by students Eugene Mashkovsky and Yulia Kotenko on the occasion of New Year's greetings, and the result was credited for internship [5].

Summing up that in recent decades the differentiation of alternative musical styles in synthesis with folk songs is extremely fast, because the future art is in interesting and unexpected combinations of already known, new views of antiquity. Author's rock arrangement of folk songs creates something new and the original sound of modern music and provides sample opportunities for its application.

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CONDITIONS FOR THE FORMATION OF HEALTHY SAFETY COMPETENCE IN CHILDREN OF UPPER-KINDERGARTEN AGE BY MEANS OF PROJECT WORK

The problem of the formation children's health competence is one of the most pressing. This concept implies the appropriate level of knowledge, skills and abilities of the preschooler on the issue of strengthening and maintaining their health, the child's attitude to him as a fundamental and highest value.

The problem of the formation of healthy safety competence in children of kindergarten age was dealt with by many prominent Ukrainian and foreign scholars, including psychologists, teachers, linguists, such as V. Abramov, N.Androschuk, N. Bibik, V. Galuzinsky and others; the problem of a healthy lifestyle, the preservation of the health of children of kindergarten age was considered in the works of such scientists as: E. Andreeva, I. Chavets and A.Boryceva; the role of project work in the formation of healthy safety competence competence in children of kindergarten age was noted by T. Andryushchenko, I.Bibik, T. Mykhailichenko and others.

The purpose of the article is to analyze the conditions for the formation of healthy safety competence in children of upper-kindergarten age by means of project work.

According to psychological and pedagogical research [1; 2; 4], kindergarten age is a sensitive period for the formation of healthy safety consciousness of the child, which consists of appropriate knowledge of conditions and factors that may preserve or harm health, as well as those motives and values that will encourage children to follow hygiene rules, conditions work and rest. Only under these conditions, children of kindergarten age will be able to have a high level of health behaviour as a basis for the formation of sustainable health attitudes and habits of the child in the future [1, p.12].

In the structure of healthy safety competence of children of kindergarten age, scientists identify such components as: cognitive, emotional-value, motivational, behavioral, which interact closely with each other.

It is worth talking about the need to intensify the activities of children of kindergarten age in the formation of healthy safety competence of children by saturating it with new content, methods and tools based on an innovative approach. These, of course, should include project work, the purpose of which in the context of the problem is the formation of knowledge, skills and abilities

aimed at strengthening and maintaining the health of children, is the basis for preschoolers' interest in improving health.

When implementing the content of these pedagogical conditions, which are aimed at the formation of healthy safety competence in children of upper-kindergarten age using the project method, it is necessary to take into account the pedagogical conditions, namely:

1. Correspondence of the content of the material to the age characteristics of children of kindergarten age.
2. Interesting forms, methods of work for children of upper-kindergarten age.
3. Awakening of interest and motivation of children in classes on the topic of healthy life.
4. A positive example of an adult.
5. Practical activities of the preschooler related to strengthening and maintaining his health. [3]

Each project and work on it involves a certain structure, which includes the purpose and objectives of the project, expected results, economic justification of the project, as well as the appropriate forms, methods and techniques.

The organization of the project method through the prism of children's health should also include such a condition as taking into account the age-specific development of children of kindergarten age. [1, p.17]

In the process of implementing projects with children 5-6 years old, it will be advisable to use problematic issues that activate children's search (independent) thinking and help children of kindergarten age learn to think more deeply not only about maintaining their own health, but also better understand the environment and changes in it to the state of our health, not forgetting that we are all part of nature (for example: "What would happen if there was no water?", "How is air good for me and the planet?", "Why you can't pollute rivers? ") [4, p.73].

For the effective organization of project work in the conditions of health and home, which aims to improve the health of children, adults must take into account the age and needs of the child to change activities, walks in the air determine the appropriate daily routine, which is important for maintaining and strengthening her health, full development.

Summing up kindergarten age is quite significant, but at the same time, a favorable stage for the formation of healthy safety competence of children, because in this period, compared children of lower-kindergarten age and children of upper-kindergarten age, more actively improve and develop motor skills and physical qualities of children under appropriate pedagogical guidance on the part of parents and educators, the body's protective potential is strengthened in order to resist disease, posture is formed, etc. Therefore, a competent child in terms of health will not only know how to protect themselves from disease, but will also have a strong immunity as a basis for successful adaptation to school conditions.

