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**EFFECTIVE METHODS TO FORM AND IMPROVE
LEARNERS' SPELLING SKILLS**

Bachelor's Thesis

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INTRODUCTION

XXI century is the century of expanded international interaction. The communication in English, as never before, is in demand both in oral and written format. We write emails and messages to each other, which shows a high need for the ability to express our thoughts competently and clearly in writing.

The technique of teaching any foreign language involves working on four types of speech activity: listening, speaking, reading, writing. All of them are inextricably linked, and it would be wrong and almost impossible to focus on teaching a certain type. Ultimately, writing is an assistant in the mastery of oral speech and reading. At the initial stage of teaching writing, the goal is to teach students graphics, calligraphy and spelling. However, a number of problems are found, caused by discrepancies between the native and the studied foreign language, difficulties in comparing the graphic and sound image of a word.

The **urgency of the topic** is due to the number of factors, including the necessity of effective ways of spelling skills' formation for pupils in primary school, as the effectiveness of the learning process at the early stages is connected with certain difficulties and the choice of means that help to maintain pupils' interest in the material under study and enhance their activity throughout the class.

The necessity to revise the technologies that act to raise the effectiveness of the educational process is also one of the factors that determine the urgency of the topic. Spelling and phonetic skills must be formed at an early stage of study in order to avoid problems associated not only with pronunciation but also with the development of speech skills in future. The problems of teaching phonetics in primary school are still not fully resolved, and the question of the most effective way of learning remains open.

The general problems of teaching English in primary school were considered in methodological studies of such authors as O. Popova, I. Zakharchenko, S. Nikolaieva, H. Rohova, S. Roman, O. Kolominova, H. Chekal and others. Formation of spelling skills of primary school pupils on materials of different languages was analyzed by M. Baranov, V. Vytiuk, R. Ziiadinova, A. Manzo L. Selezneva, L. Frolova, I. Khomiak, A. Khoma, S. Phillips, S. Shatilov and others. The basic principles of spelling of the English language were analyzed by W. Bleving, G. Dewey, M. Eeds, E. Hierbert, S. Lloyd, I. Shastova, A. Vasiliev and others. Problems of the formation of spelling skills in the English language were studied by H. Boretska, M. Denisenko, I. Zakharchenko, O. Karpiuk, O. Kolominova, Z. Nikitenko, K. Onishchenko, H. Rohova and others.

The **subject of research** is the spelling skills formation.

The **object of research** is the effective methods of learners' spelling skills formation and improvement.

The **goal of the research** is a theoretical justification and presentation of the effective spelling skills' teaching techniques used in primary school nowadays.

The **objectives** of the study are the following:

1) to determine the definition and general characteristics of spelling skills in linguodidactics;

2) to consider the key spellings principles and their practical application in English lessons;

3) to analyze the admission to the formation and improvement of spelling skills through visual cards and group communication;

4) to show the specificity of the English spelling in the linguodidactic aspect: examples of exercises and analysis of their effectiveness.

The set goals and objectives led to the use of the following **research methods**: analysis of scientific and methodological literature on the topic of research, observation, modeling, generalization, comparative history and descriptive methods. During the research, the following methods were also used: analytical and descriptive analysis, testing and experimental study.

The **theoretical significance** of the work lies in the systematization of scientific knowledge about modern approaches effective in the formation of spelling skills of students.

The **practical significance** of the work is to develop a subsystem of exercises for the formation of spelling competence. Materials and conclusions of the work can be used in the process of teaching courses in "Methods of teaching foreign languages", "Practice of oral and written speech" and in the process of teaching English as a foreign language in secondary school.

The **material of the research** are exercises on the formation of spelling skills. There is a set of exercises for the formation of spelling skills using game and interactive technologies developed in the study.

Structure of work. The study consists of an introduction, two chapters, conclusions, references and annex.

PART 1
THEORETICAL FOUNDATIONS OF LEARNERS' SPELLING SKILLS
FORMATION AND IMPROVEMENT

1.1. Spelling skills: definition and general characteristics in linguodidactics

The main task of teaching foreign languages in modern society is to teach the functional side of a foreign language and its practical application. The main and leading goal in teaching foreign languages in school is a communicative goal, which determines the entire educational process.

According to the Draft State Standard on Foreign Languages , the main purpose of the educational field “Foreign Language” is the formation of foreign language communicative competence, which includes language, speech and socio-cultural competence. Thus, the ultimate goal of learning a foreign language is the formation of foreign language communicative competence (FLCC).

According to the European guidelines for language education, FLCC is a set of skills, abilities and knowledge that allows a person to learn, work and communicate in a multinational society and achieve a mutual understanding and interaction with representatives of other cultures in an equal dialogue. It is realized primarily through the development of skills and abilities in the main types of speech activities, including reception, production, interaction and mediation and are implemented in both written and oral forms (ЛЕНЬВИТ, 2003).

