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EXPERIENCE OF LEARNING ENGLISH VOCABULARY THROUGH THE GAMES

Stands to reason language learning is a hard work. Much effort is required to get the desired objectives and must be maintained over a long period of time. But as an experience shows a learning process can be a little bit easier by adding a few extra activities. It will keep students attention focused and will allow them to relax. One of such activities which can be actively used in class is a game. According to J. Haldfield [1], «a game is an activity with rules, a goal and an element of fun». But as practice witnesses a game must be more than just fun. In fact, the role of games in teaching and learning English vocabulary cannot be overestimated. Using games is one of the most important ways to teach efficiently in a language class. In this juncture teachers should take into account the advantages of games:

- provide language practice in the various skills– speaking, writing, listening and reading;
- help students to make and sustain the effort of learning;
- arise students' motivation;
- encourage students to interact and communicate;
- create a meaningful context for language use;
- involve «friendly» competition;
- keep all of the students involved and interested;
- encourage students to focus on the use of language rather than on the language itself;
- give students a chance to learn, practice, or review specific language material;
- help the teacher to create contexts in which the language is useful and meaningful;
- strengthen language skills;
- make learners develop social skills and good relationships while they interact with each other;
- give ability to capture students' attention and lower students' stress;
- give students the chance for real communication.

It should be noted that in order to achieve the most from vocabulary games, teachers need to know how to use them appropriately in the classroom. First of all, it is important to choose an appropriate time and integrate them into the regular syllabus and curriculum. What is more, whenever a game is to be conducted, the number of students, proficiency level, timing, learning topic etc. are factors that should be taken into account.

However, there are some problems with using games with students in class. Unfortunately, because of limitations of time and curriculum, teachers normally have to cover all the content and materials, which students will be tested on, and it is not always

easy to incorporate games into the class and develop students' English proficiency of the target language. One more teacher's problem is not enough time to prepare the games. Surely, some games need preparation and time. If a game needs some stationery (such as some cardboard, paste crayons, etc.), it really takes some time. On the other hand there are some easy games that do not need any preparation.

As an example, the game «*Hot Seat*» is excellent for revising vocabulary. The procedure of the game is the following: First, split class into different teams. Sit the students facing the board. Then take an empty chair – one for each team – and put it at the front of the class, facing the team members. These chairs are the 'hot seats'. Then get one member from each team to come up and sit in that chair, so they are facing their team-mates and have their back to the board. As the teacher, have a list of vocabulary items that you want to use in this game. Take the first word from that list and write it clearly on the board.

The aim of the game is for the students in the teams to describe that word, using synonyms, antonyms, definitions etc. to their team mate who is in the hot seat – that person can't see the word! The student in the hot seat listens to their team mates and tries to guess the word. The first hot seat student to say the word wins a point for their team. Then change the students over, with a new member of each team taking their place in their team's hot seat. Then write the next word and so on.

One more example of a great vocabulary revision is the game «*A – Z Race*». To play it you have to divide the class into two teams and give them a list of paper with written in column alphabet. Give them a topic like ecology, mechanization, food, agriculture etc. The task of students is in a given period of time to write a word in this lexical set beginning with each letter until they reach Z. If they cannot think of a word beginning with a particular letter they can leave a space, but the team with most words at the end is the winner.

Thus, it must be noted that using games is an efficient way to teach English. It is proved that language games used in the classroom are very effective and supportive activities in contributing to students' language skills and proficiency. Therefore, it is recommended that teachers try some games that may be useful to their students in order to enhance learners' proficiency and help them meet their goals, and at least to vary teaching methods.

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УРОК ЛІТЕРАТУРНОГО ЧИТАННЯ В ПОЧАТКОВІЙ ШКОЛІ: НАУКОВІ ЗАСАДИ

Українська освіта проходить шлях реформування. Закон України «Про освіту», Концепція Нової української школи змінили пріоритети у навчанні молодших школярів.

У цьому процесі важлива роль у початковій школі належить урокам української мови та літературного читання. Уроки літературного читання спрямовані не тільки на формування навички читання, а й на виховання особистості, мовленнєвий розвиток молодших школярів.

Сьогодні розроблена оновлена програма з цього предмета, доповнене коло читання. Учня доцільно дізнатися про письменників української діаспори, серед