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GENDER EQUALITY IN PRIMARY SCHOOL

A wide range of evidence shows that from a very early age, gender stereotyping can have a significant impact on opportunities and choices for both boys and girls with gendered divisions over what is considered acceptable. Often behavior or subject choices are reinforced through both the attitudes of pupils, staff and parents and through codes of practice in school, school management etc.

By providing children with environments that encourage non-gendered norms and expectations, children can feel more accepted and celebrated for their individuality. By creating a more inclusive culture in schools our children and young people will benefit from a school environment where all individuals are equally safe and respected [1].

We believe that it is never too early to question what is seen as ‘normal’ or what is traditionally expected of boys and girls in our society. In fact, we believe that doing so from a very young age, helps to protect children from the negative consequences of inequality as they grow into adults.

As a result, we can say, that the main goal of gender education is to reduce the level imposed stereotypes about the behavior of people of either sex and learn to go against them, to meet their own individual aspirations.

By providing children with environments that encourage non-gendered norms and expectations, children can feel more accepted and celebrated for their individuality. This can broaden their aspirations and be more open to a wide range of opportunities.

A gender equality approach means helping children to achieve and aspire, promoting a culture of equality and respect where children are able to flourish and no one is limited by their gender [2].

If we are really to get it right for every child in our schools, gender equality must be at the heart of policy and practice.

If we say about school, there teachers play the main role in achieving this aim. There I mean teach pupils without any gender stereotypes or gender inequalities.

By doing this, teachers must be aware of the possible bias or differences in their questioning of girls and boys and take steps to monitor and if necessary improve their own practice. For example, give equal “wait time” to girls and boy, asking higher-order, open-ended questions of both boys and girls [3].

Also, before promoting gender equality in class teacher should observe it, makes conclusions about what gender stereotypes are presented in every pupil.

Moreover, teacher have to understand that all children have equal opportunity to take part in all experiences and are encouraged to access all areas of the curriculum.

In order to develop and plan this approach to promoting gender equality, it can be helpful to find out about the children's understanding of gender and explore any unconscious bias they may have. This can be achieved through a variety of interactive, age appropriate activities which both introduce the topic and highlight key areas of learning that may be required.

It would be a good idea to apply diverse games, activities which are aimed at overcoming gender stereotypes in class and school, in general, and it's a good way to expand children's knowledge about gender equality.

For instance, it can be role play, project work, individual games or work, changing roles, learning culture of different countries, choosing responsibilities in classroom or in school etc.

In my opinion, teacher can use a variety of simple, but simultaneously curious activities. And one of them can be sorting activity, for example in topic Professions.

Children worked in groups of 3 or 4 people, using Venn diagram to sort cards with pictures into categories boys, girls, or both. They should decide as a group where is best to place them. Remind them they can ask you if unsure.

This activity created discussion around different ideas and opinions about boys and girls which allowed the opportunity to explore gender stereotypes and encouraged children to challenge both their own ideas and others'.

Next, can be an Agree/Disagree/Unsure activity. Go over the words and what they mean. Show symbols on cards and where in the room they are placed. Tell children you are going to read out some statements/sentences. They should go to area of room to indicate whether they agree, disagree or are unsure. Make sure they understand not to copy their friend. Children should go where they think. There are no right or wrong answers. Approximate list of statement can be: It's okay for boys to cry; Men are the boss of the house; Girls can be doctors; It's mums job to do the housework etc. There children can express their own opinion, can concentrate on their individual interest. Furthermore, children shouldn't think what is normally or abnormally, because all is normally for both male and female. Gender stereotypes which society wants to impose, what is abnormally.

A further consideration would be to apply drama or role play in the class to wide knowledge about gender equality.

Role-playing games are good for exploring gender stereotypes with young children and encouraging them to participate in a range of activities. Try assigning roles at random, or use a magic sorting hat or a bag containing different role cards.

During role play, challenge children assumptions. For example, if you are a woman, you could take on the role of a scientists or explorer or the local doctor.

For role play games, make it clear that all children can dress up/take on whatever roles/costume they choose and avoid making assumptions about what role/costumes children would like. Allow children to create their own costumes and characters. Use a range of fabric and materials in the dress up area rather than branded costumes to encourage the children to create their own costumes. All this things, make this activity magic and amazing for children.

