Thus, the use of gaming activities is a very effective way to increase the effectiveness of the educational process when teaching vocabulary in English lessons in elementary school. The use of gaming activities in foreign language lessons is very relevant at the initial stage of learning. The game creates a comfortable and relaxed climate, thanks to which the psychological burden is removed and interest in learning the language increases. The use of game methods is not only educational in nature, but also gives a great mood to all participants in the game. This forms and unites the class into one whole, into a team, develops independent application of what has been learned in practice. Game activity in elementary school is an excellent helper in building a lesson that will make the lesson fun and give motivation to children to learn a foreign language. The classification of language games for learning vocabulary is quite extensive, it is an excellent assistant for the teacher in teaching. The use of the game is an excellent tool not only in activating the mental activity of students, but also allows you to make the lesson interesting and exciting, having an emotional impact on students. The inclusion of a language game in the lesson helps to increase efficiency, since such activities are not routine, and therefore, the interest in learning increases, and most importantly, it helps to achieve solid and high-quality knowledge.

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Ways of formation of grammar skills of the English language in primary school

В статье рассматриваются пути формирования грамматических навыков на уроке иностранного языка в начальной школе. Сочетание игровых технологий и имплицитного подхода в обучении грамматике рассматривается как наиболее эффективное, поскольку оно служит более быстрому усвоению сложного грамматического материала.

Ключевые слова: грамматика, навык, ФГОС, урок

The article discusses the ways of forming grammatical skills in a foreign language lesson in elementary school. The combination of game technology and implicit approach in teaching grammar is considered to be the most effective, since it serves to accelerate the assimilation of complex grammatical material.

Keywords: grammar, skill, GEF, lesson

One of the main tasks in the process of teaching younger students a foreign language at an early stage is the teacher's desire to make the subject taught interesting and loved by students. The younger school age is characterized by the fact that the attention of students is involuntary and unstable; at this age, students are very emotional and mobile. All children from an early age turn their attention to those things that arouse their immediate interest, this also applies to elementary school students. In order to achieve high results in the process of teaching younger students, it is necessary to use various creative games, competitions and visual material. It is this approach to teaching that has shown positive results more than once.

Pedagogical activity based on the game principle implements the following functions:

- Entertaining (the main function of the game is to give pleasure, inspire, arouse interest);
- Communicative (mastering the dialectic of communication);
- Diagnostic (singling out deviations from habitual/normal behavior, self-knowledge during the game);
- Self-realization (demonstration of one's abilities and hidden possibilities);
- Socialization (immersion in the system of social relationships);
- Aesthetic (enjoyment derived from the game).

The use of the game teaching method, the combination of different game elements and learning largely depend on the facilitator's understanding of the functions and classifications of various kinds of games. Games contribute to the implementation of important methodological tasks:

- Creation of favorable psychological readiness of pupils for communication;
- Ensuring the natural need for their repeated use of language material;
- Train students to make the right choice of speech option in the course of communication, which is a preparation for spontaneous speech, depending on the situation as a whole.

Considering the game in gaming activity, the following functions can be distinguished:

Teaching function – is to develop attention, memory, perception of information, the development of general educational skills and abilities. The teaching function also has a beneficial effect on the development of foreign language skills. This means that the game requires emotional and mental effort, as well as the ability to make decisions. The desire to win stimulates the mental activity of students.

Educational function – generates a sense of mutual assistance and mutual support. With the help of cliché phrases of speech etiquette in the studied foreign language for impromptu communication with each other, a polite attitude towards other group members is formed.

Entertaining function – is to create a beneficial atmosphere in the classroom, the transformation of the educational process into something unusual, new and interesting, an exciting adventure or the world of a fairy tale.

Communicative function – is to create an atmosphere of foreign language communication, to unite a team of students, to form new emotional and communicative relations, which are based on interaction in a foreign language.

Relaxation function – a discharged atmosphere in the process of learning a foreign language, relieving emotional stress.

Psychological function – is the readiness of the physiological state of students for more effective activities, the transformation of the psyche for the development of large amounts of information. All game models focused on psychological training and psycho-correction of various personality manifestations can be brought closer to natural situations (role-playing game).

Developing function – focused on the harmonious development of personal qualities of students. The use of the game teaching method, the combination of different game elements and learning largely depend on the facilitator's understanding of the functions and classifications of various kinds of games.

