IMPLEMENTING WIMMELBUCH AT ENGLISH LESSONS IN THE CONTEXT OF FORMING THE NEW UKRAINIAN SCHOOL

Abstract. The article is devoted to the problem of improving the English teaching system at primary school in the context of forming the New Ukrainian School, which gives students not only knowledge but also the ability to use it in their life. Students master knowledge and skills through activities and acquire competencies. The aim of the paper is to perform the theoretical and practical study of the problem of implementing a Wimmelbuch at English lessons in primary school in the context of forming the New Ukrainian School. The outlined aim includes the following tasks: to outline the main advantages of using the Wimmelbuch teaching English at primary school and to propose language exercises for practicing in English using the Wimmelbuch on the initial level of studying a foreign language. To achieve this aim and to solve these tasks the following methods of research such as analysis, synthesis, systematization and generalizations are used. These methods helped to get into the essence of the outlined problem, to pass logically from less general idea (concept) to another that is more general. The New Ukrainian School is aimed at educating a harmoniously developed and socially active person, innovator and a citizen who is able to make responsible decisions, to solve the most difficult issues of society, to adhere to human rights and freely break language barriers in intercultural communication. So, nowadays all English lessons must be organized for creating conditions for communication: to make up monologues, dialogues, and polylogues by students on different themes and purposes. The illustrative material of the Wimmelbuch is subordinated to this aim. The interactive exercises offered in this article help students to learn how to express their thoughts correctly, consistently, exactly and expressively. They encourage students to make direct utterances (creating their own texts) and to make up stories thinking their own beginnings and finals of them. It is found out that in organizing such communication and teaching much attention is given to the development of skills of the speech culture and as the result it is noticed improving the speech culture of students and forming skills in communicative activity in any area of life.

Key words: Wimmelbuch, speech culture, language barrier, intercultural communication, New Ukrainian School, Primary Education Reform.

Introduction. The new Law of Ukraine "On Education" (2017) regulates the basic principles of a new educational system – the New Ukrainian School, in which it is pleasant to study and it gives to students not only knowledge but also the ability to use it in their life. Students master knowledge and skills through activity and acquire competencies. The New Ukrainian School is aimed at educating an innovator and a citizen who is able to make responsible decisions, adheres to human rights and freely breaks language barriers in intercultural communication. Teaching at the New Ukrainian School opens a free field for activities and experiments to a modern teacher [1].

Literature review. The statements of the New Ukrainian School are substantiated in the new Law "On Education" (2017). The research of the specifics of the communicative phenomena is engaged by such scholars as M. Bovtenko, V. Demyankov, Yu. Karaulov, and others. The problem of forming foreign language communicative competence is considered by O. Vasylyev, H. Lytvynenko, L. Nevirko, and others. The problem of improving the teaching of foreign languages at primary school is considered by O. Kolominova, S. Nikolayeva, V. Plakhotnyk, and others. The issue of using such kind of barriers in intercultural communication. So, nowadays all English lessons must be organized for creating conditions for communication: to make up monologues, dialogues, and polylogues by students on different themes and purposes. The illustrative material of the Wimmelbuch is subordinated to this aim. The interactive exercises offered in this article help students to learn how to express their thoughts correctly, consistently, exactly and expressively. They encourage students to make direct utterances (creating their own texts) and to make up stories thinking their own beginnings and finals of them. It is found out that in organizing such communication and teaching much attention is given to the development of skills of the speech culture and as the result it is noticed improving the speech culture of students and forming skills in communicative activity in any area of life.

The aim of the paper is to perform the theoretical and practical study of the problem of implementing the Wimmelbuch at English lessons in primary school in the context of forming the New Ukrainian School. The tasks of the research are to outline the main advantages of using the Wimmelbuch teaching English at primary school and to propose language tasks for practicing in English using the Wimmelbuch.

Methods of the research. Taking into account the specifics of the tasks such methods as analysis, synthesis, systematization and generalizations are used in the scientific research. It allowed to make full conclusions, to pass logically from the general idea to the main one.

