

### *Творчі сходинки педагогів Волині* *Англійська мова*

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## **Формування комунікативної компетентності на уроках англійської мови у 1 класі за методикою асоціативних символів**



Відповідно до Концепції «Нова українська школа» навчання англійської мови базується на формуванні навичок комунікації та розвитку ключових компетентностей. Тому основним методом навчання іноземної мови у першому класі є комунікативно-ігровий. Уроки складено з використанням методу асоціативних символів (МАС). МАС – це мова жестів, рухів і міміки. Використання цього методу на уроках англійської мови забезпечує дійове, зорієнтоване на особистість навчання іноземного спілкування. При цьому задовольняється потреба дитини у грі, діти можуть перевтілюватись, рухатися, бути активними.

МАС – ігровий метод. У цьому й полягає його основна перевага над традиційними та іншими формами навчання. Методика, основана на грі та фантазії, зовсім не обтяжує 6–7-річну дитину, оскільки домінуючим у цьому віці є образне мислення. Учень без утоми переосмислює велику кількість навчальної інформації. Наведені розробки уроків демонструють,

що методика асоціативних символів дозволяє навчати граючись, адже кожен етап уроку – це своєрідна гра, спрямована на розвиток дитячої комунікативної компетентності.

**Ключові слова:** іграшки, гратися, щасливий, тварини, ігри.

### **Sechka V. H. Formation of Communicative Competence in English Lessons in the 1st Grade Using the Method of Associative Symbols.**

According to the New Ukrainian School teaching English is based on the formation of communication skills and the development of key competencies. Therefore, the main approach of learning a foreign language in the first grade is the communicative-game method. The lessons are made with using of the method of associative symbols.

MAS is the language of gestures, actions and facial expressions. The using of this method at the English lessons satisfies the child's need to play, transform, move and provides active, person-oriented learning of foreign language communication.

**Keywords:** toys, play, happy, animals, games.

### **Конспект № 1 уроку**

**Тема:** Природа. Тваринний світ.

**Мета:** 1) активізувати засвоєні слова з теми «Природа. Тваринний світ»; 2) використовувати слова у самостійному мовленні та взаємодії; 3) удосконалювати вміння правильно будувати речення; 4) формувати навички співпраці в парах та мікрогрупах; 5) розвивати пізнавальний інтерес, логічне мислення, пам'ять, увагу, чуття мови, виховувати любов до тварин та турботу про них.

#### *Lesson Procedure*

### **I. The beginning of the lesson**

#### **1. Greeting.**

**T:** – Good morning, children. I am glad to see you.

**Ss:** – Good morning, teacher. We are glad to see you, too.

**T:** – I see, that you're great today, so let's start our work.

#### **2. Warming-up.**

**T:** – Look, listen, do and say.

Glad, sad, good, bad, hungry, thirsty, dirty, clean, happy, big, little, nice, strong, short, fat, thin, funny, dangerous.

**T:** – Let's play a game „I am ...”. I am fantastic and you?

**Ss:** – I am ...

### **II. The main part of the lesson**

#### **1. Topic.**

**T:** – Children, you know, we're going to speak about animals today. We'll:

- review some words,
- speak about animals,
- sing songs about animals,
- play games.

## 2. Review of the lexical material.

**T:** – So, what animals do you know? Look, listen, do and say.

A cat, a dog, a pig, a horse, a cow, a goat, a rooster, a goose, a duck, a hen, a bear, a wolf, a hare, a fox, a squirrel, a bird, a frog, a fish, a mouse, a rat, a hedgehog, a butterfly, a fly, a mosquito, a monkey, a crocodile, an elephant, a camel, a giraffe, a zebra, a lion, a tiger, a snake, a kangaroo.

**T:** – Well done, let's play a game. Listen, act and remember.

You're a cat. You're a dog. You're a hare. You're a fox. (The teacher asks several pupils to imitate the animals.)

**T:** – And now pupils, say *Yes* or *No*.

I touch a ... (The teacher touches the pupils, who imitates the animals.)