The assimilation and application of grammatical structures, both in writing and in oral form, usually causes certain difficulties, explained by the difference in the grammatical structure of the native and English languages at all levels. The work in the lesson should be organized in such a way that the grammatical material is learned better, despite the problems that students may have. The Federal State Educational Standard states that the study of English is facilitated by a communicative-oriented approach. It involves the formation of productive grammatical skills, prepares students for the use of speech grammatical structures in real life. The following stages of the formation of grammatical skills in English in younger students are distinguished:

- Introduction of grammatical phenomena. At this stage, there is an acquaintance with grammatical phenomena, their forms, lexical meaning and application in speech. It is important to pay attention to the communicative function of the studied structures in order to correctly use this structure in speech. It is necessary to present the material in a colorful, visual, interesting, bright way.

- Presentation of grammatical material. Grammar material should be interesting to schoolchildren, so it should be introduced in the form of stories, creative games, using all kinds of audio and video materials.

- Consolidation of grammatical material. It is necessary to convey information to students so that they understand and can correctly reproduce the grammatical material in speech. To achieve a better result at this stage, it is necessary to apply new technologies and various exercises.

- Control of understanding of what has been studied. According to the new GEF, students should be led to ensure that they themselves can formulate this or that rule on their own. As a result of successive mental operations, students receive pro-

ductive knowledge, which is much more valuable due to the personal experience of children. Their personal experience is enriched by performing special exercises aimed at developing oral speech skills.

- Repetition of the studied grammatical material. At this stage, students perform all the necessary exercises themselves. In teaching grammar, there are traditionally two approaches – implicit and explicit.

The first option considers teaching foreign grammar without explaining the rules, while the second one considers the opposite. In the modern methodology of teaching foreign languages, these methods are often used in a combined form. The choice of method mainly depends on the age, psychological and physiological preparation and the level of language competence of the students. Also, many are influenced by the goals of the training course and the features of the grammatical material. The most common at present is a differentiated approach at the practical stage of teaching foreign languages.

Let us consider in more detail the implicit method according to E. N. Solovova. In this method, there is a division into two methods: structural and communicative.

Structural method implies the use of:

- Speech patterns with grammatical structures in one sequence or another;

- Choral and individual pronunciation of samples after the announcer or teacher;

- Question-answer exercises performed in pairs with a teacher or a classmate with the development of the studied structures;

- Dialogues using multiple structures.

- While the communicative method includes:

- Preliminary listening to the material that should be learned in a specific speech situation;

- Imitation of speech in the presence of a speech task, this excludes mechanical repetition;

- Group study of similar phrases, working out these phrases simultaneously, creating a structural image of a speech situation;

- Variety of automation circumstances;

- Similar actions in similar speech situations.

The implicit method is often used at the initial stage of teaching a foreign language to children and adults. Consider an explicit approach to teaching foreign languages, in which grammar rules are explained. It includes two methods: deductive and inductive.

The deductive method consists in explaining the material from the general to the particular, that is, from explaining the rule to a specific example. This happens in a specific sequence:

1) Some rule is being studied, which includes specific terms;

2) Students need to find a specific grammatical structure in the text or in sentences, pointing to its form and explaining the meaning of this grammatical phenomenon in this context;

3) Staging exercises are performed by analogy with the sample;

4) After that, they move on to transformation exercises in accordance with a specific rule;

5) Exercises for translation from native language into foreign.

The inductive method implies the transition from the singular to the general, that is, from a specific example to the formulation of a grammatical rule:

1) Students are given a text that contains a large number of new grammatical phenomena. The teacher formulates a speech task focused on a given speech action;

2) Formulation by students of the rules for the formation / use of the grammatical structure, the correctness of which is controlled by the teacher;

3) Students perform substitution exercises;

4) Performing transformation exercises by students;

5) Exercises for translating texts.

In teaching English to younger students, it is necessary to use an implicit teaching method, since students can get confused from the formulation of some grammatical phenomena. This method is focused on working out specific grammatical phenomena without explaining the rule, which will serve to quickly assimilate the material and apply it in practice in a similar speech situation. The explicit method of teaching takes more time in the lesson, and students may formulate the rule incorrectly, as a result of which there may be errors.

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Обучение чтению с пониманием как виду речевой деятельности студентов неязыковых специальностей

В статье рассматриваются особенности обучения чтению с пониманием на иностранном языке. Чтение рассматривается как познавательный процесс, анализируются виды и типы чтения. Приводятся критерии отбора текстов для учебных целей. Описываются стратегии чтения.

Ключевые слова: чтение с пониманием, типы чтения, стратегии чтения, смысловое чтение