

Таким образом, проанализировав опыт педагогов-практиков и изучив представленные в Интернете журналы, мы разработали поэтапный план обучения учащихся написанию проблемного эссе, который может использоваться педагогами в обучении написанию эссе на примере статей из тематических журналов на английском языке.

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МУЛЬТФИЛЬМЫ КАК СРЕДСТВО ФОРМИРОВАНИЯ ЛЕКСИЧЕСКИХ НАВЫКОВ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА В СРЕДНЕЙ ШКОЛЕ

А.А. Дадонова, бакалавр
А.С. Чернышева, канд. ист. наук, доцент

*Владивостокский государственный университет
Владивосток. Россия*

Аннотация. *Использование мультфильмов в образовательном процессе представляет собой эффективное средство для стимуляции и обогащения языковых навыков учащихся, особенно детей. Данный метод способствует активизации различных аспектов языка благодаря предоставлению реалистичных примеров английской речи, что помогает учащимся адаптироваться к натуральному темпу, акценту и интонации языка. Визуальные образы и сцены в мультфильмах улучшают понимание контекста и значения слов, что облегчает усвоение новой лексики даже при недостаточном знании отдельных слов. Представленное исследование нацелено на оценку эффективности применения мультфильмов в контексте улучшения качества образования и стимуляции учащихся. Результаты исследования подтвердили положительное влияние мультфильмов на формирование лексических навыков и увеличение мотивации учащихся средней школы. Это подчеркивает значимость интеграции мультфильмов в образовательную практику для достижения оптимальных результатов в обучении иностранному языку.*

Ключевые слова: *обучение английскому языку, мультфильмы, лексические навыки, средняя школа, языковая среда, словарный запас.*

CARTOONS AS A MEAN OF DEVELOPING LEXICAL SKILLS IN ENGLISH LESSONS IN SECONDARY SCHOOL

Abstract. *The use of cartoons in the educational process represents an effective means of stimulating and enriching students' language skills, especially children. This method facilitates the activation of various language aspects by providing realistic examples of English speech, which helps students adapt to the natural pace, accent, and intonation of the language. Visual images and scenes in cartoons enhance comprehension of context and word meanings, facilitating the acquisition of new vocabulary even with limited knowledge of individual words. This study aims to assess the effectiveness of using cartoons*

in improving educational quality and stimulating students. The research findings confirm the positive impact of cartoons on the development of lexical skills and increased motivation among middle school students. This underscores the significance of integrating cartoons into educational practice to achieve optimal outcomes in foreign language learning.

Keywords: *teaching English language, cartoons, lexical skills, secondary school, language environment, vocabulary.*

Purpose of the study.

To identify the effectiveness of using cartoons for the formation of lexical skills in English lessons in secondary school

Research objectives:

1. Analyze theoretical material on the concept of lexical skill;
2. Describe the stages of working with cartoons and the types of tasks used in English lessons;
3. Describe the course of experimental work carried out on the basis of 74 schools and analyze the results obtained.

Relevance:

The use of cartoons in teaching a foreign language at school is due to the need to recreate a living language environment in the classroom for more effective mastering of lexical material by students and its practical application.

The scientific novelty is the developed unique tasks for famous cartoons, which cannot be found in any other textbook or methodical manual. In addition, the CMT used does not offer video materials on lexical material.

Research methods: method of analysis, observation method, questionnaire based survey and methods of induction and deduction.

Nowadays, knowledge of foreign languages is very much in demand. Almost all Russian schools teach English as a foreign language, and when learning it, students most often face such a problem as the lack of a living language environment, the inability to communicate with native speakers. This, in turn, affects their level of language proficiency and the development of lexical skills. In such conditions, the English language becomes something artificial for them, of no practical value.

But one can learn it with ease and interest, since the ways of learning this language are very diverse, and one of them is watching cartoons. Their use in the classroom is one of the types of learning activities that helps to create the necessary conditions for communication, simulating a communicative situation that is close to those that can arise in a natural language environment. Thus, the principle of immersion in the socio-cultural and linguistic environment of the country of the studied language in the classroom is implemented.