There are four speech competencies that are part of the FLCC: reading, listening, writing and speaking competencies. Language competence also has an integrative characteristic and includes a number of other competences – lexical, grammatical, spelling and phonological. Socio-cultural competence includes cross-cultural and linguistic and cultural competences. The content of all competencies is shown in Fig. 1.1, given below.

In this study we focus on the spelling competence as one of the basic components of foreign language communicative competence. Spelling is a set of norms of practical writing. Spelling sets the rules for the use of letters of the alphabet when writing words and the rules for writing words and phrases, regardless of the letters included in their spelling (continuous and separate spelling, spelling with a lowercase or uppercase letter, etc.).

Spelling competence is understood as the ability to use such rules and thus write the words without spelling mistakes. Spelling competence consists in mastering the system of

rules that determine the spelling of words in accordance with established norms, and the ability to apply them in the communication process. It is a necessary condition for literate writing [ЛЬВОВ,2006].

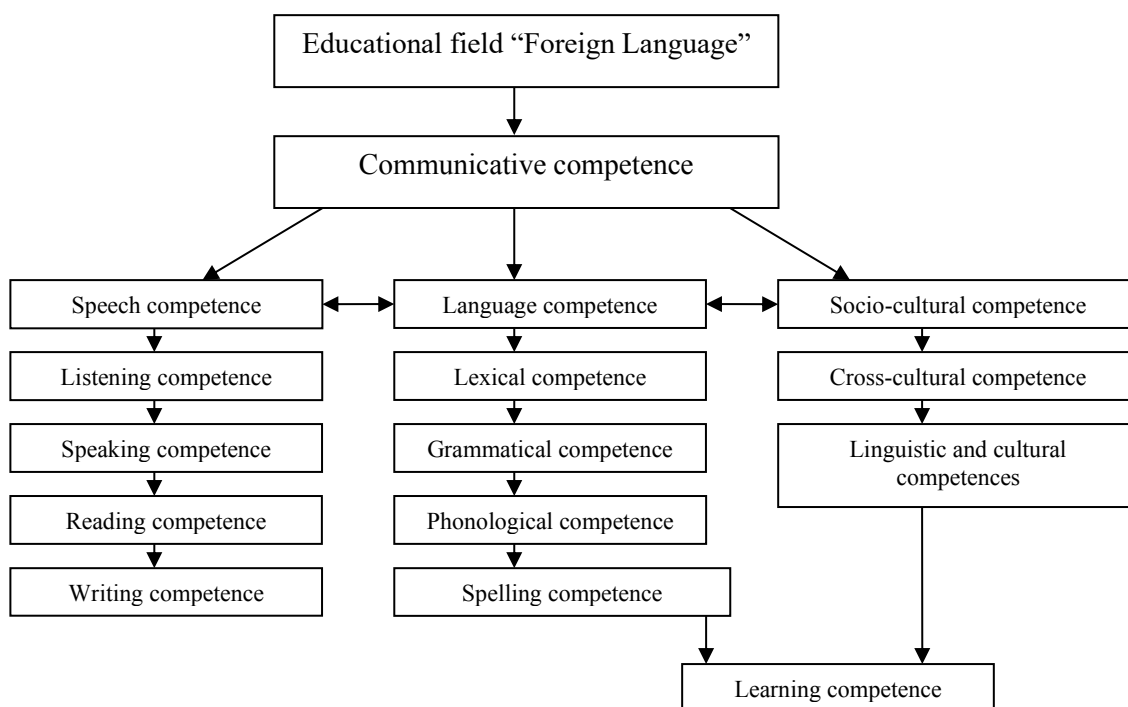


Fig.1.1. The structure of foreign language communicative competence (Тен Э.Г.2012)

Spelling skills (the word “spelling” is of Greek origin – *orthos* means “straight, correct” and *grapho* means “write”) – are the skills of writing words in accordance with the rules of use of written characters in each word (Склярєнко Н. К. 2012).

Spelling rules can be based on various principles. Writing (spelling rules) is studied by spelling and sound (pronunciation rules) by phonetics. This connection is determined by the spelling system of the language, which is based on three principles:

1. The phonetic principle, when the spelling fully reflects the sound composition of the word: we hear and write (Latin).

2. The morphological principle, when the letter reflects only part of the sounds of the word: the unity of writing of the important parts of the word is preserved, while the sound can change.

3. The historical principle, when the spelling of words can be explained by historical tradition and often does not coincide with pronunciation (English) (Berninger V. W, Fayol M.).

The simplest is phonetic principle, based on the transmission of real pronounced sounds in a letter. Its essence is that the words are written as they are said. According to this principle, in English, for example, words *sit*, *bed*, *it*, *bet*, *tell* etc. are written as they are pronounced. The algorithm of spelling action in the process of assimilation by pupils of these orthograms is as follows: pronunciation – articulatory perception – writing a word. The phonetic principle in English is poorly represented. The phonetic principle is especially characteristic of languages with young writing.

