

**EDUCATIONAL GAMES AS A MEANS OF FORMING FOREIGN LANGUAGE
LEXICAL COMPETENCE OF JUNIOR HIGH SCHOOL STUDENTS**

Learning a foreign language, which is a component of the typical educational program of the new Ukrainian school (NUS), is aimed at forming in NUS students a key skill - foreign language communicative competence. The state standard of primary education clearly defines this competence as "... fluent command of a foreign language as a means of communication, as a means of students to express their opinions orally and in writing, to clearly and reasoned explain facts, along with the active use of the language in everyday life, the educational process and the cultural life of the community" [4, p. 4].

If mastering the English language is a tool for foreign language communication, the key element in achieving this goal is the vocabulary of a foreign language learner.

According to Benny Levis, "... the core of the language and its heart is vocabulary" [5, p. 35]. That is why one of the most important tasks of learning a foreign language is developing lexical competence in students of foreign languages, which, according to A. V. Lytvyn, "...is a necessary component of the communicative process, and its formation is recognized in regulatory documents and research, in particular in the Program on of the English language" [2, p. 21].

The purpose of our research is the theoretical analysis of the problem of forming the lexical competence of junior high school students and highlighting the practical experience of implementing educational games in the process of forming the foreign language lexical competence of junior high school students.

The modern method of teaching foreign languages defines foreign language lexical competence as "... skills to understand and use vocabulary in all types of speech activity in various communication situations" [3, p. 16].

The main task at the junior stage is developing basic foreign language lexical skills. According to the "All-European recommendations on language education", the purpose of teaching vocabulary in primary school is to create the foundations for developing foreign language lexical competence at the A level.

Modern methodology emphasizes that "... the development of lexical skills in primary school includes the following aspects:

- skills that involve the ability to use vocabulary correctly during oral and written expression in accordance with the communication situation and communicative purpose;
- skills that include the ability to recognize and understand vocabulary in active and passive modes during reading and listening;
- understanding the meaning of a word, especially in the context of a passive dictionary, during reading and listening" [1, p. 51].

According to P. Nation, "... lexical skills include the awareness of the spoken and written form of a word, its part of speech, meaning, word structure, as well as grammatical features of a specific foreign language" [6, p. 15].

It should be noted that in primary school, students learn only the basic information about vocabulary, getting acquainted with simple concepts of the literal and figurative meaning of words. Teachers try to expand their understanding, gradually, at the level of awareness of a primary school student, reveal the meaning of such concepts as homonymy, synonymy and antonymy. For this purpose, a foreign language teacher, working with elementary school students, must formulate and explain the lexical meaning of words, reveal their semantics in context with the help of various types of explanations. At the initial stage, students should be able to choose the necessary words from their vocabulary, use them correctly, accurately and appropriately in communication.

For this purpose, the foreign language teacher should create favorable conditions for the conscious acquisition of English vocabulary through the use of various methods with junior school students. At the same time, it is important to take into account the introduction of the lexical component according to the principle "from simple to complex", as well as the development of tasks aimed at achieving specific goals at each stage of education.

At the same time, the modern method of learning foreign languages sees the solution of these problems in the application of active methods and methods of learning, one of which is an educational

/ didactic game. A didactic game in a foreign language lesson is a non-traditional form of learning that combines features of game and educational activity.

The problem of using educational games in foreign language lessons is constantly in the center of attention of methodologists and practicing teachers (O.I., Blizniuk, L. Dziubenko, L.V. Grechana, A.V. Pavliuk, L.S.Panova). Lexical educational and cognitive games are an important factor in the formation of lexical competence.

S.V. Smolina claims that "...lexical games and their effective use in a foreign language lesson have the following advantages:

1. increasing motivation to learn vocabulary, giving students the opportunity to enjoy learning, which makes them more motivated to learn a foreign language in general;
2. promoting vocabulary memorization, allowing students to repeatedly practice new words and phrases in context, which contributes to their better memorization;
3. developing foreign language speaking skills, giving students the opportunity to practice using new words and phrases in communication with their peers;
4. expanding their outlook, introducing students to new culture and traditions, which broadens their horizons" [3, p.12].

The use of lexical educational games is an effective method of forming lexical skills, as well as stimulating students' interest in learning a foreign language, which increases the level of all types of foreign language speech activity (speaking, listening, reading and writing).

The main goals of using the game in foreign language lessons include developing speaking skills and abilities; development of foreign language communication skills; knowledge in the field of linguistic and local studies and language; development of necessary abilities and psychological functions; acquisition of language material [4, p. 9].

It is important to consider a variety of game types to ensure that students' interest and participation is maintained in the younger stages of learning. According to different learning goals and needs, games can be used for different aspects of language and levels of difficulty. Creating a positive atmosphere during the game is key to success. Games should have a clear structure and rules that are easy for students to understand. It is also necessary to select games taking into account the age and level of training of students.

