PROJECT
"Non-traditional forms of English teaching in primary school as a way to achieve an effective cognitive activity of students"

**Project coordinator:** Project Coordinator - lecturer T.N.Lisitsyna
**Authors of the project:** Altynamanova Dayana Radikovna, 1st year student of PPI, group BPO PE, Krasnikova, 1st year student of PPI, group BPO PE
**Period of project realization:** January-February 2016.

**Problem:** As a rule, all children want to go to school very much, they are interested in everything. But after a short period of time passes their interest in studying goes down, and some students do not want to study at all. And in studying English language this problem is more evident because children need work more to have a result.

**An explanatory note**
This problem becomes very actual in 1- 4 classes. Studying is a hard work. A child from the early age should understand that everything is made by working and it is not easy.
But at the same time the teacher should turn difficult studying into a process which brings his students satisfaction, joy, and desire to learn new things again and again.
Children are curious. Their attention becomes less when they study skills they have already known. If the process of studying contains little or no new action, children are quickly in a state of "saturation": students are distracted from what is happening in the classroom, showing motor restlessness. Therefore, teachers should always remember about "Curiosity effect".

**Hypothesis**
Non-standard forms increase the effectiveness of the lesson and help maintain a stable interest in teaching English.
**The object of research** in this work is the process of non-traditional teaching in primary school.
**The subject of research** is non-standard forms of teaching English by students in primary school.
**The goal**
Creation of the system of non-traditional forms of teaching English in primary school.
**Tasks**
• Review the literature on the subject.
• Identify the types of non-standard forms of teaching English used in teaching in primary school.
• Determine the value of non-traditional forms of work at the initial stage of teaching English.

Management and staff
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Beneficiaries: students of 3 B class

**Plan of project realization**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Stages of the project | Events | Responsible | Time period | Financing and material resource |
| Preparatory | To organize a survey among students. To Interview a headmistress. To have a consultation with an English teacherPreparation of the training course | Altynamanova D.Krasnikova | from 29.01.16to 7.02.16from 1.02.16 to 7.02.16 | Computer with Internet access, printer, paper questionnaires |
| Main (realization) | Lesson 1:Grammar gamesLesson 2:Lexical gamesLesson 3:Speech games | Altynamanova D.Krasnikova Altynamanova D. | from 8.02.16 to 18.02.16 | Computer, multimedia equipment,paper for tasks |
|  Debriefing and reflection | To organize a survey for checking of got knowledge  | Altynamanova D. andKrasnikova  | 19.02.16 | Computer, printer, paper questionnaires |

**Period of project realization:** January-February 2016.

**The content and mechanism of realization**project stages
      Stage 1.
        So what was the beginning? During the realization of this subjecr we have been working to identify the motivation of primary school pupils to learning English. We have made a survey of the children.
"Do you like to study English?"
We involved 25 students into the survey between the age of 8 - 9.
When we asked "Do you like studying English?" "Yes," answered 80%, 20% answered - "No".

 For the second question, "Is it interesting for you at your English lessons?" "Yes," answered 45%, "No." - 55%,

 For the question "Would you like to play with your teacher at your English lessons?" "Yes," everybody replied.

      stage 2
Then we got information and assistance in drawing up a system of non-traditional forms of primary school students in English language teaching from the English language teacher Lesya Ivanovna Shelkovskaya.
      stage 3
      The  plan of project realization was made up on the basis of the developed non-traditional forms of education system, and each stage of the project had responsible students for it.
      stage 4
     As we had understood this problem and made the system of non-traditional forms of training, we asked the school headmistress Merkusheva Tatyana Vladimirovna to organize some lessons for students of 3 B class.
      stage 5
We had three lessons in of non-traditional form. They were: grammar games, lexical games, and speaking games.
      stage 6
After the lessons we made a survey. We asked 23 students aged from 8 to 9. When we asked, "Was it interesting for you at these English lessons?" "Yes," answered 100%, "No" - 0%.

When we asked the question "Would you like to continue studying English playing games?" "Yes," everybody replied.