In many languages, the morphological principle of spelling rules is widespread. This principle is manifested in the desire to maintain the same spelling of morphemes regardless of changes in pronunciation. In English, *s* is always written at the end of the plural, although it is pronounced either [s] or [z] (cf.: *cat* – *cats* pronounce [kæts] and *bag* – *bags* – [bægz], etc.). In English there is a part of the words based on this principle, for example: *teach* – *teacher*. Algorithm of the operation of the rule: determining the specificity of the pronunciation – the definition of the place of the spelling – the formulation of the rule-writing a word (Berninger V. 2002).

Some linguists believe that in these cases the phonemic principle does not apply, but the phonemic principle, i.e. the desire to convey the composition of the phoneme of a word in a letter, regardless of the position in which the phoneme is weak or strong.

In a number of languages there also is the traditional historical principle manifested in the desire to preserve the spelling of a word in the form that it had in the past. The action of this principle determines the spelling of a soft sign after hard sounds. This principle is widely represented in the spelling of French and especially English. For example, the English word *sun* [sʌn] – has the same pronunciation as the word *son* [sʌn]. In spelling, built on a historical principle, the relationship between sounds and letters obey certain rules, the knowledge of which makes it possible to read correctly (Berninger V. W, Fayol M.).

Historical or traditional principle consists in the persistence of such spellings that at the present stage have lost their motivation, that is, words are written in the way they were written once, although such spelling does not correspond to either the sound of a word or its morphemic structure. In the spelling of English, there are many words, the spelling of which is based on the spelling principle. For example, *fought* – six letters are read in three sounds. Action algorithm for remembering the spelling of words: graphic representation of a word (with the help of a spelling dictionary) – definition of an orthogram – memorization in the process of training exercises.

The ideographic or symbolic principle rests on the semantic differences of such spellings. Algorithm of action: finding out the meaning of a word in a context – defining an orthogram in a word – formulation of a rule.

Spelling competence is the ability to correctly write letters (capital and small), sounds (phonetic transcription) and punctuation marks, as well as the ability to correctly write words in accordance with spelling rules. One of the main goals of teaching English is the formation of spelling literacy. It means the ability to use letters and non-letter graphic means of writing in the spelling of words following the rules of adopted spelling. Spelling literacy as a part of the general linguistic culture is formed because of the study of the theory, the conscious assimilation of spelling rules and the implementation of a system of training exercises that provide the development of the necessary skills and abilities (Попова О, 2018).

The first English alphabet can be considered the Anglo-Saxon runes, which were used to record from around the 5th century A. D. The modern English alphabet was based on the Latin alphabet. Many grammar rules were also borrowed from Latin. In everyday life of native English speakers, 26 letters are used. Of these, six vowels: A, E, I, O, U, Y and 20 consonants: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Z.

Our speech also has a written form, where phonetics is reflected in the alphabet and in the rules for reading letters and their combinations (in graphics). Because of the development of the written language of each language, a system of graphic rules is developed to use its sounds, using all the capabilities of the alphabet. The basis of graphics, therefore, is sound analysis of speech, in other words, phonetics.

In the scientific and methodological literature two parts of the spelling competence is distinguished – spelling literacy and spelling vigilance. They are integral parts of the spelling competence of the language personality formation.

Spelling literacy is a component of general language culture, which is formed as a result of studying the theory, conscious mastering of spelling rules and performing a system of training exercises that ensure the development of the necessary skills (Хома О. М, 2015).

The development of spelling vigilance took place by means of spelling exercises, spelling analysis, work on orthograms. Lack of spelling vigilance or its weak formation is one of the main reasons for spelling mistakes. Spelling vigilance is interpreted by M. Lvov as “the ability to quickly detect spelling in the text. Spelling vigilance also implies the ability to detect spelling mistakes (the own mistakes or mistakes made by others) (Львов М. Р, 2006). This understanding of spelling vigilance leads to the conclusion: to find out the orthogram means to set a spelling problem.

One of the components of spelling vigilance is the ability to notice phonetic alternations in words. In addition, its formation requires the formation of practical morphological and conscious sound analysis, sufficient vocabulary of derived words, the ability to operate arbitrarily both sound and morphological structure of the word, as well as sufficient formation of word formation and word change systems.

Spelling vigilance is the ability to quickly detect orthograms in text, words and their combinations that are intended to be written or already recorded, as well as to quickly identify their types.

In order to understand the modern methodological approach to the formation of students' spelling literacy, it is necessary to consider the structure of spelling action as mental one, which goes from awareness to full automation. Analysis of the works of such psychologists as D. Bogoyavlensky (Богоявленский Д. Н, 1966), P. Halperin (Гаврилова О. В, 2004), S. Zhuikov (Жуйков С. Ф, 1965) and others makes it possible to interpret spelling skills as the end product of thinking, conscious and repeated repetition of certain interdependent psychophysiological acts that occur during writing.

Spelling literacy is understood as the ability to correctly use graphic means (letters, hyphens, elision, contacts) to reproduce oral speech in writing in accordance with the accepted rules of spelling. There are two types of spelling literacy: absolute and relative. The primary school aims to form in students only relative spelling literacy, because in the lessons of the native language the whole system of spelling rules is not studied.

