

Using project method and games in teaching a foreign language

The article deals with how to use project method and games in teaching a foreign language. Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value.

Keywords: project, game, language, competence, factor

В статье рассматривается использование проектной методики и игр в обучении иностранному языку. Многие опытные авторы учебников и методических пособий утверждали, что игры – это занятие, которое не только заполняет время, но и имеет большую образовательную ценность.

Ключевые слова: проект, игра, язык, компетенция, фактор

In the European languages, the word "project" is borrowed from Latin: the participle 'projectus' means thrown out "forward", "striking one's eye". With reference to a lesson of foreign language, the project is specially organized by the teacher and independently carried out by pupil's complex of the actions, finished with creation of a creative product. A method of projects, thus, is the set of educational and cognitive modes, which allow solving this or that problem because of independent actions of children with obligatory presentation of results.

Let's result some examples how to achieve at once at the lesson with the help of project methods the several purposes – to expand children's vocabulary, to fix the investigated lexical and grammatical material, to create at the lesson an atmosphere of a holiday and to decorate a cabinet of foreign language with colorful works of children.

The work with the projects teacher can realize in groups and individually. It is necessary to note, that the method of projects helps children to seize such competences as: to be ready to work in collective, to accept the responsibility for a choice, to share the responsibility with members of the team, to analyze results of activity.

It allows forming also the conscious attitude to consideration of problems, activity in its discussion, speech culture, an orientation on revealing of the reasons of arising problems and installation on their decision further. Here the principle of formation of critical thinking in pupils is realized. Language, thus, is simultaneously both the purpose and means of teaching. The method of debates helps pupils to not only seize all four kinds of speech activity, but also to means of a language situation on a background of a problem in social and cultural sphere to find out the reasons of

the arisen situations and to try even to solve them. Interest to the independent decision of a problem is the stimulus, driving force of process of knowledge [1].

Thus, application of a method of discussion allows making active cognitive activity of pupils, their independence, forms culture of creative operative thinking, creates conditions for use of personal life experience and received before knowledge for mastering new. As discussion and the decision of problems occurs during controlled group dialogue at participants skill to operate in interests of group is developed, there is an interested respect for interlocutors and conducts to formation of collective. Application of this method in aggregate with a method of projects will allow generating thinking and owning not only the English language [2], but also the expert understanding in various problems, capable to be guided in quickly varying information streams.

Not less interesting technique of activation of cognitive activity trained is the technique of role game, which also can to reflect a principle of problematical character at its certain organization and allows solving problem situations of a various degree of complexity. It can be used as independently, and in a context of a method of projects, is especial as the specific form of protection of the project. Trained apply the experience of the saved up knowledge, results of research during work above the project in realization of socially significant roles growing on the importance with passage of a cycle of occupations. Such modeling of situations of professional – business intercultural dialogue helps pupil to get used to various situations of the future activity, which he can face in a real life. Problematical character of role game is realized through modeling of situations in which this or that problem can find the certain decision. Being in a role, pupil solves problem situations, evidently showing in full communicative competence the practical decision of a problem. Certainly, such way of protection should be adequate to a researched problem. Selection by that and problems for use of this or that method - a separate research problem. Here it is important, that communicative competence be formed in real acts of intercourse in which the English language is means of formation and a formulation of idea. Thus, pupil, being based on the skills generated with the help of a debatable method, it is capable to apply and develop these skills in concrete situations of dialogue, carrying out socially significant roles and skill to assert the position in problem situations.

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. W. R. Lee holds that most language games make learners use the language instead of thinking about learning the correct forms. He also says that games should be treated as central not peripheral to the foreign language-teaching programmer. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. "Games can lower anxiety, thus making the acqui-

sition of input more likely" (Richard-Amato). They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings (Hansen). They also enable learners to acquire new experiences within a foreign language, which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, "add diversion to the regular classroom activities," break the ice, "[but also] they are used to introduce new ideas". In the easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus and Wierus). Further support comes from Zdybiewska, who believes games to be a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future.

Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems.

There are many factors to consider while discussing games, one of which is appropriacy. Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired results, they must correspond to either the student's level, or age, or to the material that is to be introduced or practiced. Not all games are appropriate for all students irrespective of their age. Different age groups require various topics, materials, and modes of games. For example, children benefit most from games, which require moving around, imitating a model, competing between groups and the like. Furthermore, structural games that practice or reinforce a certain grammatical aspect of language have to relate to students' abilities and prior knowledge. Games become difficult when the task or the topic is unsuitable or outside the student's experience.

Another factor influencing the choice of a game is its length and the time necessary for its completion. Many games have a time limit, but according to Siek-Piskożub, the teacher can either allocate more or less time depending on the students' level, the number of people in a group, or the knowledge of the rules of a game etc.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do". Games ought to be at the heart of teaching foreign languages. Rixon suggests that games be used at all stages of the lesson, if they are suitable and carefully chosen. At different stages of the lesson, the teacher's aims connected with a game may vary:

1. *Presentation*. Provide a good model making its meaning clear;
2. *Controlled practice*. Elicit good imitation of new language and appropriate responses;
3. *Communicative practice*. Give students a chance to use the language.

Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree

that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.

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*Л. Р. Бакирова (Уфа, Россия)
Уфимский юридический институт МВД России*

Методика совершенствования фонетического навыка у иностранных слушателей (на примере скороговорок и стихотворений)

В статье рассматривается методика совершенствования фонетического навыка у иностранных слушателей путем проведения фонетической зарядки для отработки произношения сложных согласных звуков русского языка. В качестве языкового материала приводятся скороговорки и стихотворения

Ключевые слова: русский язык как иностранный; фонетический навык; фонетическая зарядка; фонематический слух; скороговорка; согласный звук

Фонетический навык – способность правильно воспринимать звуковой образец, ассоциировать его со значением и адекватно воспроизводить. Показателем сформированности фонетического навыка является доведение указанной способности до совершенства. Это значит, что восприятие слышимого звукового образца и его воспроизведение осуществляются автоматизированно, безошибочно, быстро, стабильно. Наряду с лексическими и грамматическими навыками фонетический навык входит в состав умений, обеспечивающих успешность протекания речевой деятельности. Принято выделять следующие стадии формирования фонетического навыка: восприятие, имитация, дифференцирование – осознание, звуковое комбинирование, интонационное комбинирование. Целью формирования фонетического навыка следует считать постановку произношения, максимально близкого к произношению носителей языка [2, с. 339].