Discussion. For teaching in a new way, a teacher must be given the freedom to act – to choose teaching materials, to improvise and experiment. This freedom is given by the new law "On Education". The New Ukrainian School is a dynamic combination of knowledge, skills, abilities, ways of thinking, points of views, values, and other personal qualities, which determines the ability of a person to socialize successfully, conduct professional and/or further educational activity. So, the core of knowledge is formed, on which abilities to use this knowledge will be supplemented, and values and skills that will be needed by graduates of the Ukrainian school in professional and private life.

Thus, the common competencies are so-called cross-cutting skills: comprehensive reading, the ability to express one's opinion in oral and written forms, critical and systematic thinking, the ability to justify a position logically, creativity, initiative, the ability to manage emotions constructively, to evaluate risks, to make decisions, to solve problems, the ability to co-operate with other people [1]. The ability to express one's opinion in oral and written forms concerns not only the native language, but also a foreign one (English). It is also important for students to acquire foreign language communication skills and abilities to use them in real situations of communication.

Problems of speech development of primary students should be solved on the basis that speech functions and develops in an inextricable unity with substantively productive types of activity (labor, research, artistic, game, etc.), which determine the motives and the content of communication. The most important changes in
speech are related to the educational activity of students in primary school.

So, for the effective formation and further development of communication skills of primary students at English lessons it is necessary to create didactic conditions for their successful foreign language training. It is considered to implement the Wimmelbuch in the educational process to stimulate primary students' interest in learning a foreign language and using it in life communication situations. Implementing the Wimmelbuch at English lessons gives wide opportunities for activating teaching. The Wimmelbuch is the visual means belonging to the group of active methods of teaching practical English [2].

Plot illustrations of Wimmelbuch are the conditional reproduction of the real practical activity of people and creates conditions for real communication. The effectiveness of teaching here is primarily due to the explosion of motivation, increase the personal interest in learning English.

The Wimmelbuch motivates language activity because students who are studied are in a situation where the need to say something, ask, find out, prove, and share something with a partner is actualized. Primary students are clearly convinced that the language can be used as a means of communication. It activates the students' desire for contact with each other and a teacher, creates conditions for equality in the language partnership, destroys the traditional language barrier [4]. In such created situations students master the following elements of communication: the ability to begin a conversation, support it, interrupt an interlocutor, agree or disprove with one's opinion at the right time; the ability to listen to an interlocutor consciously, to ask clarifying questions, etc.

Almost all the educational time of such activity is for language practice, while both a speaker and a listener are as active as possible, because he/she has to understand and memorize the replica of partner, to correlate it with the situation, to determine how it is relevant to the situation and the task of communication, and to react properly.

For example, at the beginning of the book "Day at the Zoo" there is an instruction how to use it and tasks for the search strategy. In addition, at each page there is the zoo at a different time of a day. The activity of the participants, workers and visitors of the zoo (or their absence) is determined by the time of a day. There is the task at each page – to find a character or a thing, and also we always have to remember about the main task that is given in the beginning of the lesson (such as Q, X or Z) and leave them out.

1. Someone starts by making up a sentence. It can be long or short (e.g. As a girl waded through the crowd, she looked up and saw a giraffe…).
2. Someone else adds another sentence (e.g. It was a very tall spotted giraffe).
3. Someone takes turns adding a new sentence: (e.g. a) She took the cookies and gave it to the giraffe; b) The giraffe did not take the cookies; 3) She decided to feed the monkeys, etc.).
4. The student who ends the story starts a new one.
5. What is the noise?

In this game, everyone adds to a list of foods in the order of the alphabet. Agree which letters are too hard (such as Q, X or Z) and leave them out.