Pupils have the freedom to choose and explore how they can use their voice, movement, and expression in role play and drama. They can express their idea, thoughts and feelings. It will be exciting for children and they won't afraid of doing something wrong. Role play or drama allows pupils to show their individuality (personalities), talents and creativity.

The last but not least, it's classroom management. In this case, we would talk about rules and responsibilities in classroom: girls and boys are encouraged equally to take on responsibilities. This will show that you can do the same things regardless of gender.

All thing considerate, I can say that, all actions should be based on interests and previous knowledge of our pupils. Gender education provides gender equality, the child's understanding that he is a person with his individual abilities, talents and thoughts. Also, no matter who you were born a boy or a girl, you can do what you like in your life, instead of conforming to gender stereotypes invented by society. As for me, the teacher has a main role to explain these things, is a person who creates a favorable environment and conditions for the development of gender equality and overcoming gender stereotypes by doing what was written above.

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FEATURES OF THE ORGANIZATION OF CULTURAL AND ARTISTIC EVENTS

A mass event is one of the most popular and effective forms of cultural activity in the society. The organizer of a cultural and artistic event must be aware of the specificity that requires a particular form of representation. The logic of creating and developing the topic is one of the main criteria for the successful organization of a mass event. Therefore, it is necessary to clearly understand the features, rules and all aspects of the organization of cultural and artistic events.

Modern cultural and artistic events are becoming more developed. The organizers often create unique events incorporating innovative technologies and methods of organization, at the same time preserving the heritage of Ukrainian traditions. The promotion of Ukrainian customs, traditions and folklore is a sign of genuine patriotism and love for our country.

Every cultural and artistic event is an intrinsic part of folk culture. Artistic projects are designed to be emotionally engaging. They convey the traditions of Ukrainian generations; bring people closer together by creative interests, spiritual and aesthetic values.

The implementation of each event always has three stages [1]:

I. The preparatory stage.

At this stage, the topic, the purpose of the cultural and artistic project, the audience for which the event is designed, and the format of the action are determined. Also, a scenario is developed, participants are identified, a budget is drawn up and other administrative and organizational issues are resolved.

In addition, it is worth bearing in mind a number of requirements which, if met, will fully achieve the objectives:

1. The event should be a means of creating and maintaining an appropriate mood, creating emotions and experiences that will help to form certain attitudes of the audience.

2. All participants have the opportunity to demonstrate their skills, knowledge and talents.

3. The event shouldn't be overloaded and overextended. The principle: "The game must end earlier before it gets bored".

4. The project has to appeal to viewers and participants. Mostly it depends on the format and activity of the participants themselves.

5. The preparation of each mass event should take into account the psychological and age-specific characteristics of the participants.

A specific goal has to be formulated at the preparatory stage of every cultural and artistic project. It determines the format of the event, festival, competition and other events. The format of the event includes the concept, the time and duration of the event, the logistics, the content, the media support and promotion.

The concept is the core of the future project, its main focus and characteristic tension. The concept is the main idea of the cultural and artistic event. This idea is implemented through the use of certain tools, such as themes, decorations, communication style, advertising and media support of the project [2].

During the formation of the concept, an action scenario is also created at the same time, where the necessary compositional elements must be observed:

- introduction;
- main part;
- completion (final).

The author must use the required elements or tools while creating the scenario. These means may include: direct address of the presenter to the audience, activation of the participants (guests) of the event to perform certain simple actions, questions to the audience, game and full action activation. The result of such activity is an interaction, where the guests of the holiday are involved in the process as much as possible. Accordingly, the main goal and objectives of the event are achieved.

The cost estimate for the cultural and artistic event is a separate document that includes the total amount and detailed structure of costs incurred by the organizers during the preparation and implementation of the project [3]. The cost estimate is prepared in accordance with the plan of the event, agreed and approved by the organizers and administrative institutions. It includes the expenditures for materials, services, execution of works, media support, etc.

The cost estimate is formed repeatedly. The initial budget is planned. In the process of preparation and implementation of the event, cost items may change according to the circumstances. Therefore, upon completion of the project, the final cost estimate is prepared, indicating the actual costs and intended use of the allocated funds.

Logistic is an important issue in the organization of cultural and artistic events. It is necessary to take into account the logistical needs that will arise during the preparation and implementation of the project: the availability of vehicles for transportation of equipment, sound and light equipment, transfer of artists and participants of the event.

