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## **THE FORMATION OF GRAMMAR COMPETENCE OF CHILDREN OF UPPER-KINDERGARTEN AGE BY MEANS OF DIDACTIC GAMES IN THE ENGLISH LESSONS**

The formation of grammar competence of children of upper-kindergarten age is the most important condition for their full speech and general mental development, as language and speech play a leading role in the development of thinking and language communication, in planning and organizing children's activities, self-organization of behaviour, in the formation of social ties. In the Curriculum for Preschool Education, speech development is allocated in an independent direction. The educational line "Speech of a child" is one of the main and involves the formation of grammar competence and grammatically correct speech of children of upper-kindergarten age [1:18].

The problem of the formation of grammar competence was dealt with by many prominent Ukrainian and foreign scholars, including psychologists, teachers, linguists, such as A.M. Bogush, S.F. Rusova, E.M. Водовозова, O.M. Gvozdev, L.S. Peshkovsky, A.S. Simonovich, E.I. Tiheeva, K.D. Ushinsky. A great contribution to the studying of speech development was made by F.O. Sokhin, Є.O. Florina, etc.)

The purpose of the article is to substantiate the criteria and indicators, to highlight the levels of grammar competence of children of upper-kindergarten age by means of didactic games.

Preschool age is the period of active assimilation of spoken language by a child, the formation and development of all aspects of phonetic, lexical, grammatical speech. Grammar competence is an intuitively correct usage of grammar forms of the native language in accordance with grammar laws and norms (gender, number, case, vocative form, etc.), the presence of correction skills [2:25].

Didactic games have a great potential in the formation of grammar competence of preschoolers. They help to learn using grammar forms of the native language correctly in accordance with grammar laws and norms (gender, number, case, vocative form, etc.) [3:200].

The criteria and indicators for the formation of grammar competence of children of upper-kindergarten age are:

1) coordination of words in the case, understanding and usage of nouns with prepositions (in, on). This figure was checked using the game "Sunny Bunny". The children said where the sunny bunny was hiding (under the table, on the window, etc.).

2) the ability to match nouns with adjectives in gender and number. This indicator was checked by the didactic game "Describe a doll". Playing this game children are

asked to show two dolls Tatiana, Maria and answer the questions (what dress they have, what colour their hair, clothes, shoes are).

3) mastering the form of genitive singular and plural. To check this indicator, the game "Guess what missing is " was used. Here children are asked to answer the question "What's missing?" (pens, pencils, notebooks, pencils).

The second criterion - the acquisition of word-formation skills is reflected in the following indicators:

1) the ability to correctly name animals and their cubs in the singular and plural.

The didactic game "Find a pair for an animal" was used to check this indicator. Playing this game children are asked to consider models of animals: dogs and puppies, cats and kittens, goats and kids, cows and calves and answer the question "Who is it? (Cat) Who is the cat? as they say? (Kittens), etc.).

2) the use of nouns with diminutive-loving suffixes in the language. To check this indicator, the game "Names of what you see. What is it like? " Playing this game it was proposed to consider pictures with images of objects and animals of different sizes. The children's task is to answer the questions using diminutive-loving suffixes (What is it? (House) This house is big, and this? (Small) How can it be said that it is clear that it is small?

The third criterion - the acquisition of skills in the construction of sentences (syntax) involves:

1) the ability to use simple and complex sentences. Exercise "Tell me what you see" is used to check the indicator. The children look at the pictures and answer the question (what is the girl doing? (The girl is reading a book). - What are the boys doing? (The boys are playing with cars), etc.).

As a result of the research, we determined the general levels of grammatically correct speech of children of upper-kindergarten age by means of didactic games:

High level: correct ability in coordination of nouns with adjectives in the genus and number, coordination of words in the case, understanding and use of nouns with prepositions (in, on), mastering the form of the genitive singular and plural; correctly name animals and their cubs in the singular and plural; used in the language of nouns with diminutive affectionate suffixes; are able to formulate sentences.

Intermediate level: correct ability to match nouns with adjectives in gender and number, errors in matching words in the case, understand and use nouns with prepositions (in, on), mastered forms of the genitive singular and plural; confused in the ability to correctly name animals and their cubs in the singular and plural; use of nouns with diminutive suffixes in the language; are able to formulate sentences.

Low level: incorrect coordination of nouns with adjectives in the genus and number, errors in the coordination of words in the case, understand and use nouns with prepositions (in, on), problems with the formation of the genitive singular and plural; confused in the names of animals and their cubs in the singular and plural; do not know how to use nouns with diminutive suffixes in the language; formulate sentences with hints and with the help of an educator.

In conclusion, grammar competence is the correct form the standpoint of syntax, grammar and spelling interaction of words with each other in the sentences and individual phrases. It combines syntax, morphology and word formation. According

to the results of grammar competence criteria, 8 (50%) children with a high level of grammar competence, 6 (37.5%) children with a medium level of grammar competence, and 2 (12.5%) children with a low level of grammar competence were identified in the group.

## REFERENCES

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