1. Someone says that they're going to eat a kind of food that starts with an A (e.g. I'm hungry! I'm going to eat an apple, etc.).
2. The next person repeats the first part of the sentence, then adds a food beginning with B (e.g. I'm hungry! I'm going to eat a banana).
3. Someone else adds a food beginning with C, and the game continues with everyone taking turns (e.g. I'm hungry! I'm going to eat cheese, a date, an egg… a kiwi fruit, a peach…).
4. If anyone can't think of a food that begins with the next letter, they're out.
5. Endless questions.

In this game, two students talk to each other and can only ask questions. Ask someone else to be a referee.

1. One person starts by asking a question (e.g. Why do ducks quack?).
2. The other person replies with a question that follows on logically from the first one, as quickly as they can (e.g. Do you think they should bark instead?).
3. They take turns, and the referee listens closely. If anyone hesitates for too long or gives an answer that isn't a question, the referee tells them that they're out (e.g. 1st Student: Shouldn't barking be left to dogs? 2nd Student: Um… Er… Um. Referee: Sorry, you're out!). No one can argue with the referee.
4. Whoever is out first is the referee in the next game.
6. **Animal circles.**

   To play this game, each person needs a piece of paper and some pencils or pens.
   1. Everyone draws a large circle for a body and fills it in. They add a circle for the head...
   2. …and four small circles for feet.
   3. Everyone passes their paper to someone else, then they all use a pen to make the circles into animals (e.g. For a tall giraffe draw the head and feet a long way from the body. You can draw two feet so the circles become a bird. Add pointed ears, a tail and whiskers for a cat).

7. **Still as an animal.**

   1. Choose someone to be a statue of an animal. The statue can stand or sit, and has to stay completely still (e.g. Making faces like a monkey, swimming like a fish, running like a lion, climbing like a bear…).
   2. Everyone else tries to make the statue move. They're not allowed to touch her, but they can try.
   3. When the statue moves, smiles or laughs, you have to guess the figure of an animal. And it's someone else's turn to be the statue.

8. **Walk like an animal.**

   1. Everyone thinks of something that they're going to walk like. They don't tell the others what it is: a penguin, a duck, a bear, a monkey, a turtle, an ostrich etc.
   2. Everyone walks around in the style of whatever they've thought of.
   3. Everyone tries to guess what the others are walking like (Are you a duck? Are you a monkey?).
   4. If someone's walk is guessed correctly, they are out, and stop walking around. Students can only guess while they are playing. The winner is the last person walking.

9. **Who am I?**

   1. To start, someone thinks of a character on the picture, for the others to guess... (e.g. a policeman, a doctor, an ice cream seller, a cleaner, a boy with a balloon, etc.).
   2. They give a clue about the character, and everyone else has one guess each (e.g. I'm near a cage with lions who am I? I'm next to a cage with monkeys who am I? I'm on the bridge who am I?).
   3. If someone is correct, they think of a new character for the others to guess. If no one guesses correctly, they are given another clue.
   4. Continue playing until someone guesses who the character is, then play again.

10. **Funny animals.**

    Each student needs paper, and a pen or pencil.
    1. Fold each piece of the paper in half, then unfold it again.
    2. Draw the top half of an animal on the top half of the paper. Draw lines going over the fold a little, too.
    3. Fold back the top half of the paper to hide the drawing. Then, pass the paper to someone else.
    4. Draw the bottom half of an animal, then unfold each piece of the paper to reveal an animal.

11. **Moo... Baa!**

    To play this game, make a circle facing each other.
    1. Each student chooses an animal noise, then makes the noise, so that the others can hear how it sounds: Baa! Meow! Moo... Woof! Quack! To whit to whoooo! Tweet! Oink! Squeak! Neigh! Thump! Hiss! Cluck! Ribbit! Buzz! Haw hee haw! Pawoooo! Growls-grrrr-grr! Roars!
    2. To start, one student makes their noise, then makes someone else's, too (e.g. Moo... Baa! Moo... Woof! Woof... Hiss! etc.).
    3. That student then makes their own noise, followed by another student's noise.
    4. The game continues with each player making their own noise, followed by someone else's: Woof... Cluck! Cluck... Buzz! Buzz... Moo! Moo... Baa! So, you can make the noise of the student who just chose you.
    5. If anyone makes the wrong noise, or makes the noises in the wrong order, they are out.

