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TO THE PROBLEM OF THE FORMATION OF LEXICAL COMPETENCE OF PRIMARY SCHOOL CHILDREN IN ENGLISH LESSONS USING CRITICAL THINKING STRATEGIES AND AUDITIVE AIDS

One of the most effective ways to create better ways of learning a foreign language is using critical thinking strategies[1]. They develop the ability to select the lexical means needed for a definite situation, to explore lexical means in different contexts. Important in this process is to develop a clear and reasoned own point of view, careful attention to someone else's position. Thus, critical thinking strategies play an important role in the formation of the English language lexical competence of primary school children.

As the development of thinking skills of primary school children demands visual aids, it is important to use them in the process of the formation of lexical competence of primary school children in English lessons. Thus, auditive aids used in English lessons optimize the process of the formation of lexical competence of primary school children. Auditive aids can be adapted to a certain extent by the teacher to the requirements of the programme and the level of foreign language acquisition of each particular class. In this case it is possible to organize lexical, grammatical, sociocultural material according to the needs and expectations of their primary school children. The teacher could use pictures, puppet theatre dolls, facial expressions and gestures to provide the necessary explanations and previous experiences of children in order to help them to understand the lexical material [2].

Let's consider the example of exercises aimed at formation of lexical competence of primary school children in English lessons using critical thinking strategies and auditive aids.

At the preparatory stage of lexical competence formation - introduction of new lexical units - the children are made familiar with new vocabulary, so the important task of the teacher is to choose the form of work on lexical material. At this stage perception and understanding of new lexical items through semantization takes place. At the preparatory stage receptive and receptive-reproductive exercises not communicative ones are used. Here is an example of the exercise:

Exercise 1, aimed at semantization of the lexical units with the help of critical thinking strategy "Ordering the items according to the criteria set".

Task: Kids, do you know how animals talk in English? You will now listen to some sounds animals produce and choose the appropriate picture with a word and organize the words into 2 groups “Domestic animals”, “Farm animals”.

Procedure: Children listen to some sounds animals produce, choose the appropriate picture with a word and organize the words into 2 groups “Domestic animals”, “Farm animals”.

Method of control: control by the teacher.

At the second phase of lexical competence formation - automation - primary school children are taught to master the form and meaning of lexical units. Here is an example of the exercise:

Exercise 2, aimed at mastering the form and meaning of lexical units with the help of critical thinking strategy “Find a suitable word”.

Task: Listen to a word and fill in a suitable gap in the fairytale.

Procedure: Students form a pair. Each pair has a text of fairytales with gaps. Children listen to words one by one and fill in a suitable gap in the fairytale.

Method of control: control by the teacher.

At the third stage of lexical competence formation - stage of application of lexical units - elementary school students use new vocabulary in speech, in accordance with the intended communicative situation.

Exercise 3, aimed at using lexical units in a communicative situation with the help of critical thinking strategy “Choose the right words”.

Task: Dear children, Gingerbread Man has got a letter from his friend Denis. He wants to know more about Ukrainian national meals. Let's help him write a letter. Here is Denis' letter on the blackboard. Listen to the names of dishes and write a sentence about each one. You must have a letter at the end of the exercise. Please, write only about Ukrainian dishes.

Procedure: Teacher writes sample letter on the board. Every child reads this letter and tries to write their own one.

Method of control: control by the teacher.

Thus the using critical thinking strategies and auditive aids in the process of the formation of the lexical competence in English language lessons helps primary school children successfully master different types of lexical units. Prospects for further research in this area is to broaden the proposed set of exercises aimed at the formation of the lexical competence of primary school children in English language lessons with other types of critical thinking strategies and auditive aids.

References

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