To achieve relative spelling literacy, it is necessary to realize the following particular educational goals:

- introduce primary school pupils to the basic spelling concepts;
- to form learning spelling skills on the basis of these concepts;
- to teach to write words with orthograms;
- to form the need and the ability to use the spelling dictionary;
- to create the necessary conditions (prerequisites) for teaching spelling (Berninger V. W, Fayol M.).

Psychological literature defines spelling skills as spelling actions based on a clear understanding of spellings and rules, as well as operations to apply these rules. Spelling skills are an automated action involving the application of learned spelling rules.

Thus, the structure of spelling competence includes spelling literacy and spelling vigilance. This structure is shown in Fig. 1.2.

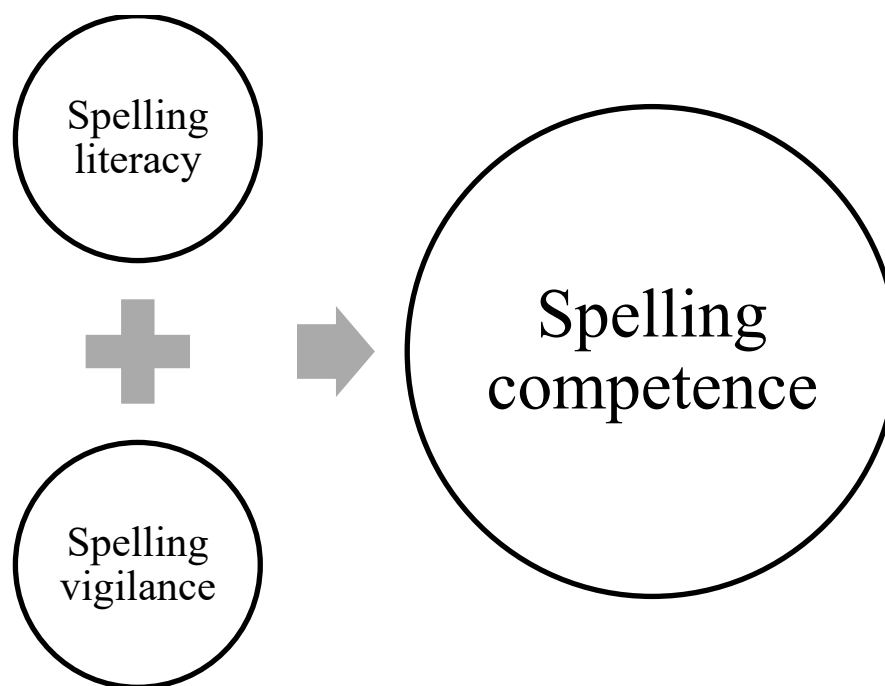


Fig.1.2. The spelling competence structure

According to M. Baranov, spelling skills are the intellectual and motor activities of the pupils. In spelling, they are manifested in the choice of children orthograms and in fixing them in a written word. M. Baranov identified four types of spelling skills:

- 1) finding orthograms in words;
- 2) writing words with studied types of orthograms;
- 3) justification of orthograms;
- 4) finding and correcting spelling mistakes (Баранов М. Т, 1974).

As the Ukrainian researcher O. Khoma notes, spelling skills are formed in the process of obtaining knowledge, and the mechanism of formation of spelling skills is the formation in the mind of the pupil of a chain of temporary connections (associations) (Хома О. М, 2015).

The psychological and methodological literature describes two ways to master the spelling skill. Scientists do not rule out the possibility of developing spelling skills on a sensory, intuitive basis, the existence of natural literacy in a certain part of students. However, the results of special studies have convincingly shown that the second way of forming spelling literacy, associated with the work of thinking, performing various types of exercises, is more effective.

Formation of spelling skills is a complex and long process. Therefore, a strict relationship is needed between all the components that form the foundation of any experience.

Only under this condition can students use theoretical knowledge to justify the spelling of the word, i.e. to act consciously.

It should be noted that the traditional method of teaching spelling according to the rules, originally built on a conscious basis (the rule – its practical use – automation of the skill), is not deprived of certain disadvantages. First, knowledge of the rules of writing was often reduced to learning the verbal formulation of the rule, and not to mastering them as a spelling action. Secondly, the language and speech base, on which the competent writing is based (the correct pronunciation of words and their combinations, working out of expressive reading skills, the richness of vocabulary, ability to conduct analysis and synthesis, make comparisons, make generalizations, etc.), is underestimated (Баранов М. Т, 1974).

Among the reasons for the lack of spelling skills of primary school pupils, researchers singled out the following ones:

1) reasons of general character:

– lack of unity in the work of teachers and parents on the development of the culture of oral communication as the basis of literate writing;

– ingestion of the speech environment;

– decreased interest of pupils in English lessons;

2) the reasons connected with the method of teaching spelling and individual characteristics of pupils:

– instability of attention, undeveloped memory and a sense of language from primary school pupils;

– pupils' ignorance of spelling rules, gaps in knowledge;

– inability to apply rules in practice, in particular during creative work;

– insufficient number of training exercises and tasks for the formation of automated skills;

– lack of a system for the formation and improvement of spelling skills of primary school pupils (Berninger V. W, Fayol M.).

