

ABSTRACT

Subject matter: Use of game technologies at training writing skills

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The relevance of the study Formation of writing skills in junior school consists, first of all, in studying of letters, abilities correctly, accurately and quickly enough to write all graphic elements that assumes formation at pupils necessary graphic skills. Simultaneously, it is necessary to differentiate correctly speech sounds, unmistakably to learn and correlate them to letters as in parallel with the graphic there is a formation of spelling skill. It causes an important role of spelling skills for development of abilities of the younger schoolchildren in writing to express the thoughts and to be the high-grade participant of written communications.

At school, owing to shortage of time at a lesson a teacher has not always enough time to training writing skills and often exercises have "mechanical" character. And training to the letter turns for pupils to routine. Besides, schoolchildren write very little, frequently they are not trained to a calligraphy and spelling of studied language. And without having joined yet process of written self-expression, children lose interest to this sort of activity. As a result, written abilities of pupils considerably lag behind possession level of other kinds of speech activity.

For change of a similar situation it is necessary to transform process of performance of written tasks of routine into creativity. Therefore, the letter status as tutorial demands more attention to itself, than teachers and pupils render it, that is the cause for the relevance of the study.

The aim of the research : to analyse efficiency of use of game methods at training writing skills at the lesson of French in Elementary school .

Objectives:

1. To make the analysis of theoretical bases of formation of writing skills on the basis of using game technologies at the lesson of French language in junior school;
2. To analyse game technologies and to present their classification;
3. To reveal practical use of game technologies at training writing skills at the initial stage at a lesson of French language;
4. To work out a complex of game exercises for formation of calligraphical and spelling skills at the training initial stage of French language.

The theoretical and the practical value of the research consists in the analysis of use of game technologies in training writing skills at the initial stage at school; definition of concept of the «writing», «written speech», «skill», «game technologies», and the practical importance of research is devoted to working out of a complex of the various game exercises intended for training writing skills at the initial stage of education.

The results obtained include the developed methodical book, consisting of various kinds of game exercises, the calligraphical and spelling skills and can be used further in teaching French language for training writing skills, and also can be used in the further work of teachers and methodologists, and also during passage educational and an industrial practice at school.

Recommendations:

Offered recommendations give the chance to avoid the difficulties arising in the course of training writing skills at the initial stage and can be used in the further work of teachers and methodologists, and also during passage educational and an industrial practice at school.