

Title: “Dramatization of fairy tales as a means of developing foreign language communicative competence for junior pupils in teaching a foreign language”.

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Topical Importance: This diploma paper is devoted to the necessity of developing new types of training materials which would respond to The New Federal State Standard for Primary General Education and age peculiarities of primary school children. The research carried out in this paper sheds light on the advantages of the method of dramatization of fairy tales in foreign language lessons. And also what difficulties the teacher might face with using the fairy-tale method.

Goal: The major goal of this study is to reveal the theoretical basis for dramatization of fairy tales as a means of forming foreign-language communicative competence for junior pupils; to develop a methodological guide with linguistic fairy tales.

Tasks: There is a number of tasks one should accomplish to achieve the above set goal:

- to review the requirements of normative documents for the level of formation of foreign language communicative competence in Junior classes;
- to identify the features of using the method of dramatization of fairy tales as an interactive method of teaching a foreign language;
- to highlight the difficulties of using fairy tales in teaching a foreign language that a primary school teacher may face with;
- to analyze the experience of using fairy tales in teaching a foreign language;
- to develop a methodological guide "Visiting a fairy tale".

Theoretical value: lies in a more detailed consideration of using the method of dramatization in foreign language lessons. This research allows us to develop a methodological guide that will reflect the full potential of receiving fairy tales for teaching foreign language communicative competence.

Practical applicability: lies in the opportunity that the developed methodological guide can be used in the process of teaching younger students both English and German languages in order to form a basic foreign language communicative competence.

Results: In this researchwork the analysis of the use of the fairy tale method in foreign language lessons has been conducted. This analysis led to the conclusion that the potential of the German fairy tale in foreign language lessons is not fully disclosed for teaching grammar, vocabulary or phonetics. In this case the methodological guide was developed. This methodological guide includes 15 linguistic fairy tales both in English and German. Each story has a script, the number of students involved during the dramatization, and each of the stories has been translated into a foreign language.

Implementation advice: The empirical data and results of the conducted research are designed in the form of a methodological guide "Visiting a fairy tale" can be used by teachers in foreign language lessons.