Formation of spelling literacy among pupils is one of the main tasks of language learning at school. The importance of this task is due to the fact that:

1) spelling literacy acts as a component of the general linguistic culture of a person, ensures the accuracy of expression of thought and understanding when writing communication;

2) the written form of the literary language differs from oral more complexity (Антончук О. М, 2011).

Mastering spelling is an essential element in the general education of pupils. Increasing the level of their speech development (which is paying particular attention in the modern school) should be accompanied by improvements in spelling literacy, since the formation of spelling skills in pupils positively affects their overall speech development.

Thus, the analysis of scientific literature allows us to conclude that spelling skills are the ability to use a set of rules that establish the spelling of words and their forms, to operate them to master the skills of literate writing.

1.2. Features of formation and improvement of learners' spelling skills

1.2.1. The main difficulties in developing spelling skills

The process of mastering English spelling skills involves a number of difficulties. Such difficulties largely determine which method will be used to teach spelling and which teaching methods will be more effective.

In the process of learning spelling, it is important to take into account the peculiarities of grapheme-phonemic correspondences of a foreign language and to conduct purposeful training in order to overcome difficulties in mastering the grapheme-phonemic system of language. It is important to remember that in English the traditional principle of writing words occupies a significant place.

In her studies, H. Rohova stresses the relevance of studying reading according to the traditional principle. The author identified five groups of words in terms of spelling difficulties. The first group included the words written and read by the phonetic principle. The second included the words in which the letter is written, but does not have a sound equivalent. The third group included the words reflecting traditional rules of reading, and the fourth group included the words with a typical combination of letters that do not have clear rules of reading. The fifth group of words is subject to the historical principle of writing. According to H. Rohova, the words belonging to the last two groups make up 65% of the total volume and therefore cause considerable difficulties in mastering the correspondences between the letters and sounds of the English language (Рогова Г. В., 2008).

M. I. Boyko noted the most common difficulties of the spelling system:

1) the quantitative inadequacy between the letters and sounds in the word, that is, between the graphic and sound form of the word;

2) discrepancies of the same letters and letter combinations: *pin – pine, now – snow*;

3) the number of letters in the alphabet and the number of graphemes that they form: 26 letters transmit 104 graphemes;

4) the presence of “silent” letters in words: *kite, through, Wednesday*;

5) the presence of diacritical marks;

6) the transfer of the same sound in different letters and letters combinations: [k] – *cat, kitchen, school, question* (Бойко М. І, 2010).

Among the difficulties of learning spelling, first of all, there are letter combinations that transmit one sound, for example: sh – /ʃ/, th – /θ/ or /t/, ck – /k/. Another difficulty is that one letter can convey different phonemes, for example: in English, the letter “S” corresponds to several sounds – /s/, /z/, /ʃ/ and /ʒ/. Or vice versa – one sound is represented in the letter by different graphemes (for example, in English: ir, er, ur – /ɜ:/).

There also is a phenomenon that is completely alien to the Ukrainian language – the presence of so-called “dumb” letters (for example, in English: “e” in words with an open syllable – *line, plate* and letter combinations “wh”, “ght”: *whom, eight*) [Склярєнко Н. К, 2012].

In general, the spelling of the English language is divided into five groups:

1. Words whose spelling is based on the phonetic principle: *bed, sit, test, pen, sell, pin, lips, lest*.

2. In the second group of words, one of the letters is not read: *like* [laɪk], *bridge, when* [wen].

3. In the third group of words, two or three letters are pronounced by one sound: *night* [naɪt], *brought* [bro:t], *park* [pa:k].

4. The fourth group of words includes words in which two vowels or consonants are transmitted by one sound: *fault* [fo:lt], *straw* [stro:].

5. The fifth group of words includes words that are read differently: *two* [tu:], *once* [wʌns], *busy* [bɪzi], *machine*, etc.

These and other differences in the grapheme-phonemic systems of the Ukrainian and English languages cause a significant number of spelling errors in students’ written speech. In order to prevent mistakes and teach students to spell according to the English spelling rules, special exercises aimed at developing stable spelling skills should be used.

Given the close connection between writing and reading (both types of speech are related to written speech, and their material basis is one graphic language system), learning spelling should be carried out in parallel with learning reading. However, in the process of writing, in contrast to reading, the established grapheme-phonemic correspondences have a

different direction: from sounds to letters or their combinations, i.e. during writing there is no decoding of thought, as it is during reading. But there is coding of thought with graphic signs during spelling (Doff A, 1991).

