

## **ABSTRACT**

**Subject matter:** Means of game grammar of French language learning at primary school stage

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**Information about the sponsor of organization:** the Department of Intercultural Communication, lingvodidactics, pedagogical technologies of teaching and education PSU.

**Topicality of the research:** In modern foreign language teaching practice non-traditional methods of learning grammar are used. Grammar games and grammar fairy-tales are considered as the most effective means of mastering new grammatical material at elementary school while learning French language. The use of game lessons is an important method to stimulate the motivation of educational and informative activity of pupils. Grammatical games as well as grammatical tales are an integral part of the process of learning a foreign language at primary school stage, the game supports the attention and interest of students in the classroom, develop abstract thinking, creative abilities of students.

**Aim of the research:** to study the most effective grammatical game means of French language learning at primary school stage.

**Tasks of the research:**

1. to examine the notion of "grammar", learning objectives and content of the grammar;
2. to examine grammar learning technology and highlight features of primary school pupils;
3. to examine the nature and significance of the game as the means of teaching foreign languages in primary schools;
4. to create a mini-project based on grammar games for studying French grammar material for primary school pupils.

**Theoretical significance of this work:** the work is aimed to reveal the potential of fairy-tales and games while forming grammar competence in primary schoolchildren. The requirements to grammar fairy tales and grammar game, the review of teaching manuals based on fairy-tale interpretation of grammar structures as well classroom game activities with grammar fairy tales are presented.

**Practical significance of the study:** The methodical mini-project "Journey to Grammarland" can be used by the professors of French language at primary schools.

**Results of the research:** The methodical mini-project "Journey to Grammarland" was developed, consisting of grammatical fairy-tales and grammatical games aimed at the automatic skills of *Passé Composé*'s usage.