The result of the survey says what knowledge children got.
(Endings, topics, words)

**Conclusion**
We suppose our developed system of non-traditional forms of teaching English in primary school had some results. Non-traditional forms of lessons were given the opportunity to make lessons more interesting for the students and to develop their creative independence. We came to the conclusion that non-traditional forms of teaching turn a traditional lesson into a new form, make children’s mind alive.
**Technical resources**
A computer with internet access, multimedia equipment, printer, paper for survey.
**Results**
The qualitative results of the project:
• Having a survey before and after lessons to obtain qualitative and quantitative results for the non-standard forms of teaching;
• Removing barriers in communicating with children;
• Increasing children’s interest for non-traditional lessons;
• Thank letter from school;
The quantitative results:
• The system of non-standard forms of teaching English language for primary school students has been developed and tested;
• Surveys were composed and organized;
• 3 presentations were prepared for the lessons;
• 25 students 3 "B" class were used in the project;

**Resources**

1. New state standards in foreign language: 2-11 classes Education in the documents and comments.- Moscow: AST; Astrel, 2008. - P.93
2. Safonova, VV Communicative competence: modern approaches to the description in the multi-level teaching purposes. Safonova. - M., 2004.
3. English language: competence approach in teaching: technology: the development of lessons / auth. - Ed. AG Shtarina. - Volgograd: Teacher 2008.
4. Passov EI "Fundamentals of methods of teaching foreign languages". Moscow, 1977
5. Passov EI "Fundamentals of communicative methods of teaching foreign language communication." Moscow, 1989
6. Petrovsky AV, Kitaygorodskaya GA "Some issues of activization of educational activity": - In. : Intensive teaching methods foreign. lang., vol. 5, Moscow, 1979

**Application**
1. Educational system:
       "Using game technology at English language lessons in primary school"
An explanatory note
When, in 1987-88, the experiment of early learning a foreign language began at school, it was a lot of discussion. Time has shown that it is not only possible but also necessary to teach children in primary school a foreign language. We know that learning a foreign language develops different sides of personality: memory, attention, diligence, linguistic conjecture, erudition, discipline, makes the child more active, teaches him to work in the team, the group forms of work, evokes curiosity, virtuosity, creates a child intellectually and aesthetically. In addition, there is a real opportunity at an early stage to identify children, who have language skills and prepare them for a serious study of a foreign language in school.
Methodology of teaching children at an early stage is based on 4 types of work: movement, music, visualization, game. All of this supports the interest in an unfamiliar language, stimulates its study.
  Game form of work gives you the opportunity to repeat and consolidate learning lexical items and simple phrases, various forms of work and maintain students' attention in class.
  All games must be used out methodically competently. To do this it is necessary:
1. To know exactly what kind of skill is training in this game, what the child was not able to do before the game and what he has learned as a result of it.
2. The game must give the child the necessity of mental effort, even if it is tiny, so in the game with a choice to tell what colour is the house in the "colourful street", you must first think, then decide which colour you like more, and then build the phrase.
3. There must be a communicative focus of the game. It is not necessary to give children the strict framework in the game - it can be a speech of the teacher. It is important for students not just mechanically imitate but solve a certain communicative task.
4. It is necessary to make the competition game to get the most effect of the game.

          First, I want to focus on **grammar games**, because knowledge of the grammatical material makes it possible to move to the active speech of students.
1. Working with a structure I've got a game dog. It is good to use the game "chain." One of the students begins: P1 I've got a dog.
                        P2 I've got a cat.
                        P3 I've got a puppy ... ..

The chain breaks, if someone makes a wrong phrase. We can use more difficult variant: "Repeat and add yours"
P1 I've got a dog.
P1 I've got a dog and a cat ... ..

For differentiation of structures:. I've got a ... .- She's got a ... (as well as other PO 1 and 3 faces Present Indefinite)
      P1 I've got a sister.
P2 Sasha has got a sister and I have got a brother ..

2. To activate in speaking an interrogative form- Have you got a ... .. / Has she got ... ?, you can use the game "Guess’:
 You should choose the leader, who thinks of anything. Students one by one ask –

