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COMMUNICATIVE EDUCATION IN THE PROCESS OF LEARNING FOREIGN LANGUAGES

***Анотація.** У статті досліджено сутність й зміст комунікативного навчання у процесі вивчення іноземних мов у початковій школі, зокрема принципи навчання, що покладені в основу цього процесу. Розглянуто об'єкт навчання іноземної мови, модель процесу спілкування, а також вікові особливості молодших школярів. Звернено увагу на застосування рольової ситуації на заняттях, які стимулюють спілкування.*

***Ключові слова:** комунікативно-ігрове навчання, принцип природної штучності та комунікативно-ігрової діяльності.*

***Аннотация.** В статье исследована сущность и содержание коммуникативного образования в процессе изучения иностранных языков в начальной школе, а именно принципы обучения, положенные в основу этого процесса. Рассмотрены объект обучения иностранному языку, модель процесса общения, а также учтены возрастные особенности младших школьников. Особое внимание обращено на применение ролевой ситуации на занятиях, которые стимулируют общение.*

***Ключевые слова:** коммуникативно-игровое обучение, принцип естественной искусственности и коммуникативно-игровой деятельности.*

***Annotation.** This article studies the main idea and contexts of the communicative education in the process of learning of foreign languages in the primary school, namely the principles of education, which create the foundation of this process. The object of learning a foreign language, model of communication and the age characteristics of primary school children also takes into account. Particular attention is paid to the using of the role-playing situations in the classroom that promote communication.*

***Keywords:** communicative and game education, the principle of natural artificialness and communicative and game activity.*

The National Doctrine of Education Development in Ukraine in the XXI century proclaimed strategy of rapid, innovative development of advanced science and education, providing conditions for the development of self-

affirmation and self-identity throughout life. Today, elementary school, such as learning a foreign language is at the epicentre of attention, because the early years of public education and upbringing of children have a very important impact on the further development of intelligence, creativity, character formation, self-development of personality and so on.

Effectiveness of role-playing games in learning a foreign language in primary school children studied in works of Charles Amonashvili, N. Bibik, M. Vashulenko, B. Druz, Kalynetska, S. Korotkov, N. Kudykina, M. Mykytynska, R. Osadchyk, N. Pidhorna, O. Savchenko, H. Tsuckerman, N. Chkanikova, T. Shmakova and other scientists.

The aim of the article – to identify and disclose the nature and content of the communicative and game education in learning foreign language in elementary school and opportunities for communicative training game in practice.

Communicative and game education is a guiding principle in learning foreign language in primary school. According to A. V. Zaporozhets, the object of learning foreign language is speech activity of pupils [1, p. 93]. Speech activity of foreign language is for primary school children with its inherent visual-figurative thinking abstract phenomenon that they do not understand without the support of substantive action. N. D. Halskova writes that the younger the child is, the greater the learning process should be based on its practical actions, the more typical types of children's activities will be included in a general outline of the lesson, the more types of perception will be connected and teaching will be more effective [2, p. 138].

A. M. Leontiev pointed on importance of genetic interdependence of communication and activity on psychological unjustified speaking for speaking. The word in speech development assimilated as a result of activity and comments this activity, when it has emotional significance for the child, and because communication inherently should serve other activities in learning a foreign language to «connect» all possible activities and develop speech in connection with them [3, p. 55].

Based on analysis of the nature of mastering the mother tongue children found out which activities are the best at teaching foreign language in elementary school. The theory of language acquisition is based on the fundamental principle of L. S. Vygotskyi that the process of language development associated with the development of the objective activity, social behaviour and made only during the child's communication with the surrounding people [4, p. 52]. L. S. Vygotskyi believed that the main paths of the development, including speech is imitation and generalization should be present initially in the form of practical actions that subsequently become the property of higher mental functions [5, p. 129]. The word stands out from the situation under the influence of communication and implementation of practical action. Children learn not only the names of objects and actions in the communication and purposeful activity, but the relation

between them [6, p. 46]. Thus, language is based on real actions with objects that create a foundation for future relations «subject, predicates, the object», that underlie in the simplest «nuclear» structures of language [7, p. 145–149].

M. I. Lisina established during decades of experimental research that needs sharpening mastery word for communication, which is provided mainly through a combination of role play and learning of children promotes language development of children [7, p. 106].

The foregoing is a psycho-linguistic rationale for supporting foreign language communication familiar to primary school children and about gaming activities, which, in fact, it creates a meaningful basis. This intertwining of subject/game and communicative activity provides for the principle of communicative game learning a foreign language at primary school.

Synthesis of play and speech / communication activities can provide reasoned successful learning foreign languages in elementary school. In addition, communicative and game activities as the so-called teaching and playing activity at lessons of a foreign language is a necessary condition for achieving organic connection between preschool and school stages of learning. I. I. Passov understands educational and entertaining activities an activity in which the components of educational activity (motives, objectives, methods of operation and product) introduced in the game, creating a single entity [8, p. 116]. A number of researchers experimentally demonstrated the need for intermediate educational and entertaining activities for the successful formation of educational activity of children 6-8 years [9; 10; 11].