That is why we consider it necessary to give examples of games that can be used in the English language lesson in order to develop students' lexical competence.

The game "Lexical Bingo!"

The educational goal: revising the vocabulary on a topic under consideration.

The teacher prepares a list of words from any lexical group (names of animals, stores, furniture, school supplies, etc.). Each student draws a square on a sheet of paper, which he divides into 9 small squares, in each of which students write one word from the given group. Students are given 3-5 minutes to complete this task, after which the teacher reads aloud the words from his list, crossing out the ones that have been read. Students cross out the words that are in their squares. Whoever gets three crossed out words vertically, horizontally or diagonally says: "Bingo!". This student is given first place. And the teacher continues to read the words from the list to determine the second and third place.

The Game "Auction"

The educational goal: to train students in perceiving sounds by ear.

The teacher prepares cards with pictures of objects whose names are known to the students and lays out all these cards with the pictures facing up. Students sit or stand around the table. The teacher pronounces a sound or sound combination, and students must quickly find a picture of an object on the table, the name of which begins with this sound (sound combination). The one who takes the card the fastest is considered the smartest buyer. Then the teacher names another sound and the game continues. The winner is the one who "bought" the most items.

The game "What letters are missing?"

The educational goal: development of spelling skills, repetition of the alphabet.

The teacher shows two or three teams of students in turn cards with words written on them, in which one or two letters are omitted. Students of the corresponding team must first name the missing letters, and then the whole word. For each correct answer, the team is awarded a point.

We believe that these educational games are one of the effective active methods and methods of learning. Taking part in the game, students are encouraged to activate their creative abilities, mobilize their attention, use their memory to solve the lexical task. The main factors are the interaction

of participants in the educational process, their personal communication in joint educational and cognitive activities, as well as the objective need of students for cooperation and their subjective need for communication, mutual influence and mutual responsibility, coordination and coherence of actions, mutual understanding between participants didactic game in the process of acquiring knowledge.

To sum up, it can be confidently asserted that the use of lexical didactic games in a foreign language lesson is of a high methodological potential in the system of foreign language teaching aids, positively influencing the development of students' cognitive interests, contributing to the conscious acquisition of a foreign language and the development of schoolchildren's lexical skills. The use of didactic games in the study of a foreign language in elementary grades is an effective method that contributes to increasing motivation, enriching vocabulary, developing speaking skills, and expanding the worldview of students.

LITERATURE

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МЕТОДИЧНІ АСПЕКТИ ФОРМУВАННЯ ТА РОЗВИТКУ ГНУЧКИХ НАВИЧОК У МАЙБУТНІХ УЧИТЕЛІВ ФРАНЦУЗЬКОЇ МОВИ З ВИКОРИСТАННЯМ ІНТЕРАКТИВНИХ ТЕХНОЛОГІЙ

Вступ. У сучасному лінгводидактичному дискурсі науковці дедалі більшої уваги надають формуванню та розвитку в суб'єктів навчання т. зв. гнучких (м'яких) навичок (англ. *soft skills*), що за їх допомогою можна було б цілком успішно реалізувати власний потенціал у подальшій професійній діяльності незалежно від фаху. Водночас констатуємо невинне зростання ступеня зацікавленості освітньої спільноти в інтеграції засад формування в майбутніх учителів іноземних мов, зокрема французької, тих навичок і компетентностей, наявність яких відповідала б викликам доби та які могли б у суттєвий спосіб підвищити вмотивованість педагогів, а відтак й ефективність робочого процесу в межах закладу освіти. На нашу думку, такий процес має спиратися на інноваційний досвід залучення відповідних інтерактивних навчальних технологій до освітнього процесу.

Мета нашої розвідки полягає у висвітленні методичних аспектів формування та розвитку гнучких навичок у майбутніх учителів французької мови з використанням інтерактивних технологій. Конкретніше, об'єктом дослідження постає процес формування гнучких навичок у студентів спеціальності 014 «Середня освіта (Французька мова і література)», а його предметом – інтерактивні технології формування згаданих навичок у майбутніх учителів французької мови закладів загальної середньої освіти.

Основний текст. Філософські й теоретико-методологічні підвалини феномена гнучких навичок почали набувати системних рис із другої половини ХХ століття, коли дослідники зосередили увагу на розвиткові теорії менеджменту. Відтоді засвідчилася тенденція до активного вивчення потенціалу гнучких навичок щодо поліпшення результативності роботи працівників. Не буде перебільшенням сказати, що від початку нового тисячоліття й донині концепція «soft skills» становить одну з провідних детермінант синергетичної взаємодії освіти й інновацій у контексті нагальної потреби в усебічній підготовці висококваліфікованих фахівців,