A successful organization of the logistic process will expand the geography of the cultural and artistic project, find unique locations and adjust the theme of the event in accordance with the specificity of the territory, considering its particularities and authenticity.

II. The correctional stage.

The scene is prepared and decorated, technical equipment is adjusted and checked during the correctional stage. In addition, this phase includes rehearsals, script edits, as well as a dress rehearsal.

During this period, the promotional and PR campaign is launched, as well as a media support aimed at attracting as many visitors, participants and viewers as possible.

The media campaign means holding press conferences, press tours, briefings and involving the media in maximum coverage and announcing the upcoming event.

Interaction with the media is an important part of the organization of a cultural and artistic event. Journalists and representatives of online and print media, television and radio have a great influence on forming the audience's consciousness, informing and communicating with it, regulating public opinion, criticism and public control [4].

III. The main stage.

The main stage of any cultural and artistic project culminates in the final design of locations, the installation of necessary equipment and facilities, the reception of guests and the event itself.

At the end of the event, the project implementation will be discussed and analyzed, the positives and possible lapses in the preparatory phase will be identified, and some methodological recommendations will be formulated.

In addition, an important part of the main stage of the project is its visibility through mass media, the dissemination of photo and video materials through social media, etc.

A successful cultural and artistic event often becomes regular. The annual project becomes more anticipated, more widespread and popular.

Today, cultural projects are no longer just a way to entertain the viewer [5]. First of all, it is an opportunity to hold thematic meetings, discuss current issues, involve representatives of various spheres of public life (officials, public activists, art critics, scientists, cultural figures, etc.).

The creation and organization of cultural and artistic events should be focused on the uniqueness and authenticity of the region [6]. Almost every city in Ukraine has its own difference, its own "face". Each regional artistic event has its own audience. Every year the audience grows, mainly due to the Internet. Even a small cultural project gains in popularity once it has been publicized on social media.

Modern culture tends to renew traditional cultural and artistic events, as well as to create new ones. This is evidenced by the increase in the number of festive events, music festivals, Olympiads and competitions.

The process of forming the image of Ukraine takes place with the help of various media through implementation of cultural and artistic projects. Creating a positive image of Ukraine in the cultural and artistic spheres is impossible without the involvement of professionals and artists with creative thinking.

Specialists must have a rudimentary knowledge of Ukrainian customs and traditions, understand the mentality of the Ukrainian people.

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THE FORMATION OF PRIMARY SCHOOL STUDENTS' SPEECH COMPETENCE IN THE CONDITIONS OF NEW UKRAINIAN SCHOOL

One of the main areas of competence-oriented learning is the formation of primary school students' speech competence, which means the ability to listen, perceive and reproduce information, read and understand text, dialogue, participate in discussions, persuade and defend their point of view, express their own opinions, reasoning, and point of views in oral and written forms.

The formation of speech competence in primary school students can be held due to the changing priorities of general secondary education, and be characterized by increased attention to the assimilation of specific learning outcomes, such as: knowledge, skills, attitudes, personal experience, the level of assimilation which allows to act adequately to certain educational and life situations. This determines, according to O.Ya. Savchenko, fundamental changes in the organization of education, which is aimed at developing specific values and vital knowledge and skills of students.

Purpose of the article: To describe the formation of key competencies which are the ability to learn; the creation the feeling of a linguistic phenomena; the formation of sociolinguistic culture in primary schoolchildren.

Linguistic competence is the participants' knowledge of communication norms and rules of modern literary language; their skillful use in the production of statements.

The ability to speak fluently has attracted the attention of mankind for a long time. K.D. Ushinsky noted that "language is the most important, richest and strongest connection that unites the past, present day and future generations of the people into one big, historical living unity. It not only reveals the vitality of the people, but it is the life of this very nation. When the nation disappears, the people are gone! "

The speech content line of language learning in the State Standard of Primary Education and the current curriculum is the main one. It involves the development of students' oral and written speech, their ability to use language as a means of communication, cognition and influence. Communicative competence is a necessary condition for the creativity of every student. Therefore, the leading idea for a primary school teacher is to create optimal conditions for the formation of speech competence of primary school students at the language and reading lessons, in particular:

- providing favorable conditions for casual communication;
- the application of dialogic and discussion forms of learning;
- constant provision of opportunities for independent creative activity of students;
- the use of game, interactive exercises for language development [1].

At the heart of the creation of speech competence of primary school students is the ability to listen and understand oral speech. Starting from the 1st grade at the literacy lessons and in grades 2nd – 4th at the language lessons, the work on the formation of auditory skills is provided [2].