**Ss:** – Yes / No.

**T:** – Great, you're very attentive. Let's make our animals different. ..., come to me. You're a tiger. (The teacher asks the pupil to imitate a tiger.) Children, what kind of tiger do you see? Look and say. (With the help of the gestures the teacher shows different adjectives behind the pupil, who imitates the tiger.)

**Ss:** – A strong tiger, a big tiger, an angry tiger, a dangerous tiger, a hungry tiger, a nice tiger.

**T:** – Thank you. I think, all animals are nice. Let's play a game „Funny animals.” ..., imitate the animals, please. (The pupil imitates different animals one by one.) Children, tell me please, what animals are nice/funny/dangerous/little/big... (The teacher shows the gesture of the adjectives behind the pupil, who imitates the animals.)

**Ss:** – A nice butterfly, a nice squirrel, a nice frog, a nice fish, a nice rooster, a funny monkey, a funny pig, a funny crocodile, a dangerous lion, a dangerous wolf, ...

**T:** – As you can see, our animals can be different. They can be ... (The teacher shows the picture of the adjective.)

**Ss:** – Big.

**T:** – Yes, make up word combinations. (The teacher applies the picture of the same adjective to the pictures of different animals.)

**Ss:** – A big lion, a big elephant, a big ...  
a little frog, a little ...;  
a strong tiger, a strong ...

## 3. Development of the speaking skills.

**T:** – Great job. But all our animals can do different actions. What can they do? Look, listen, do and say.

Stand up, go, run, hop, swim, fly, lie down, fall down, crawl, eat, drink, sing, dance, skip, jump, clap your hands, stamp your feet, catch a butterfly, ride a horse, feed a cat, play with a dog, sleep, wake up, get up, do morning exercises, bend left, bend right, clean your teeth, brush your hair, nod your head, turn around, close your eyes, open your eyes, read a book, watch TV, play on the computer, ride a bike, climb a tree, look, listen, point, write, draw, speak, count, cry, laugh, play football, fight, put, take, give me, clap your hands, sit down.

**T:** – Look! I am a frog. I .... Complete, please.

**Ss:** – I hop. I swim. I eat. I catch a fly. I catch a mosquito.

**T:** – I am a fish. I ....

**Ss:** – I swim. I eat.

**T:** – I am a spider. I ....

**Ss:** – I crawl. I catch a fly.

**T:** – I am a bird. I ....

**Ss:** – I fly. I eat. I drink. I sing.

**T:** – So, imagine, that we are birds. We live on the tree. Let's travel to the tree in different ways. Make up a poem.

**Ss:** – 1, 2, 3. I go to the tree.

1, 2, 3. I fly to the tree.

1, 2, 3. I skip to the tree.

1, 2, 3. I run to the tree.

**T:** – Well, but we can travel not only to the tree. Where can we go? Look, listen, do and say.

Go to the forest (river, park, zoo, house, yard, garden, jungle).

## 4. Group work.

**T:** – Pupils, let's play a game. Come up to me. (The teacher calls three children to the board and asks to imitate some places.) ..., show the park. ..., show the forest. ..., show the river.

**T:** – Children, point to the park/forest/river. (The rest of the pupils point to those pupils, who show these places.)

**T:** – OK, and now, let's travel to these places. Listen and do.

go to the ...

skip to the ...

run to the...

jump to the ...

hop to the ...

ride a bike to the ...

fly to the ...

ride a horse to the ...

crawl to the ...

**T:** – Great job, we have three groups now. Work in groups and tell me, please, what animals we can see in these places.

**Gr. 1:** – I see a bird in the park. I see a squirrel in the park. I see a butterfly in the park.

**Gr. 2:** – I see a wolf in the forest. I see a fox in the forest. I see a bear in the forest.

**Gr. 3:** – I see a fish in the river. I see a frog in the river. I see a crocodile in the river.

## 5. Relaxation.

**T:** – Great job. Take your seats. Pupils, you know, we can see animals in the zoo, too. I like to go to the zoo. So, let's sing a song about the animals in the zoo „Let's go to the zoo.”