First of all, it is necessary to identify what a lexical skill is. Alexei Leontiev, an outstanding Russian linguist, psychologist and teacher, notes that a lexical skill is the ability to automatically perform certain operations and actions related to the activation of a word from long-term memory and its association with other words [2].

Efim Passov believes that lexical skill is the skill of intuitively correct word use and word formation in oral and written speech in accordance with communication situations and communication goals [3].

Anatoly Nikolaevich Shchukin defines a lexical skill as an automated action of choosing a lexical unit adequate to the idea and its correct combination with other units in productive speech, automated perception and association with meaning in receptive speech [4].

But in order for lexical material to be better remembered, it is important to actively use all types of memory. For example, it is important to listen to English and participate in spoken language for the development of auditory memory. Visual memory is trained through reading and writing words. Motor memory is related to the functioning of the speech organs and the act of writing. Logical memory helps to comprehend and think through the material. Cartoons do a great job of this.

At the first stage of practice, two groups of fifth-grade students were identified: a control group (16 people) and an experimental group (16 people). These classes are taught according to the "Spotlight Grade 5" teaching materials [1]. Students in the experimental group were trained in the traditional method with the inclusion of cartoons in English for two and a half months. The selected cartoons contain materials on topics that are included in the program of the discipline. Grade 5 "B" studied topics using traditional teaching methods. Entrance testing was conducted in order to understand the level of knowledge of students.

Based on the results of testing, it can be seen that both groups have a good level of academic achievement, and the number of children with unsatisfactory grades is no more than two people (see Figures 1, 2, 3 and 4).

