

In its turn, nonrestrictive clauses include additional and nonessential information, without which the sentence will be a complete thought with the sense. Nonrestrictive clauses can be omitted and they are separated by the comma. For example: “He jumped up and seized the skulls, so suddenly, that the Rat, who was gazing out over the water and saying more poetry things to himself, was taken by surprise and fell backwards off his seat with his legs in the air for the second time” [6, p. 13].

Adverbial clauses function as adverbial modifiers to a verb, an adjective or an adverb. According to their meaning, John E. Warriner and Ann Cole Brown divide the subordinate adverbial clauses of adverbial clauses of time, place, cause, purpose, condition, concession, manner, comparison and result. For example: “While they might need regular visits from friends and family or even a professional carer, they would certainly have a positive approach to life as they preserve some degree of independence” [4, p. 71]. “As the saying goes, you are only as old as you feel” [4, p. 71]. “He only snorted and thrust his hands deep into his pockets, remaining where he was” [6, p. 21].

To conclude, the complex sentence is a sentence which consists of the two or more clauses. One of them is a main (independent) clause and the other is a subordinate (dependent) clause. Clauses can be joined both asyndetically and syndetically by means of subordinate conjunctions. According to the part of speech, subordinate clauses are divided into noun, adverb and adjective clause. According to the syntactic function they are divided into subject, predicative, object, attribute and adverbial clauses.

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Гаврищак А. В.

група мСОАМ–11 (Тернопільський національний педагогічний університет імені Володимира Гнатюка)
Науковий керівник – канд. пед. наук, викладач Нацюк М. Б.

МЕТОДИ ФОРМУВАННЯ АНГЛОМОВНОЇ ЛЕКСИЧНОЇ КОМПЕТЕНТНОСТІ У 5-КЛАСНИКІВ

The National Doctrine of Education Development regulates the problem of developing new, interesting and effective methods of learning a foreign language in secondary schools. The latest teaching methods focus not on theoretical knowledge, but on the ability to operate with foreign words. Therefore, great attention should be paid to the lexical competence of pupils – the ability to express their thoughts correctly and understanding the speech of others. This competence is based on a complex dynamic interaction of relevant skills, knowledge and lexical awareness [1, p. 12].

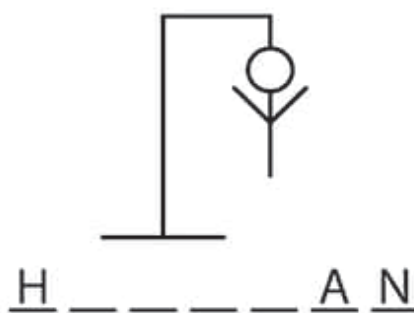
There are many variations of learning foreign languages in modern pedagogy and methodology, but not all of them are effective. There is an urgent question in the modern school: what methods can be used for the full formation of lexical competence of pupils? While using

different methods of presenting new lexical material, the teacher must take into account the age characteristics of pupils, the level of knowledge of a foreign language, the readiness of children to cooperate and work together.

We have analyzed all the features that are typical of the 5th grade students and identified several effective methods for the formation of English lexical competence:

1) the game method which is one of the most popular methods of studying any material, including foreign language vocabulary. Due to the age and individual characteristics of 9-10 years – year old children, it can be one of the most effective. Its essence is to present, reproduce and learn new vocabulary in the form of games. In this case, the following types of games can be selected:

– “Hangman” – can be played both in groups and individually. Its principle is that the teacher or one of the pupils has to think up a word, and others must guess it by naming one letter at a time. The lines that indicate the number of letters in the word are on the board. If players name a letter that is not in the word, a detail of the hangman is drawn (look at pic. 1).