## 6. Use of English.

**T:** – So, we are in the zoo. Look at these pictures. What animals do you see in the zoo?

**Ss:** – I see an elephant / a lion / a giraffe / a camel in the zoo.

**T:** – Well, let's play a memory game. Close your eyes. (The teacher hides one picture.) What animal don't you see?

**Ss:** – I don't see ... in the zoo.

## 7. Pair work.

**T:** – Children, you can see animals in the zoo, in the forest and in the jungle. But look, I have a magic box. I have a lot of animals in it, too. Do you want them? Choose one for you. What do you have? (Each pupil of the class takes one animal from the box.)

**Ss:** – I have a ...

**T:** – I see, you have nice animals now, but do you like them? Speak with your friend.

**P1:** – Do you like ...?

**P2:** – Yes, I do. / No, I don't.

## 8. Group work.

**T:** – Very well. Look, I have an animal, too. It is a dog. But it is a magic dog. It can do magic for you. (The teacher calls three pupils to the board and asks them to imitate the animals.) 1, 2, 3. You're a cat/a frog/a butterfly.

**T:** – Children, let's play with our magic animals: Run to the cat. / Fly to the butterfly. / Skip to the frog. Great, now we have three groups. Listen and do.

Touch the cat. / Draw with the butterfly. / Point to the frog.

Wash the cat. / Play with the butterfly. / Feed the frog.

Dance with the cat. / Hop around the butterfly. / Ride a bike around the frog.

## 9. Relaxation.

**T:** – Great job. Clap your hands and take your seats. I see that you like to play with animals, but I like to ride animals. Help me, what animals can I ride. Clap your hands if I can ride this animal and be silent, if I can't. I ride a horse (a pig, an elephant, a cat, a fox, a camel, ...)

## III. Ending of the lesson

**T:** – Thank you very much. I see that you are clever pupils, but I know, that you're great poets, too. So, let's make up a poem (рис.1).



Рисунок 1

**Ss:** – I have a cat. I have a rat. I have a hare. I have a bear. I have a dog. I have a frog.

I like a cat. I like a rat. I like a hare. I like a bear. I like a dog. I like a frog.

I play with a cat. I play with a rat. I play with a hare. I play with a bear. I play with a dog. I play with a frog.

I wash a cat. I wash a rat. I wash a hare. I wash a bear. I wash a dog. I wash a frog.

I see a cat. I see a rat. I see a hare. I see a bear. I see a dog. I see a frog.

I go to the cat. I go to the rat. I go to the hare. I go to the bear. I go to the dog. I go to the frog. ...

**T:** – Great job. You know everything about animals. But imagine, that you are animals. Choose a card and speak about yourself.

**Ss:** – I am a cat. I am funny. I run.

I am a spider. I am little. I crawl.

**T:** – Great work. I see that you speak, sing, and talk about animals very well, but our lesson is coming up to the end, so, let's sing a good-bye song.

## Конспект № 2 уроку

**Тема:** Дозвілля. Щасливе дитинство. Світ іграшок.

**Мета:** 1) активізувати вивчену лексику; 2) використовувати її у певних ситуаціях, виявляючи швидку мовленнєву реакцію; 3) удосконалити навички усного монологічного та діалогічного мовлення з використанням лексики за темою; 4) формувати навички правильно мелодійно створювати речення; 5) розвивати логічне мислення, увагу та зорову пам'ять, виховувати культуру спілкування.

## Lesson Procedure

### I. The beginning of the lesson

#### 1. Greeting.

**T:** – Good morning, children. I am glad to see you.

**Ss:** – Good morning, teacher. We are glad to see you, too.

#### 2. Warming-up.

**T:** – Raise your hands to the sky, say „Hello, the sun!”

**Ss:** – Hello the sun!

**T:** – Give your hand to your friend, say „Hello, my friend!”

**Ss:** – Hello! My friend!

**T:** – Say „Hello” as if you are sleepy / sad / afraid / hungry / ill / angry / glad / tired / happy. Show your emotions.

