

APPLICATION OF PROPS IN LEARNING A FOREIGN LANGUAGE

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The use of different props contributes to more effective learning. Bright graphic image-bearing props help to establish appropriate association, affect emotional and rational spheres of brains and require the inclusion in the work of all analyzers, they contribute to the realization of didactic principles in teaching many subjects, and in particular foreign languages. Props help not only to remember the material, but to remove it from memory when listening, reading, speaking and writing, i.e. to actualize it. Purposeful perception of thoughts and understanding of the studied phenomena, their creative processing in the performance of speech acts is achieved by the performing of the system of exercises, including the most expressed props-supports. Verbal and non-verbal props-supports provide visibility principle. They create conditions for sensory perception, modeling the situation of natural communication. Auditory, visual, audiovisual visibility is provided by appropriate props. Illustrations help to understand the read and listened material. Formation of abilities and skills of coherent expression and conducting of conversations in the target language is impossible without plans, props, schemes, words. Props in the form of images, video sequences in films acquaint with the originality of culture of the studied language. They illustrate the specificity of verbal and nonverbal communication, forming a socio-cultural background of speech activity. There are several helpful methods of using props in teaching a foreign language. One of them is “mind-map” or “memory-card”.

“Memory card” is the central image and the main topics associated with it, diverging from it in the form of branches. “Memory card” is a natural product of our brains. Composing these maps, we graphically express the process of our thinking. It is preferable to draw such cards on the sheets of paper using felt-tip pens, colored

pens and pencils, and your imagination. The principles of drawing are very simple. The central image, which symbolizes the basic idea, is drawn in the center of the sheet. Branch lines of the first level where the words associated with the key notions are written go from the central image; these words help to reveal the main idea. If possible, we use the maximum number of colors to draw cards. Wherever possible, we add drawings, symbols and other graphics associated with the keyword. If it is necessary we draw arrows connecting different concepts in different branches.

Retelling is one of the most productive methods of language learning. The method “story pyramid” can be helpful in it. STORY PYRAMID or pyramid of the story is used as a helpful plan to retell the read text; it is based on the scheme of retelling. This task requires knowing of the words and ability to think logically and rationally. The following plan of retelling can be very helpful.

Line 1. Name the main character.

Line 2. Two words describing the main character.

Line 3. Three words describing the setting.

Line 4. Four words stating the problem.

Line 5. Five words describing the main event.

Line 6. Six words describing the second event.

Line 7. Seven words describing the third main event.

Line 8. Eight words stating the solution of the problem.

According to this plan it is easier to reconstruct the story.

Another helpful prop is “KWL CHART”. After the announcing the topic of the lesson, the learners accumulate the knowledge about the subject, filling in the first part of the table – “know”. The discussion of the material which students learn is organized, then it is proposed to speak out what they want to know about the subject

and the second part of the table – “want to learn” is filled in. After collective discussion of the most interesting ideas are put in this table. The third part – “have learnt” is filled after the reading of the text. After reading the whole text, the map is filled in where the main elements of the text are reflected. The task can be performed individually or in small groups. The filled map of the story is a good prop for further discussion, retelling and writing an essay.

CINQUAIN comes from French «cing» that means five. It is a poem consisting of five lines. It is used as a method for synthesizing the material. Concise form develops the ability to summarize information, to express the idea in a few meaningful words, intensive and short terms. Cinquain can be made as individual self-reference, for work in pairs. The boundaries of the domain depend on flexibility of the teacher's imagination. Such props can be useful as tools to synthesize complex information and as a method for evaluating the conceptual baggage of students, and as a means of creative expression. There are the following rules of writing cinquain: the first line contains the topic of the poem, expressed in a word, usually a noun; the second line contains the description of the theme in a nutshell, using adjectives; the third line contains the description of the actions under this theme in three words, usually verbs; the fourth line contains a phrase of four words, expressing the author's attitude to the topic; the fifth line contains one word – a synonym for the first repeats the essence of the topic.

Such props turn out to be very efficient in teaching foreign languages.

LITERATURE:

<http://examples.yourdictionary.com/cinquain-examples.html>

http://www.readwritethink.org/files/resources/lesson_images/lesson43/RWT016-1.PDF

<https://lifehacker.ru/special/mindmap/>