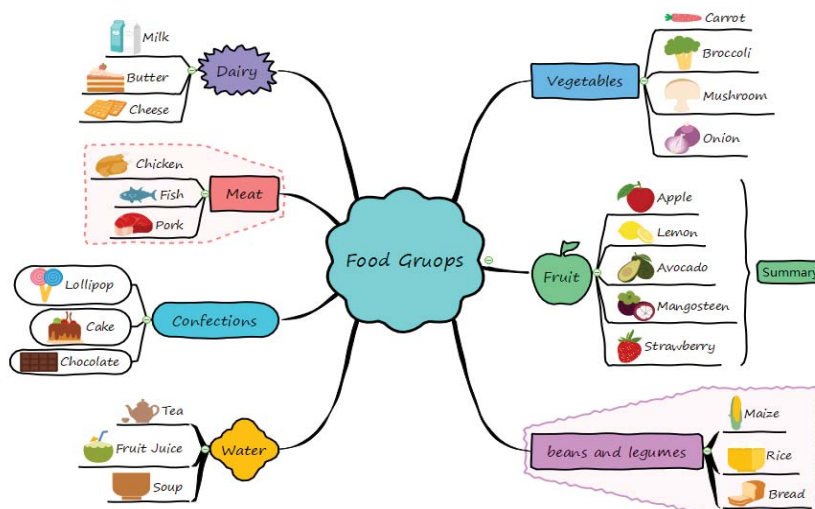
Pic.1. Game “Hangman”

– “Scrabble” – a board game that is great for learning vocabulary. The aim of the game is to score as many points as possible, pupils can play in groups or play individually. On each turn, the participant can add one letter that is in his set to form a new word or words on the field (look at pic. 2).



Pic.2. Game “Scrabble”

2) Mind map method. This method is a presentation of information in the form of diagrams. Mind map is a simple tool that allows pupils to show the information and present it in graphical form very effectively [2, p. 17-24]. The use of this method is possible at all stages of work with vocabulary (from acquaintance to revising of new knowledge). Doing such type of task is great for teamwork, when pupils have chance to add their own ideas in creating a mind map. The method of intellectual map is effective for foreign vocabulary assimilation. Children face with the task of collecting all the learned vocabulary on a particular topic and depict it on a sheet of paper, using arrows to indicate the relationships between words or expressions (look at pic. 3).



Pic. 3. Mind map "Food"

3) TPR – Total Physical Response method – method of teaching a foreign language was developed by James Asher [2, p. 8]. This method helps to study new material (in our case – lexical) by reproducing teacher’s commands and instructions in the form of movements, gestures, actions. We think that this method is one of the best to learn foreign words in 5th grade, because performing great variety of interesting actions and moving games for 9-10 years old children leads to effective learning of new vocabulary. Despite the graduation from primary school, 5th graders still have a desire to play and do physical activities. So the use of this method will increase the motivation of pupils to receive new knowledge. The advantage of the TPR is the ability to perform the task in groups and combine this method with others (for example, combining TPR with the game "Who can more & faster", the essence of which is to show and name as many new words as possible.

To sum up, the formation of foreign language lexical competence reveals teacher’s ability to choose the most efficient methods among the hundreds existing ones taking into account the students’ age, level and mental development.

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Гайдук І.В.

група мНМ–2 (Тернопільський національний педагогічний університет імені Володимира Гнатюка)
Науковий керівник – доктор філол.наук, професор Дребет В. В.

ІМЕННИКИ НІМЕЦЬКОЇ МОВИ З ПОЧАТКОВИМИ ЛІТЕРАМИ D, E, F У СИНЕРГЕТИЧНОМУ РАКУРСІ КОДУВАННЯ СЕМАНТИЧНОГО ОБСЯГУ

Дослідження іменника як частина мов завжди викликало посилений інтерес мовознавців. Лише комплексне та багатоаспектне дослідження іменників дозволяє об’єктивно дослідити динаміку розвитку їх семантичного обсягу та поповнити германське мовознавство новими знаннями. Такі дослідження є **актуальними** і затребуваними у лексикології та лексикографії німецької мови з огляду на необхідність оновлення словників актуальними