An important place in the formation of speech competence in primary school students is given to the development of oral dialogic and monologue speech skills (speaking). The work on creating a dialogue involves such two stages:

1. reproduction, acting out a dialogue on the bases the text, which has been read or listened to by children at the lesson;
2. composing a dialogue based on a situational picture, verbally described situation, reliance on supporting material, as well as independently, following the rules of etiquette, culture of communication [3].

The method of working on the development of dialogic speech involves taking into account the psychological structure of this type of speech activity, which includes the following components: motive, purpose, means (language) and the end result (expected reaction of the interlocutor). Necessary element for the creation of dialogue is the motive, the desire to express a particular opinion, which is realized differently depending on the situation of speech. Therefore, the educational process should be built in such a way that children need to report something, clarify certain issues and express their attitude to the problem under consideration.

In the process of creating dialogic speech, much attention is paid to the assimilation by students of the formulas of speech etiquette - polite words that are used during greetings, farewells, requests, and so on. Elementary school students need to memorize the most commonly used etiquette formulas, know the circumstances in which each is used, and use them correctly and appropriately in their own speech.

The formation of oral monologue should be carried out by:

1. The retelling of the texts which have been read or listened to;
2. The construction of children's own statements on the basis of what they have seen or experienced [4].

The monologue is usually addressed not only to one person, but to a group of people. Accordingly, the author must construct it in such way that it will be understandable to any listener. Therefore, high demands are placed on monologue speech. It should be characterized by such features as: content, logic, accuracy, richness of language, expressiveness, purity, accuracy. Accuracy of speech is ensured not only by the ability of students to accurately convey facts, observations or feelings, but also the ability to choose appropriate language tools

- words and phrases that accurately convey the most characteristic features of what or who is talked about.

Thus, accuracy requires mastery of all the richness of language, as well as the ability to choose words, sentence constructions, which are the most relevant to the content of the message. One of the most important types of speaking activities in primary school is reading. In grades 2nd – 4th separate lessons are given. However, reading lessons should also be the subject of educational activities, the specifics of which is to focus students on:

1. correct pronunciation of words in accordance with orthoepic literary norms and awareness of their lexical meaning;
2. intonation of sentences, different in structure and purpose of expression;
3. semantic division of sentences with the help of pauses, melodies, etc [5].

The development of written speech in primary school students is the formation of skills to record their thoughts, impressions, observations of the surrounding reality. This process is planned to be carried out in the following areas:

1. writing detailed and selective translations of texts read or heard;
2. construction of own written statements (stories, descriptions, opinions) on close and clear topics;
3. the creation of statements for direct communicative purpose (letter, announcement, greeting, invitation, instruction, etc.)

The value of detailed translation as a method of developing speech competence is that it contributes to the enrichment and activation of vocabulary of students, forms the ability to properly use the means of expression, promotes the development of spelling skills. Literally reproducing what you listen to or read also helps focus students' attention, memory, and thinking.

An important step in preparing to write a translation is to analyze the language in which the text is written. In the process of this work it is necessary to draw children's attention to the accuracy, expressiveness, color of individual words and expressions. It is important to focus students' attention on the bright words and images used by the author. It is useful to write down some of the brightest words and expressions in a notebook or on a board so that students can use them in the translation. Vocabulary work is mandatory, which consists not only in the interpretation of words that are incomprehensible to students, but above all in the enrichment and activation of children's vocabulary. It is advisable to encourage students to observe the synonymous richness of the listened text.

Conclusion: the formation of speech competence of primary school students is crucial for the formation of an active, creative and communicative personality.

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THE FORMATION OF COMMUNICATIVE AND SPEECH READINESS OF CHILDREN OF UPPER-KINDERGARTEN AGE TO SCHOOL

The problem of the formation of communicative and speech readiness of children of upper-kindergarten age to school remains one of the most relevant in Psychology, Linguistics and Pedagogy. We find specific requirements for the speech development of the individual (speech readiness) as the end result of this age in the content of the Basic Component of Preschool Education.