12. **Shape drawings.**

    For this drawing game, you'll need some paper and pens or pencils.
    1. Someone chooses a shape such as: a circle, a triangle, a square, an egg, an oval, a diamond, a rectangle.
    2. Someone else thinks of a subject for everyone to draw. It can be absolutely anything such as: a dog, a fish, a pig, a giraffe, a cat, a tortoise, etc.
    3. Everyone draws the subject, using only the shape that's been chosen (e.g. A dog drawn using squares; a fish drawn using triangles; a sheep drawn using ovals, etc.).

13. **Story-telling game.**

    In this imagination game, everyone adds to a story, five words at a time.
    1. Someone starts by making up the first five words of the story (e.g. Suddenly, the door of a cage...).
    2. Someone else adds another five words (e.g. creaked open and a big lion..., put its head through the door...).
    3. Everyone takes turns to add five words.
    4. Make sure that the story makes sense.
    5. When everyone wants to stop playing, someone has to think of a good way to end the story.

    Such language exercises (games) help students to learn expressing their thoughts correctly, consistently, exactly and expressively. They encourage students to make direct utterances (creating their own texts) and to make up stories thinking of their own beginnings and finals of them. Besides organizing such communication and teaching much attention is given to the development of the skills of the speech culture such as not to interfere adults in their conversation, not to interrupt a friend, not to lower a head in a conversation, to look into the eyes of the partner, to listen quietly to the other. The students are taught to make up short stories... (e.g. Making faces like a monkey, swimming like a fish, running like a lion, climbing like a bear...). Adults and children can most often get involved in the educational process of primary school getting positive effect on forming students' cognitive activity, foreign language communication skills, and promotes conscious learning English. In further articles it is planned to offer exercises for the development of foreign language skills in speaking using the Wimmelbuch of the series "My favourite food".

**Conclusions.** The New Ukrainian School is aimed at educating a harmoniously developed and socially active person who is able to solve the most difficult problems of society at present time of its development. Nowadays all English lessons must be organized for creating conditions for communication: to make up monologues, dialogues, and polylogues by students on different topics and purposes. The illustrative material of the Wimmelbuch is subordinated to this aim. Implementing such books into the educational process of primary school gets positive effect on forming students' cognitive activity, foreign language communication skills, and promotes conscious learning English. In further articles it is planned to offer exercises for the development of foreign language skills in speaking using the Wimmelbuch of the series "My favourite food".

**References**

ІМПЛЕМЕНТАЦІЯ ВІММЕЛЬБУХІВ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ В КОНТЕКСТІ ФОРМУВАННЯ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ

Анотація. Стаття посвячена проблемі усвідомлення системи навчання іноземної мови в початковій школі в контексті формування Нового української школи. Метою розвідки визначено теоретико-практичне досягнення використання виммельбухів на початковому ступені вивчення англійської мови. У статті розглянуто такі методи дослідження, як аналіз, синтез, систематизація, узагальнення, які допомогли проникнути в сутність обговореної проблеми. З’ясовано, що Нова українська школа призвана створити всебічно розвинену, соціально активну особистість, яка здатна вносити активну роль в розвитку міжнародних відносин, а також має здатність оперативно відшукувати і застосовувати різноманітні методики навчання для досягнення більш високого рівня освіти. На першому ступені вивчення англійської мови використання виммельбухів допомагає учням більш активно використовувати різні навички та зміцнювати їх у навчальному процесі, що є необхідним для вчасного приспособлення до змінних умов навчання та соціальних вимог часу.

Ключові слова: виммельбух, культура речення, мовний бар’єр, міжкультурна комунікація, Нова українська школа, реформа початкового навчання.

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