Thus, analysis of the achievements of the age of pedagogy and psychology, psycholinguistics and physiology in the field of natural language acquisition children 9-10 years allowed defining the guiding principle of natural artificialness and communicative-game basis for the organization of foreign language teaching in primary schools. Implementation of foreign language teaching elementary school children based on communicative and game activity will enable them to learn a foreign language easily, naturally, with pleasure. On the basis of artificial naturalness of internal processes of language acquisition will be enhanced by didactically reasoned and methodically justified (especially taking into account the characteristics of primary school children and the way of mastering their language) external management, which will provide eventually high efficiency communicative game learning a foreign language in the elementary school.

Last decade method of learning a foreign language develops under the sign of communicative based learning. Psychologists, educators, facilitators emphasize that primary school children were able to not just speak foreign languages learned words and phrases on a particular subject, but were unable to say what they want to say. Famous practitioners and theorists also believe that it is necessary to create in the classroom role-playing situations that stimulate

communication, submit a cognitive material that attracts the most attention, affecting the emotional and intellectual sphere.

As you know, any methodical system implemented through a system of principles that define its specificity and on which it bases its strategy. The principle of communicative and game activity is the basis of intensive teaching method, which, in turn, is characterized by the active use of psychological and socio-psychological possibilities of the individual and the collective. This principle describes the means, methods and conditions of a single educational process, in which:

- primary school children actively communicate with each other, expanding their knowledge, improving skills;
- communication between the participants creates optimal interaction and forms relationships characteristic of the team, which is a condition and means to enhance the study of foreign language;
- condition for success is the success of each other.

The principle of communicative and game activity involves a combination of social and educational function of communication in the same process as close activities – learning and communication. These active subjects of communication should not be content with just the perception of the message, and the reaction to it, they should try to express their attitude to it, show their personal characteristics. The abidance to this principle should lead to formation of communicative competence of children [12, p. 35]. Teaching material should include means of entering into contact, exit from it, communicative units of the evaluation character so that is all that allows you to express your personality in an organized and controlled by the teacher in foreign communication.

The principle of communicative and game activity of the educational material and training process aims to create an important place of role and role behaviour in management training and cognitive activity of elementary school children. The role organization of educational process involves the use of role-playing game, which from the perspective of the teacher acts as a form of educational process, but from the children – as a gaming activity. The role playing game acts as the way of organization and conduct of the whole educational process. It is as if the core of the learning process and promotes rational organization and concentration of educational material on the basis of personal qualities primary school children and collective way of improving language training [13, p. 38–39].

The communicative and game education in learning of foreign language in primary schools is a trend in the development of methods of teaching foreign language, the study of all aspects of learning basic foreign language communication as the main goal of foreign language teaching in primary schools has prospective.

The communicative and game education develops all language skills – from oral and written speech to reading and listening. Grammar is assimilated in the language of communication: pupil first learns the words, expressions and only then begins to understand what they represent in the grammatical sense. The aim – to teach elementary school children speak a foreign language not only free, but also properly.

The rules and meaning of new words are explained by teacher for primary school children with help of familiar vocabulary, grammar and expressions with gestures and facial expressions, pictures and other visual aids. It can be used as a computer with CD, Internet, TV programs, newspapers, magazines, etc. All this contributes to awakening children's interest in the culture and traditions of the country of the studied language.

The teacher creates a situation in the foreign language lessons, in which children communicate in pairs with each other in groups. This makes the lesson more diverse. The primary school children find the language independent working in a group. They can help each other and successfully adjusted statements of interlocutors.

The teacher is the organizer of the functions of communication in the classroom, he asks leading questions, and draws attention to the original ideas of younger members.

Thus, children who study the topic «Introduction», in fact begin to actively meet and discuss what interests them.

The communicative and game education asks exercise «with open ending»: elementary school children do not know in what poured out their activities in the classroom, everything will depend on the reactions and responses. The situations are used every day new. They support the pupils' interest, because everyone wants to communicate in the game on topics of interest to children. The communicative and game education is the assimilation of the learning process of the communication process, more precisely, it is based on the fact that learning is a model of the communication process, albeit somewhat simplified, but with the basic parameters adequate, similar to real communication process [8, p. 181].

The communicative and game method of teaching foreign language suggests that the subject of study in this case is the language activities in a foreign language. This process clearly traces the allocation language skills of speaking, and suggests exercises for their consistent formation. This gives reason to believe that communicative and game education represents the activity-type of learning foreign language among elementary school children.

It can be concluded summarizing the results of the study that modern communicative and game education is a harmonious combination of many methods of teaching foreign languages. The computer programs, the Internet, TV programs, newspapers, magazines gain wide use in communication training,

which helps to awaken children's' interest in history, culture and traditions of the countries studied language. The communicative games promote the transfer of experience, obtaining new knowledge, develop skills in human memory and thinking. The communicative and game education provides a variety of language topics, due to the situation of communication.

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