The analysis identified the methodological conditions necessary for the formation of spelling skills, in particular:

- a high level of teaching spelling;
- the relationship between the formation of spelling skills and the development of speech;
- knowledge of spelling rules;
- knowledge of the rules application scheme (spelling analysis schemes) and the ability to perform spelling analysis;
- exercises practicing skills to apply spelling rule (Doff A, 1991).

We considered the process of forming spelling skills among students, emphasizing in particular that the student's own desire to master the corresponding skill plays a fundamental role in developing the skill. Indicators of successful skill formation are:

- the increasing speed of fulfilled motions;
- improving their quality, accuracy, consistency;
- a drop in nervous and physical stress in the very working person.

The key to the effective formation of spelling skills of students is also to follow the correct stages of learning. Therefore, we also pay attention to the stages of learning spelling and their content.

1.2.2. Stages of formation of learners' spelling skills

The importance of not only a gradual increase in the complexity of tasks, but also the independence of students in their implementation is noted. Firstly, the process of forming skills requires the presence of certain stages of training with its very specific goals and objectives. Therefore, during the literacy period, children learn to sit correctly, hold the pen correctly, keep a straight line, the correct inclination of letters, then they learn to write letter elements, individual letters, syllables, words, etc.

Later, but also at the initial stage of training, schoolchildren are taught already to analyze the elements of written speech in terms of grammatical form, lexical or grammatical

meaning, etc. According to the psychologist S. F. Zhuykov, during the lesson schoolchildren are developing a system of mental operations, as a result of which grammar and spelling tasks of a certain type are solved (Жуйков С. Ф, 1965).

During the period of the systematic course (grades 5–9), the stages of learning should also be distinguished, since without them it is difficult to talk about the development and improvement of spelling skills among schoolchildren of this age group.

Secondly, not only clearly defined stages with their goals and tasks affect the quality of learning, but also students' awareness of the ways of acting is equally important. It was noted that a different mode of action has its own effective "ceiling". If the applied method ceases to give at a certain period of training required results, it should be replaced by another.

N. K. Sklyarenko singles out the following stages of learning spelling:

1. The first stage can be considered such actions of students as various kinds of copying / writing out / writing in of separate letters / graphemes;
2. Second is a reproduction in writing of single words / phrases;
3. Third is writing various kinds of dictations;
4. Fourth stage is the independent use of spelling rules when expressing your own thoughts in writing, where spelling skills must function (Склярєнко Н. К, 2012).

The formation of spelling skills should begin from the first year of studying English, because students are expected to be able to independently describe school supplies, toys, animals, themselves, their friends, parents, and they can't do this without the basic spelling skills. In primary and secondary school, work on the formation of spelling skills should be continued and carried out systematically, in each lesson.

It should be remembered that younger students are yesterdayes kindergarten pupils, and therefore exercises, including the formation of competence in spelling, should be dominated by game exercises that are interesting and accessible to younger students.

In teaching spelling there are two subgroups of exercises:

- 1) the first group includes exercises for copying, writing in / writing out and adding;
- 2) the second group includes exercises for writing down by ear (dictations of different types).

In the first subgroup the following exercises are distinguished: simple copying; complicated copying (with emphasis on certain graphemes, with grouping of words by certain features, etc.). The second subgroup of exercises includes different types of dictation: visual, auditory, self-dictation, etc. (Бойко М. І, 2010).

Formation of spelling skills is one of the stages of teaching writing. In teaching writing, researchers distinguish three stages:

- 1) mastering graphics / spelling with the involvement of oral material;
- 2) mastering the structural models of sentences inherent in oral and written forms of communication, combining them in speech;
- 3) mastering written speech as a means of communication (Бочковська О. І, 2009).

At the first stage of formation of spelling skills are used for analysis, exercises for identification and differentiation:

- sound-letter analysis of the word;
- grouping words with the same sounds but different graphemes;
- grouping of words based on the opposition of graphemes;
- differentiation of similar but not identical graphs;
- copying according to the sample;
- copying with different tasks (underline the letter, letter combination, words with the same spelling);
- grouping words using pictures-orthograms;
- composing words from syllables using schemes;
- writing words in the given first letters (Костюк А. М, 2004).

Since the teaching of spelling skills is carried out at the first stage of mastering the writing competence, the exercises should also take into account the students' age. Elementary school students, whose task is to master the spelling of the English language, need not a traditional approach to learning, but the involvement of the latest interactive and game technologies. Let us consider in more detail modern approaches to learning spelling.

1.3. Modern approaches and methods of the learners' spelling skills formation and improvement

1.3.1. Game techniques for teaching spelling skills

At a young age children are very emotional and mobile, their attention is characterized by involuntary and instability. It is important to take into account the psychological characteristics of children of this age in the process of teaching English spelling.

As a rule, junior schoolchildren pay attention first of all to what arouses their interest. Therefore, it is beneficial to use game techniques in the educational process. In the

methodology of teaching a foreign language, game techniques are understood as techniques that have a teaching and developmental character, expand the horizons of students, stimulate their cognitive interest, form various skills and abilities, and contribute to psychological development.