**T:** – Great job. You know, I am great today, and what about you?

**Ss:** – I am ...

#### 3. Review of the lexical material.

**T:** – I see, that you are well today, so let's start our work. Look, listen, do and say.

Stand up, go, run, hop, swim, fly, lie down, fall down, crawl, eat, drink, sing, dance, skip, jump, stamp your feet, catch butterflies, ride a horse, feed a cat, play with a dog, sleep, wake up, get up, do morning exercises, clean my teeth, brush my hair, wash my hands, wash my face, have a shower, dress, undress, make a bed, nod, turn around, close your eyes, open your eyes, read a book, watch TV, play on the computer, ride a bike, climb a tree, look, listen, point, touch, draw, write, speak, count, cry, laugh, play football, fight, put, take, give me, clap your hands, sit down, look at the window.

## 4. Listening.

1) Pre-listening.

**T:** – You see, it is morning now. Tell me please, what do you do in the morning.

**Ss:** – I ... in the morning.

2) While listening.

**T:** – Oh, I see, that you go school in the morning. And we are at school now. Look, this is my friend Teddy Bear. He is at school, too. But he doesn't know what to do at school. Let's help him. Say, *Yes* or *No*.

I play with toys at school.

I read a book at school.

I play on the computer at school.

I count at school.

I play with a doll at school.

I draw at school.

I play with mummy at school.

I write at school.

I play with a car at school.

**Ss:** – Yes/No.

3) Post listening.

**T:** – And now, tell me, please, what do you do at school.

**Ss:** – I ... at school.

## 5. Topic.

**T:** – You're quite right. Thank you for your help. But as you see, my friend Teddy Bear likes to play. And I like to play with toys, too. So, let's speak about toys. Today we'll:

– review some words,

– speak about toys,

– sing songs about toys,

– play games.

## II. The main part of the lesson

### 1. Development of the speaking skills.

1) Game „Funny toys”.

**T:** – Let's review what toys you play with. Look, listen, do and say:

A doll, a ball, a teddy bear, a robot, a soldier, a pistol, a balloon, a kite, a drum, a top, a bag, a box, a car, a train, a plane.

**T:** – Let's play a game. Listen and remember. (The teacher asks several pupils to imitate the toys.)

..., imitate a top; ..., imitate a plane; ..., imitate a robot. And now, pupils, listen and say *Yes* or *No*.

(With the help of the gestures the teacher shows the action behind every pupil, who imitates the toy. One time the sentence and the gesture are the same, the other time they are different.)

I see a ...

I wash a ....

I touch a ....

I play with a ....

I point to the ....

**Ss:** – Yes/No.

2) Action game.

**T:** – Well, and now, it's your turn to play with toys. ..., come here. (Two pupils come up to the teacher.) Look, I have a magic stick. 1, 2, 3, a doll. 1, 2, 3, a clown.

(The pupils imitate the toys.) Girls, go to the doll. Boys, run to the clown. So, we have two groups. Children, let's play with our toys. Listen and do. (Pupils follow the teacher's instructions with the help of gestures and actions.)

Look at the doll/clown. Point to the doll/clown. Touch the doll/clown. Run around the doll/clown. Wash the doll/clown. Dry the doll/clown. Ride a bike around the doll/clown. Sing a song with the doll/clown. Dance with the doll/clown. Play with the doll/clown.

### 2. Group work.

**T:** – I see, that you like to play, but, where can we play? ..., come here. (Two pupils come up to the teacher.) Imitate the house. Imitate the yard. (The pupils imitate the toys.) You are the leaders of the groups. Look, I wash my teddy bear in the house. I play football in the yard, and what about you?

**Ss:** – I ... in the yard.

**Ss:** – I ... in the house.

(The children say the sentences and join the leader of their group.)

**T:** – And now, leaders, change places. (The leaders of the groups change their places and the other children make negative sentences.) I don't wash my teddy bear in the yard. I don't play football in the house. And you?

**Ss:** – I don't ... in the house / yard.

### 3. Relaxation.

**T:** – As you see, I like to play with my teddy bear. It's my favourite toy. Let's sing a song about it.

Song „Teddy Bear.”

### 4. Use of English.

1) **T:** – As you see, teddy bears are different and our toys are different, too. Look, listen, do and say.

Glad, sad, good, bad, cold, hot, hungry, thirsty, dirty, clean, ill, well, old, young, afraid, happy, big, little, kind, angry, nice, strong, weak, long, short, fat, thin, funny, naughty, dangerous, round, OK.