The problem of speech development was dealt with by many prominent Ukrainian and foreign scholars, including psychologists, teachers, linguists, such as O. Leontiev, M. Lisina, T. Markova, V. Petrovsky, T. Pirozhenko, A. Ruzskaya, O. Smirnova, O. Ushakova and others. A great contribution to the studying of speech development of children of upper-kindergarten age was made by A. Bogush, L. Vygotsky, N. Gavrish, etc.). According to A. Bogush communicative and speech development of children is a complex characteristic of personality, which requires both the most full-grown development of speech, including vocabulary, sound culture of speech, grammatical correctness and expressiveness of speech, dialogical and monological forms of speech, generated evaluation and control actions and forms of communication and individual psychological qualities and characteristics of the individual, which determine the individual style of communication of each individual at different age stages of its development and prepare the child to school.

The purpose of the article is to study theoretically and analyze the problem of the formation of communicative and speech readiness of children of upper-kindergarten age to New Ukrainian School.

Coping successfully with the new school requirements, the child must have formed a set of closely intertwined qualities. It is impossible to consider these qualities in isolation from the child's life experience, specific environment, family structure. Therefore, the concept of "readiness to school" takes into account all factors that can be defined as a set of competencies that constitute the vital competence of the child.

Readiness to New Ukrainian School is a systemic characteristic of the development of children of upper-kindergarten age, which is manifested in the formation of competencies. These competencies are formed by instilling values in the environment and developed under favourable conditions in various situations of life experience and communication, which include the child in the

family and in society.

The main components of a child's readiness to school are psychophysiological, personal and intellectual, but the most important place belongs to communicative and speech readiness.

The State Standard of Primary Education identifies among the main key competencies the ability to communicate in native (if different from the state) and foreign languages, which involves the active usage of native language in various communicative situations, including life, educational process, cultural life of the community. Of course, communicative activity is one of the leading means of learning about the world of children, but children learn it through interacting with peers and adults. Than the child's speech is richer, whereby the easier way for the child is to express its thoughts, maintain relationships with peers, learn about the world [3, p.15].

The most intensive communicative development of the child proceeds in preschool age. Training children to school includes the formation of all types of competencies, but the communicative competence occupies the leading position. Its formation affects the socialization of children, the perception of the environment, the development of vocabulary, the desire to learn, the ability to interact with others.

According to the new version of the Basic Component of Preschool Education (2021), speech competence is the ability of children to produce their appeals, thoughts, impressions, etc. in any form of speech expression through verbal and nonverbal means. Speech competence combines phonetic, lexical, grammar, dialogical, monologue components and testifies to their interdependence and mutuality [2].

Communicative competence is the child's ability to communicate with peers and adults in various forms of constructive interaction; the ability to maintain partnerships, to declare their intentions and desires, to reconcile their interests with others, to negotiate, if necessary, to defend their position [2].

The child must have the following skills:

- ✓ to effectively communicate in native language, to correctly speak and clearly pronounce sounds and words in accordance with the orthopedic norms of the Ukrainian language;
- ✓ to show skills of sound analysis of simple words, to use all parts of speech, different types of sentences;
- ✓ to coordinate words in phrases and sentences in accordance with language norms (gender, number, case, conjugation, vocative form, etc.);
- ✓ to initiate and maintain the conversation in different situations of communication, answer questions from the interlocutor;
- ✓ to compose different types of stories: descriptive, plot, creative (stories, messages, reflections, explanations, sketches);
- ✓ to retell artistic texts, to compose fairy tales and various types of creative stories;

✓ to tell about events from their own lives, the content of the picture, works of art;

✓ to show the ability to verbal creativity in different types of speech activity.

The formation of communicative and speech competence affects the children's socialization, perception of the environment, vocabulary development, desire to learn, ability to interact with others. According to A. Bogush, speech and communicative preparation of children to school is a kind of preparation that stimulates intellectual, emotional and volitional, motivational readiness of preschoolers by the specifics of its content. It provides for sufficient adaptation of children to schooling conditions, to the new program requirements for the acquisition of norms and rules of language, speech actions necessary for mastering speech skills [1, p.55].

It is also worth agreeing with O. Polishchuk, I. Konovalchuk that the communicative readiness of children to school is a holistic complex formation which consists of three components: cognitive, emotional, and behavioral. Speech and communicative training covers the entire period of staying children in preschool institutions and focuses on the Basic Component of Preschool Education, which in particular in the educational direction [4, 65].