One of the features of teaching English spelling in elementary school is the repetition and refinement of the rules. Often, such repetition is not only monotonous and boring for children, but also creates a significant background noise in the lesson, which is tiring and causes a decrease in study effectiveness. As a result, the monotony of activities leads to a decrease in interest and activity in the lesson. Game techniques help to get rid of these problems.

Applying games as an effective pedagogical activity, the teacher makes the learning process more meaningful and high quality, because:

1) learning in the course of game is carried out through the students' own activities, which have the character of a special type of practice, in the process of which up to 90% of the information is assimilated;

2) the game has a certain result and stimulates the student to achieve the goal (victory) and to understand the way to achieve the goal;

3) during the game teams or individual students are initially equal (there are no bad and good students, there are only those who play);

4) the result depends on the player him/herself, his/her level of preparedness, abilities, endurance, skills, character;

5) competitiveness – an integral part of the game, which is attractive to students;

6) the pleasure gained from playing creates a comfortable state in foreign language lessons and increases the desire to study this school subject (Курбатова М. Ю, 2006).

Game activity is a powerful motivating factor contributing to the strength of memorization of material and the formation of skills. Considering this, it is necessary for teachers to try to use in their practical activities as many games as possible for the development of spelling skills.

The example of the spelling game is an exercise “Alphabet Race” – the teacher divides the class into two or three teams and names some letter of the alphabet. The team representatives take turns coming to the board and writing the named letter on it. The team that spelled all the letters correctly wins. The game can be complicated in the following way – the teacher uses letter combinations or words instead of separate letters. This game should be

carried out in order to form a spelling skill, the teacher can train the students' memory if they name letters in alphabetical order.

To consolidate spelling skills, the following game exercises are effective: "Picture", "Bingo", "Auction". In the "Bingo" game the teacher asks the children to draw a nine-square square in their notebooks. In one minute, children fill in a square with vocabulary on a given topic. Then the teacher spells the words. Those children whose word is spelled correctly cross it out. The winner is the child who crosses out all the words the fastest and shouts "Bingo".

Game "Picture" is designed not only to consolidate spelling skills, but also to check the assimilation of the studied lexical material. To conduct this game, the teacher prepares cards with pictures on the topic studied, for example, on the topic "Animals". The class is divided into teams. The team captain receives a picture of the animals. Team representatives go to the board, divided into two parts, and write down the words corresponding to the objects depicted in the picture. After the learner has written a word, he/she must read it and show the picture. The winner is the team that writes down all the words faster and with fewer mistakes.

These are just some of the games that can be used in the process of learning spelling. The games may be designed for the formation of spelling skills, memory training, based on some patterns in the spelling of English words, they also can be used when checking homework, in the middle or at the end of the lesson.

Games should be accompanied by illustrations that develop memory, train attention and, most importantly, form a strong connection between the word and the visual image. Each time the same game may be changed, contributing to the further development of speech skills and abilities. It also should be noted that the teacher should not forget that the game, being and entertainment, can be developed into learning, creativity, and most importantly – it increases the motivation for learning a foreign language. The teacher needs to use games to make mastering spelling a fun and a very effective process – it all depends on the teacher's imagination and desire to teach in as effective way as it is possible (Ходій О. О, 2013).

All this makes it possible to define a game as the highest type of pedagogical activity. This is due to the following features:

- in the game everyone is equal;
- it is feasible for almost every student, even one who does not have sufficiently strong knowledge of the language;
- a student who is weak in language training can become the first in the game: resourcefulness and ingenuity here are sometimes more important than knowledge of the subject;

- a sense of equality, an atmosphere of enthusiasm and joy, a sense of the feasibility of assignments – all this enables the student to overcome shyness that prevents him/her from freely using words of a foreign language in speech, the fear of mistakes decreases, and has a beneficial effect on the learning outcomes;

- linguistic material is imperceptibly assimilated, and with this a feeling of satisfaction arises;

- the student can express his/her thoughts through writing on an equal basis with everyone (Гаврилова О. В, 2004).

The confidence and ease of communication between the teacher and the students disposes children to serious conversations, discussions of real situations. The teacher must observe a sense of proportion, otherwise the games will tire the students and lose the freshness of the emotional action. In addition, the following should be remembered – the game should be simple, accessible, understandable for both strong and weak students. In this case, it will help make boring work more interesting.

1.3.2. Using videos for teaching spelling skills

Recently, the possibilities of using information and computer technologies in English lessons have been significantly increasing. It is important that all schools are equipped with computers and interactive whiteboards, projectors and screens for video playback and the use of computer programs.

The use of such materials greatly facilitates the work of the teacher, allows him/her to expand the range of methods and techniques of teaching. It also activates the students' interest, allows to keep their attention all the time by changing activities, vivid images, visualization principle. It is also important that learning with the help of the latest technologies makes the educational process modern. This is very important for Ukrainian schools, many of which still use traditional teaching methods ineffective in modern conditions.