 P1 Have you got a ball? P2 No, I have not.
                           P3 Have you got a doll? P2 Yes, I have.
The pupil who has guessed the thing becomes the leader. Similar games I use when I teach the theme "Colours". Children guess the color of my favorite toy (toys).
 Is it yellow?
Are they yellow?
3. In primary school children study the grammatical structure: I can (run).
 Children like to participate in a "Boaster" game:
 P1 I can run.
 P1 I can jump.
P1 I can climb ... ..
The game stops when it is difficult for somebody in making of the example.
4. Working with negative form: I can not ... ..., it is good to use a competition of "we can nothing".
P1 I can not write. P2 I can not fly
5. The game for working with the structure I can see ... .:
 Students call one by one the objects they see in the classroom (in the picture), using this structure. The winner is the student who calls more objects. The same game I use for working with negative form - I can not see ....
6. The simplest game at the beginning of learning a foreign language is "hide and seek". The leader has his eyes closed trying with his hands to catch the children who are next to him. When he catches one of them, asks: - P1 Are you Sveta? P2 No, I am not Sveta. (Yes, I am Sveta).
7. When we study the structure - Are you a dog? -Yes, I'm a (dog), I use making puzzles, children like to imagine different animals and guess their names.
 Students go to the blackboard, show the animal’s movements and say its sounds. The rest of the children guess: - P1 Are you a dog? -P2 Are you a cat?
 Sometimes I use this game for the warming up in the class when I see that the children are tired and they need to relax a little.
8. Game situation "not all family is at home" is used for testing the expression - This is my (mother).
The student introduces people who is in the room. Somebody knocks at the door. Students try to guess: P1 This is her (uncle): P2 This is her (grandmother).
 You can replace: This is a man (woman).
 Children can also guess the profession of family members: -: P1 Is he a worker? P2 Is he a driver?
      9. The game "World Tour" can be used to practice the structure -There is / There are.
    I'm starting to play: - T. There is a blackboard on the wall.
                                      P1 Near the blackboard there is a door.
  The other children go on to describe the room (picture) in the selected direction. The teacher can participate in the game, pointing at the object, which children should say.

10. A very interesting game "Mary is a looser of things":
   In the morning Mary is going to school and does not know where her things are. She asks:
                                                                                                P1 Where is my pen?
                                                                                                P2 It's on the table.
                                                                                                P1 Where are the books?
                                                                                                P3 They are on the chair.

11.At the beginning of learning of Present Continuous the teacher has to explain it in easy form.
    a) The game “Commentator ", when students comment on each other's actions. For each correct commented action you score a point.
    b) The game "What are you drawing?" Pupils guess what their neighbour draws by asking questions: P1 Are you drawing a horse? - P3 No, I am not drawing a horse.
             P2 Are you drawing a cow?
12 .The game for testing Present Indefinite Tense.
     a) The chain "Repeat and add yours» P1 I like milk.
                                                                          P2 I Ann likes tea but I like milk ... ..
     b) Interrogative form: Do you like to ...? practiced in the game "Guess"
    P1 Do you like to read books?
    P2 Do you like to play football?
13. Playing with doll Cheburashka.
Children want to know how Cheburashka spends his day. They ask him questions:
     When do you get up?
Do you help your mother?
What books do you like to read?
14. The game "Translator": The group is divided into two delegations, speaking different languages. Members of the delegations are located opposite each other and talk with the help of the translator.
P1 (from the 1st of the delegation) Do you love to play chess?
Translator: Do you like to play to chess?
P2 (from 2 minutes delegation) Oh, Yes, I do .
Translator: (referring to the 1st student) Yes, she does (Yes, she likes to play chess.)
                                                       **Lexical games**Lexical games are games that continue to build the foundation for speech. During the lexical games the teacher plays a very great role, is the organizing figure here. It is important to involve in the game as many students as possible, and then quietly get out of it. To provide students’ activity in playing lexical games we use different forms of work: in pairs, in groups and the front work.
1. The game "Who can call more animals": members of the two teams one by one call the animals in the picture. (Subject of pictures may be different).
2. "Who will guess the meaning of the word?" Teams write translation from English: numbers, toys, family members. It is important to be accurate and quick.
3. The vocabulary on the theme "Body Parts", you can work with the following games:
 The student do commands of other children. P1 Touch the nose.
                                                                                        P 2 Touch the left hand.
                                                                                        P 3 Touch the mouth.
      You can change the rules of the game, adding that you should do it if the word »please» is said.
4. To practice the vocabulary on the theme "Clothes" I use the game situation:
 P1 It's cold. Help me to dress, please.
 P2 Put the coat on.
 P3 Put the cap on ....
5. To work using of speech of ordinal or cardinal numbers, you can use the game "Who counts better?":
 Students count very fast. If somebody is mistaken – goes out of the game.
 You can do the task more difficult: to count without calling number 3, for example, and all the numbers, which include 3 .Instead of these numbers the children have to clap their hands and say, »Clap» Winner is the most attentive student.
6. The game "Neznaika." "Neznaika" calls the numbers written on the blackboard but he is wrong. Class corrects him. P1 I t's forty one. P2 No, it's wrong. It's forty-five.
7. To remember the names of the colours I use rhyme.
 T Ted Ch red
      night white
      town brown
      fellow yellow
8. To practice vocabulary I often use the ball. I throw the ball and call the word in Russian, and the children returned the ball and say a word in English (can be the other way).
9. Children like to play with blocks, on which faces are pictures on the topic. They throw up them and call the object shown on the block.