"Child's speech" defines the essence, content and skills of communicative competence. We will notice that the final indicator of communicative and speech development is indicated in such educational areas as "A Child in Society" (recognizes acquaintances at the meeting, and at his own request or in response to the request shows willingness and ability to communicate with them), world of culture "(elementary analyzes the means of artistic expression, the brightness of the image connects with sounds, rhythms, dynamics, tempos, movements, facial expressions, gestures, rhymes, monologues, dialogues, integrally reproduces the content of poetic and prose works, distinguishes the beginning, the main part. He is able to recite poems by heart, retell Ukrainian folk tales, use oral folk art in games, performances, entertainment, folklore festivals.

Thus, it is possible to draw a conclusion about speech competence of children is one of the leading basic characteristics of the individual, which is formed in the process of their development. The children's speech development is conditioned by the formation of speech, artistic and speech, communicative competencies that ensure their full-fledged communication in human society. A child with well-developed speech easily enters into communication with others, can clearly express its thoughts, desires, ask questions, and agree with peers on joint activities. Communicative and speech readiness to school is readiness for voluntary and productive communication in the context of educational activities, the presence of communicative initiative. In communication with adults and peers, the preschooler is attentive to its beliefs, does not show intemperance, negativism, and rudeness; does not use unethical statements, is polite in communication, adheres to moral and ethical norms. The child is able to control its emotions, understands the need to communicate, controls its desires, as well as shows a willingness to engage in dialogue.

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FEATURES OF MUSICAL THEATER ACTIVITY IN EXTRACURRICULAR WORK

Modern realities of Ukrainian society development require close attention to the spiritual development of the younger generation. Among the existing values are spiritual (intellectual, moral and others), aesthetic and art. Occupying an important place in the structure of spiritual values, they contribute to the formation of artistic and aesthetic culture of the individual, expand the horizons of worldview and worldview, create images of aesthetic and artistic picture of the world. "... artistic and aesthetic culture absorbs all aspects of aesthetic and artistic direction, which are manifested in different types of creativity: literary, visual, theatrical, musical. Aesthetic concept is the basis of artistic education, including music, forms the spiritual needs of the younger generation, emotional and aesthetic attitude to reality and art, in particular..."[3].

Nowadays the state of the national system of aesthetic education requires understanding and development strategy that will meet the requirements of the state concept of education in Ukraine, the core of which is developmental and cultural functions and based on deep traditions of national Ukrainian music education. Despite the diversity of musical and pedagogical views in antiquity and to these days, the current problem of research is the impact of art on the inner world of man.

The problem of the history of education in Ukraine was dealt with by many prominent Ukrainian scholars, including psychologists, teachers, linguists, such as: E. Bondarevska, N. Gryshchenko, M. Hrushevsky, M. Yevtukh, V. Kurylo, M. Levkovsky, M. Stelmakhovych, B. Stuparyk, M. Yarmachenko, Petrovsky, T. Pirozhenko, A. Ruzskaya, O. Smirnova, O. Ushakova and others. A great contribution to the studying of the problems of the development of aesthetic education was made by N. Brovko, N. Hannusenko, D. Jola, T. Krivosheya, L. Levchuk. A great impact on the history of music education was made by L. Aristova, L. Barenboim, O. Schreyer-Tkachenko S. N. Guralnyk, N. Danko, I. Malashevskaya, L. Ostapenko, T. Sedlecka, I. Tsyuryak, V. Cherkasov. It should be mentioned that one of the features of modern Ukrainian society is the process of masculinity on the youth, which contributes to the washing away of national spiritual traditions, degradation of aesthetic ideals, tastes and cultural identity.

The purpose of the article is to reveal the essence and features of musical theater activity in extracurricular work.

The outlined goal presupposes the following tasks:

- to determine the historical conditions and bases of the development of amateur and children's musical theaters in Ukraine;
- to analyze children's theatrical activities in musical and pedagogical science and practice;
- to study the main directions and principles of extracurricular activities as a component of the professional activity of a music teacher;
- to consider the stages, forms and methods of extracurricular activities of teachers with the staff of children's musical theater.

The samples of art play a great attention in the formation of aesthetic culture of pupils. Their importance in the system of means is growing in connection with the exacerbation of the problems of education of the whole person, as the theater is an expression of a comprehensive artistic view of the world around. The theater performs an integrative function for other areas of artistic and aesthetic education, as well as for knowledge of history, literature and more. Involvement of pupils in theatrical activities is an important factor in terms of civic personality, an effective way of aesthetic education, because theatrical creativity contributes to the formation of observation and attentiveness to the world, people, ability to empathize and empathize, willingness to cooperate [7].