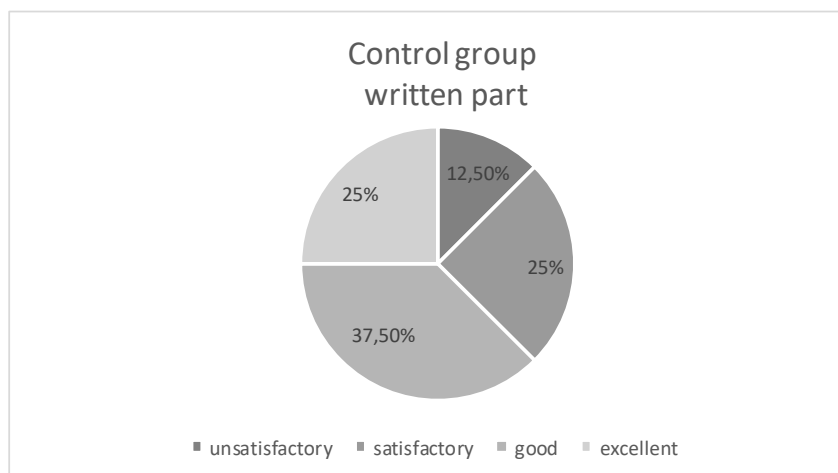


Fig. 1. Results of the entrance testing of the written part of the control group

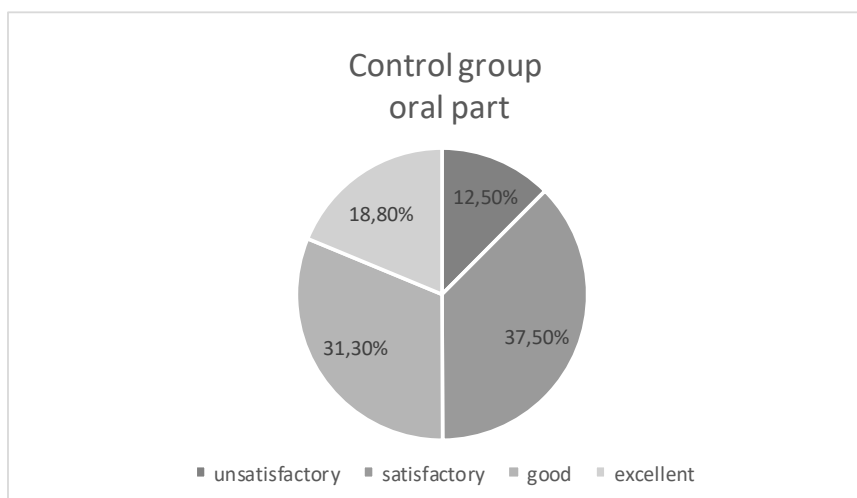


Fig. 2. Results of the entrance testing of the oral part of the control group

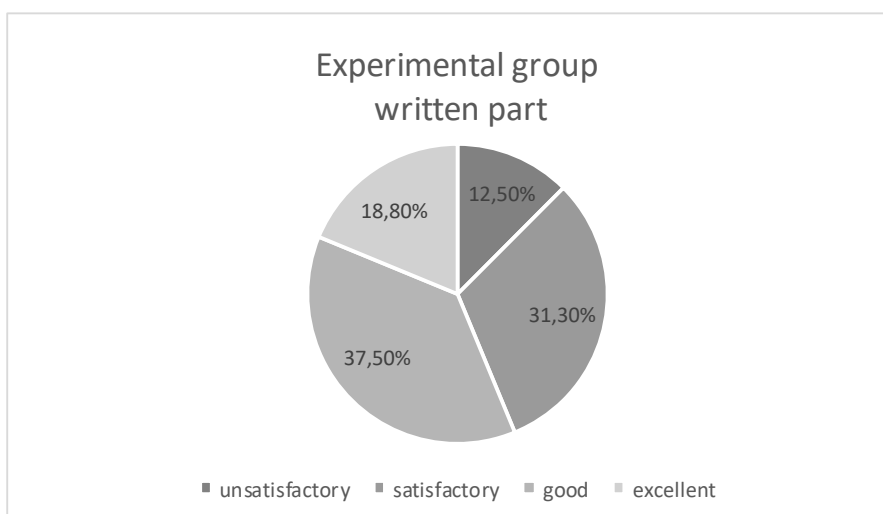


Fig. 3. Results of the entrance testing of the written part of the experimental group

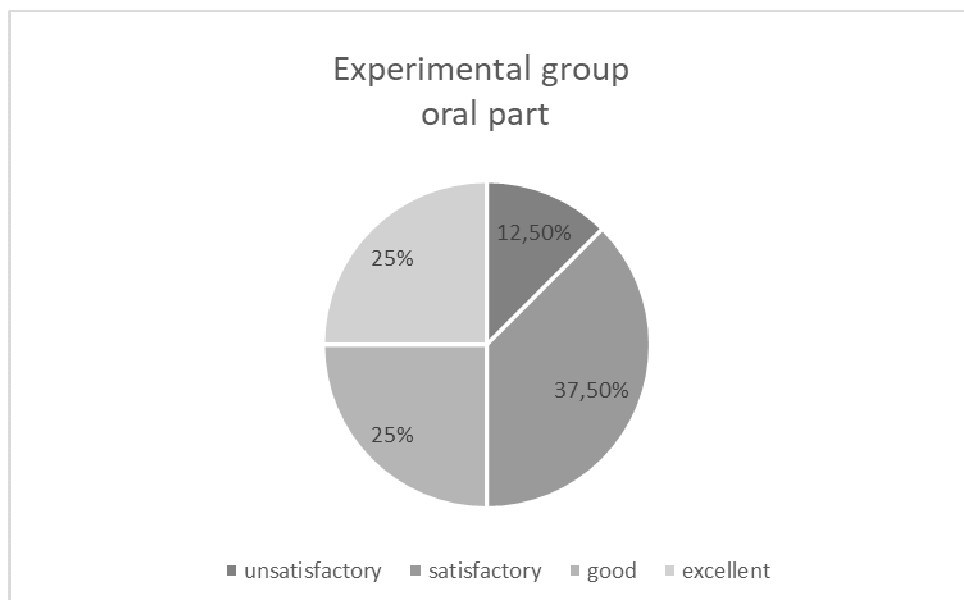


Fig. 4. Results of the entrance testing of the oral part of the experimental group

In the process of work, it was proposed to watch fragments of the cartoons "The Grinch" and "Zootopia". The work was carried out in three stages – pre-screening, viewing and post-viewing.

1. Preparation for watching the cartoon – students are asked to guess the name and content of the cartoon using leading cards and questions; work with new vocabulary from the cartoon, reasoning about its plot, work with the translation of new words and definitions, practicing the technique of reading the most difficult words to pronounce.

2. Watching the cartoon – watching the episodes was carried out two or three times so that the students could hear the studied words in the phrases of the cartoon characters, correlate the spoken words with the subtitles.