Auditory games can help to achieve the following goals of listening:
- to teach to understand the meaning of a single sentence -
- to teach to identify the main information;
- to teach to identify individual speech patterns and combinations in the speech;
-to improve auditory memory;
-to improve auditory response.
 1. Game “Who knows the parts of body better?"
The class is divided into 2 teams. Students- representatives from each team one by one do teachers’ commands: Touch your head!
                                                    Touch your shoulders!
                                                     Count your fingers! ....
The winner is the team with the greater number of points.
3. Vocabulary on "body parts" can be trained in another game:
The teacher asks the children to go to the blackboard and draw what the teacher says: - Draw a face.
 As a result, the board will be a fun image of a man or animal drawn together. The kids really enjoy this game.
4. Before training of using of words in speech of students, prepositions of place, you can play the following game:
   The teacher asks to put on the table objects (toys) in a specific place:
 Take a bear and put it on the desk.
 Take a ball and put it into the box ... ..
Some time later, the children ask themselves.
5. Game "Edible - inedible":
The teacher says the sentence:
We can eat meat.
We can eat chalk ... ..
When he says about the edible object, the students raised their hand, who is mistaken- goes out of the game. (It can be used in various topics: We can put on a hat (a chair ...)

 It is important to use speech games at the foreign language lesson,. They teach children to express their thoughts logically, practically and creatively use their language skills, teach children the verbal response in the communication process.
1. "Collect your schoolbag" game. The children learn to call
and describe school things. The game is played with the whole class.
  The teacher asks Pinocchio to help get ready for school. The student puts things and calls them.
P1 This is a book. (A pen). It 's an English book. It's a nice book.
2. The game "Make a sketch of." The children learn to describe a person's appearance. The class is divided into three teams, each representing a police station. Select 3 leaders.
Presenters describe the appearance, and the children make appropriate sketches. If the picture matches the description, the missing is found.
P1 I can't find my sister. She is ten .She is not tall. She's got dark hair. Her eyes are grey. She has a red dress on.
4. "Favourite characters of fairy tales" (Favourite animals)
The teacher says that their favourite characters of fairy tales come to visit them. The children may see them if they can guess who they are. Students describe the characters of fairy tales (animal). If the other children guess, they show the picture or toy.
P1 This is a girl. She is small. She has got a nice dress and a red hat on. She likes to visit her grandmother.
5. The game "Guess it". The leader thinks of any object in the class. Students try to guess and ask only General questions (their number is limited to 10). The winner is who guesses by asking fewer questions.
Examples of questions: Is it a thing?
Is it on this wall?
Can I see it?
Is it white?
To develop skills of monologue speech is good to use the following game:
6. The class is divided into 3-4 teams. Captains are good students. The teacher asks them to choose one picture (season, for example). During 2-3 minutes the children prepare the description (each of them makes one sentence). Listening to stories the teacher puts the pros for the right sentences, cons the wrong ones. Then score points the winners are chosen.
7. The game "A new student". The teacher introduces "a new student". To learn more about him, the children ask him questions: What is your name?
How old are you?
Where are you from?
8. The game situation "In the zoo". A Zoo director is a guide and tells about each animal.
9. The game "City of masters" the Guide says, about work of the masters.
P1 This is a doctor. He works at the hospital. He helps little children.

It is very important after studying of each topic to organize the final lessons in game form. Such events form an interest to the subject, stimulate the development of cognitive activity in the English lessons. The children enjoy preparing the material for such lessons, make posters, and bring toys.
It is true that the game is really active stimulus for learning a foreign language, particularly in primary school, but everything should be in moderation. An extra amount of game situations at the lesson should not teach children to think that learning a foreign language is fun. Actually it is a great work, which requires a lot of attention, activity at the lesson and patience, perseverance at home. We need to teach children to work independently at home and in the classroom. Proportion of games in the classroom depends on the class, age, level of training of the children.

Question paper 1

Dear student!

Answer the following questions please (say yes or no):

Do you like studying English?

 Is it interesting for you at your English lessons?

 Would you like to play with your teacher at your English lessons?

Question paper 2

Dear student!

Answer the following questions please (say yes or no):

Was it interesting for you at these English lessons?

Would you like to continue studying English playing games?

Thanks a lot for your help!