Children's psyche is particularly susceptible to goodness and beauty, so an important factor in shaping social activity students must have an organic connection between aesthetic and moral. The teacher should make sure that children live for some time with promising joy, which is the main task of preliminary preparatory work. "Theater requires more serious and lasting stress from a child, even more than movies. The play should be accompanied by discussion and exchange of views," wrote A. Makarenko [2].

So far, the rivals in the life of the theater are film, television, the Internet, but the importance of theater in extracurricular activities and solving problems of comprehensive development of students has not only not decreased, but even increased. Theater is the largest visual form of artistic reflection of life, therefore, this idea is revealed, first of all, in the actions of a living person, an actor, acting on the viewer directly at the very moment of creativity. Therefore, in the theater the child is not only a witness, but also a participant in the creative process itself. Such interaction between those who create art and those who contemplate, perceive requires from the viewer greater activity of perception, imagination, thinking.

The development of aesthetic culture of pupils by means of theatrical art is carried out through purposeful involvement of children in this art through conversations, leading questions, activation of vocabulary (ground floor, mezzanine, foyer, and box), bibliographic review of works (brief information about the author, actors, etc.). All kinds of art, having in their arsenal special means of influence, should become part of the overall system of aesthetic education of students. Theater as a synthetic art form... concentrates in itself other types of creativity, on the one hand enriches them, and on the other -

enriches them; as in the process of development their commonality is revealed, new ways of mutual relations and possibilities of mutual influence are opened"[5].

Of course, theater does not replace other arts, because its specificity is that the properties of literature, painting and music, he rethinks through the image of a living actor. This direct human material for other arts is only the starting point of creativity. The art of theater has a striking ability to merge with life, because the stage action in moments of high tension blurs the line between art and life and is perceived by the audience as reality.

According to it modern pedagogy considers theatrical art as a real means of extracurricular activities. One of such means is musical-game dramatization. It can be used with a well-developed perception of music and the presence of students' motor and special skills, such as facial expressions, stage play, characteristic intonation, on this basis to find their own way to implement a creative idea. Dramatization is very close to children, because it is built on action, it reveals with the greatest clarity the full range of imagination. The desire to embody reality, which is embedded in the very process of imagination, in dramatization finds its full realization. In addition, any dramatization is related to the game. The game is seen as a creative dramatization of the form, which reveals the technical, decorative and visual, and verbal, and dramatic, and musical. The cognitive and moral role of theatrical education in the development of imagination and observation, memory and attention, associative thinking, culture of feelings, plasticity and language, modeling of life situations is huge [6].

It is known that an element of improvisation is always in the structure of folk song. It allows pupils to set creative goals and gives young performers the opportunity to be unique co-authors. The structure of round dances and singing games allows children to demonstrate various ways of creative activity: different options for movements, their improvisation in dance, changing styles of round dances, various methods of embodying game images and more. Musical-stage plays with roles, dances, scenes from fairy tales, dialogues-recitatives are means of active aesthetic education. An important way to activate the mental activity of pupils is identification, which is the ability to present themselves in the conditions depicted in musical works, in place of the characters, to adapt to themselves, the ideas embedded in the work. The way to master the developed theatrical and stage images lies through the song - imitation of the movements referred to in the texts, helps children and their listeners to understand the meaning and nature of the works. Pantomime reflections of the poetic text makes it possible to realize more vivid images of the heroes [4].

We think that theatrical art originally combines action, artistic word, pantomime, painting, sculpture, music and therefore trains and simultaneously develops language, intuition, attention, observation, memory, associative abilities, imagination, sense of rhythm and plasticity, movement, a number of technical and constructive abilities of students. Due to this, dramatization can be

considered as one of the methods of teaching, which provides active creative reproduction of knowledge and an important means of extracurricular activities.

Thus, it is possible to draw a conclusion about one common goal, which is to expand the stock of artistic knowledge of pupils, engage them in various arts, increase ultimately the level of their general culture and aesthetic development. It is important to emphasize that the forms of extracurricular activities should complement and continue the classroom, give the teacher an additional opportunity to go beyond the normative school course. The pedagogical advantage of extracurricular forms is also the creative freedom of the teacher in choosing the most effective methods of working with students. In addition, classes in electives, clubs allow the teacher to pay more attention to each of the pupils, taking into account individual abilities and preferences.

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