3. Work after viewing – students are asked to complete tasks for the development of lexical skills in speech and writing: reproduction of dialogues, paraphrases, answers to questions on the content, cross-words.

The final stage was the final testing (see Figures 5, 6, 7 and 8).

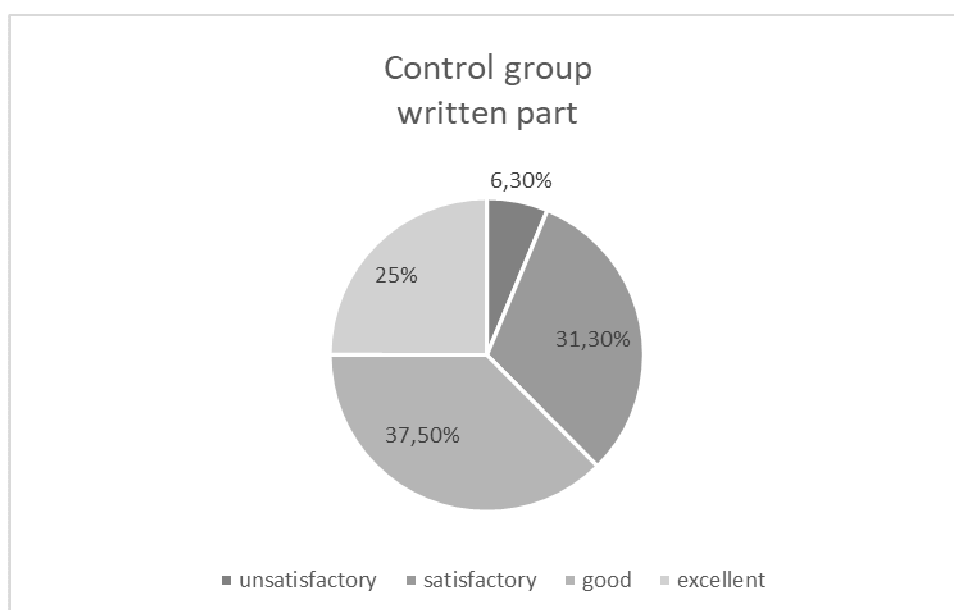


Fig. 5. Results of the final testing of the written part of the control group

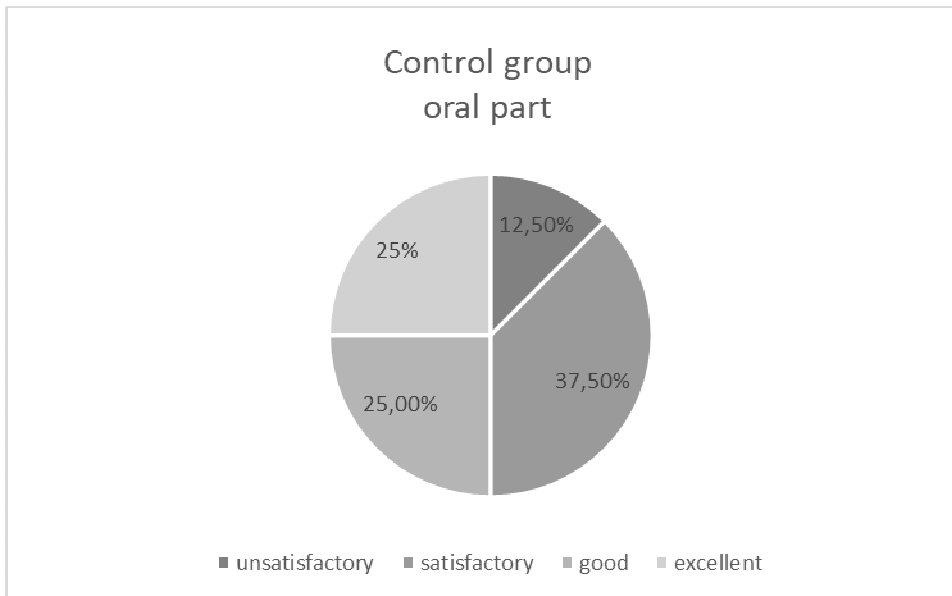


Fig. 6. Results of the final testing of the oral part of the control group



Fig. 7. Results of the final testing of the written part of the experimental group