Let's make our toys different. ..., come here. Imitate a robot. (The teacher asks the pupil to imitate the robot.) Children, what kind of the robot do you see? (With the help of the gestures the teacher shows different adjectives behind the pupil, who imitates the robot.)

**Ss:** – A big robot, a little robot, a dirty robot, a clean robot, a thin robot, a long robot, a funny robot, a nice robot, a good robot, a bad robot, a sad robot, a happy robot.

2) **T:** – And what do you think about my teddy bear? (The teacher shows the toy.) Is it funny? Is it angry / nice / cool / purple / little?

**Ss:** – Yes / No.

3) **T:** – I have a lot of other toys, let's describe them. What's this? (The teacher shows another toy.)

**Ss:** – It is a clown.

**T:** – Describe it, please.

**Ss:** – It is nice. It is funny. It is big. It is green and yellow. It is kind.



## 5. Practicing a poem.

**T:** – We like to play with different toys. But where do we take them? We buy them in the shop. So, let's travel to the shop in different ways (рис. 2).



Рисунок 2

**Ss:** – 1, 2, 3, stop. I go to the shop.

1, 2, 3, stop. I run to the shop.

1, 2, 3, stop. I hop to the shop.

1, 2, 3, stop. I fly to the shop.

1, 2, 3, stop. I swim to the shop.

1, 2, 3, stop. I skip to the shop.

1, 2, 3, stop. I crawl to the shop.

## 6. Speaking.

1) Game „In the shop”.

**T:** – Excellent! We are in the shop now. Look and say, what toys do you see there?

**Ss:** – I see ... in the shop.

2) Game „Attentive customer”.

**T:** – Well, and now, let's play a game. Close your eyes. (The teacher hides one picture.) Open your eyes. What don't you see in the shop?

**S:** – I don't see ... in the shop.

## 7. Role play.

**T:** – And, now, let's make a real shop. ..., come here. Imitate the toys in the shop. ..., you'll be a seller. (Some pupils imitate the toys in the shop and one pupil is a shop-assistant.) Who wants to go to the shop?

**S:** – Hello. I want to buy a ...

**S:** – Here you are.

## 8. Pair work.

**T:** – As you see, we have a lot of toys in the shop, but look! This is my magic bag. I have a lot of toys in it, too. Do you want to play with them? Choose one for you. (Each pupil of the class takes one toy from the bag.) What do you have?

**S:** – I have a ...

**S:** – Do you like your ...? Work in pairs. Ask and answer.

**Ss:** – Do you like a ....?

**Ss:** – Yes, I do. I like my .../ No, I don't. I don't like my ...

**T:** – And I like all your toys. I want to play a game with a toy box, but it is empty. Give me your toys,

please. Give me your ..., please. (The pupils put their toys into the teacher's toy box.)

**S:** – Here you are.

**T:** – Thank you.

## 9. Guessing game.

**T:** – Great! Thank you! My box is full of toys now, and we can play a guessing game. ..., come to the box, please. Choose a toy. Children, guess. Ask questions. (The pupil chooses the toy from the box, but doesn't show it. The other children guess, what it is.)

**Ss:** – Do you have a ...?

**S:** – Yes, I do. / No, I don't.

## 10. Relaxation.

**T:** – I see, that you like to play with our toy box. Let's sing a song about it.

Song „My toy box”.

## III. Ending of the lesson

### 1. Practicing a poem.

**T:** – I see, that you are great singers and clever pupils. But I know, that you're great poets, too. So, let's make up a poem all together. Look at the picture and make up a poem (рис. 3).



Рисунок 3

**Ss:** – I have a doll, I have a ball, I have a train, I have a plane, I have a car, I have a star, I have a balloon, I have a moon.

I like ...

I see ...

I play with ...

I touch ...

I wash ...

I draw ...

## 2. Feedback.

**T:** – Great job. I see that you know everything. So, let us make up a story.

**Ss:** – I am a boy / a girl.

I like to play.

I am 6 / 7.

I have a ...

I live in Lutsk.

I play with a ...

I go to school.

It is ...

## 3. Summarizing.

**T:** – Great work. I see, that you can speak, sing and talk about toys very well. But our lesson is coming up to the end and we have to say goodbye.

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