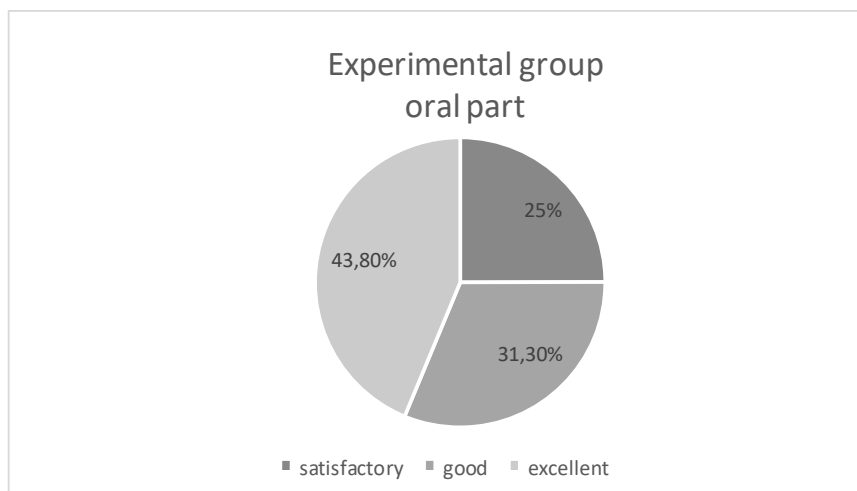


Fig. 8. Results of the final testing of the oral part of the experimental group

It can be seen that in the written part, the results of the experimental group showed that the "Satisfactory" indicator decreased by almost half, the "Excellent" indicator doubled, the "Good" indicator in-

creased by one third, and there were no students with the "Unsatisfactory" grade. In the oral part, there were three quarters of the group of students who showed "Excellent" and "Good" results, one quarter of the group with the "Satisfactory" indicator, and there were no students with the "Unsatisfactory" grade.

So, we can conclude that the use of cartoons in teaching English at school contributes to increasing the level of lexical skills and general assimilation of the material, since watching cartoons with subsequent performance of tasks, as a rule, is much more interesting than traditional tasks from a textbook.

Thus, the teacher must responsibly approach the selection of the cartoon, competently organize the viewing process and prepare tasks. If the teacher complies with all the conditions, the demonstration of cartoons in the lessons will be successful. By combining business with pleasure, i.e. watching a cartoon and studying, students will be able to improve the vocabulary skills that are necessary for successful mastery of the English language.

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СПЕЦИФИКА ИЗУЧЕНИЯ АНГЛИЙСКИХ ФРАЗОВЫХ ГЛАГОЛОВ В СРЕДНЕЙ ШКОЛЕ

О.В. Зорина, бакалавр
Ю.В. Морозова, преподаватель

*Владивостокский государственный университет
Владивосток, Россия*

Аннотация. *Статья рассказывает о специфике изучения английских фразовых глаголов в средней школе. Исследованы методы и подходы при изучении фразовых глаголов. Авторы рассмотрели возможность применения упражнений, контекстных заданий и других игровых технологий обучения на уроках английского языка.*

Ключевые слова: *фразовые глаголы, методы и подходы, игровые технологии, переходные и непереходные фразовые глаголы, обучающие платформы.*

THE SPECIFICS OF ENGLISH PHRASAL VERBS LEARNING IN A SECONDARY SCHOOL

Abstract. *The article tells about the specifics of English phrasal verbs learning in a secondary school. The methods and techniques in the learning of phrasal verbs are studied. The authors considered the possibility of using exercises, contextual tasks and other game-based learning technologies in English lessons.*

Keywords: *phrasal verbs, methods and techniques, game technologies, transitive and intransitive phrasal verbs, learning platforms.*

Данная тема является актуальной, поскольку английские фразовые глаголы представляют собой особую категорию глаголов, которые часто вызывают затруднения у учащихся. Фразовые глаголы состоят из глагола и предлога или наречия, и их значение не всегда можно определить исходя из значений отдельных компонентов. Изучение специфики этих глаголов важно для правильного понимания и использования их в английском языке.