The main purpose of learning spelling is the formation of spelling skills on the basis of acquaintance with the system of common methods of language transmission in writing, understanding the need for practical mastery of the rules of spelling. ICT (information and communications technology) allows you to develop spelling skills based on all types of spelling memory. Sound dictation uses auditory memory to memorize phonemes. Visual memory is manifested in the performance of so-called visual dictations, which involve writing

spellings based on clarity (schemes, illustrations, examples), which can be colourful, animated and accompanied by sound effects thanks to usage of ICT. The formation of spelling skills is carried out through the use of various exercises, the number of which is almost unlimited in modern educational institutions. They also allow to properly organize the work on errors (Чернобривець Л.).

The possibilities of multimedia in learning to write also cannot be underestimated. Multimedia is a set of computer technologies in which several information environments are used simultaneously: graphics, text, video. In their practical work, teachers often use presentations created using Power Point. These can be different types of presentations:

- 1) computer filmstrips using elements of animation;
- 2) presentations for repetitive and generalizing classes;
- 3) classic computer presentations (Азимов Є. Г, 2001).

The use of computer presentations is possible at any stage of learning to write. Thus, for the formation of spelling skills, various presentations are used with explanations, examples and the possibility of training spelling rules, templates of spelling games. Nowadays modern technical teaching aids, including smart boards, are gradually appearing in Ukrainian schools. It is up to teachers to find out their benefits and what problems can be solved with this teaching tool, how to use it rationally to improve school teaching (Вільямс Р, Маклі К, 2005).

A smart board is a convenient touch screen connected to a computer. The largest number of smart-board training programs is designed for learning English. Smart board software allows to easily and quickly create dynamic multicolored words that move freely on the screen and get to the right place. Dynamic images move easily on the surface of the board and allow to quickly perform exercises to consolidate and save time. The interactive whiteboard provides an opportunity to learn calligraphy with the help of an optical pen, to develop productive lexical and grammatical skills of written speech, to form spelling skills, to control the level of spelling skills with the help of spelling error detection systems (Чернобривець Л.).

The most effective tasks are “Fill in the blanks”, “Text with spaces”, etc. Very useful is the “Curtain” function, which allows to quickly and efficiently organize control, and “Transparency”, which allows to highlight the desired options.

The undisputed leader in the use of writing skills is the Internet. As an information system, the Internet offers its users a lot of information and resources. The teacher can use the Internet to find effective materials for learning spelling. In particular, bright cartoon videos

will be especially interesting for primary school students. Teachers can find them in large numbers on the YouTube platform (Berk R. A, 2009).

A characteristic psychological feature of children of primary school age is imagery and specific thinking. YouTube allows to visualize the training material and clarify its content. In addition, the service contains a variety of educational channels that offer users both monothematic and plot authentic texts. Educational YouTube channels (for example, “English Tree TV”, “MagicBox English”, “ELS Kids Channel”, “English Singing”, “Organic learning”, “Super simple songs”) contain educational videos for kids, which can be built on previously learned language material, such as vocabulary, grammar constructions, sound and letter combinations of the English language (Лященко К. В, 2017).

YouTube provides access to video simulators for reading and writing in English, including learning letters and letter combinations (for example, “School of My Kid”, “Kids Reading Games”, “Kids TV123”, “Lotty learns”, etc.).

1.3.3. Visual cards as a method of teaching spelling skills

In addition, it is important to adhere to the principle of visibility when teaching English spelling. Visibility is one of the principles of teaching, which provides for the study of material on the basis of a lively and direct perception by students of the phenomena, processes, means of influence or their images that are being studied. The principle of visibility takes a special place in the study of foreign languages. Visibility creates conditions for sensory perception, brings a different reality to the educational process.

At the initial stage of teaching letters and lexical units, visual illustration means are of particular importance, which help the teacher at all stages of working on language material to develop the necessary language skills and abilities in students. One of the requirements that are put before the authors of textbooks is to provide a set of visual aids. Educational visual aids for the textbook, as a rule, are made in the form of coloured graphic pictures.

When studying a foreign language, the use of visual aids – pictures, diagrams, tables, photographs, etc. plays an important role. Their use brings variety to the educational process. Students have the opportunity to visualize what is being studied.

Today, the method of memorizing letters or words with the help of flash cards is considered as one of the most productive ones. Flash cards are a set of small cards (near 3.5X6 cm), which contain information in the form of words, numbers, images. Most often, both sides of the card are used. For example, one side of the card contains an English word,

possibly with transcription, and the side – the form of a translation of a word, a picture or its explanation, etc. (Гулая Т. М, Романова С. А, 2014).

Flash cards are a question-and-answer method of placing information. Flash cards are widely used in world practice as a teaching and training technique for the purpose of memorizing information through intensive repetition. In the context of mastering a foreign language spelling the flash cards can be made with the letters and corresponding pictures.

Formation of spelling skills is one of the most difficult tasks solved in school. Therefore, various educational tools can be used to solve this problem, including the use of flash cards and other types of cards as illustrative materials and elements of didactic games (Дунец А. И.).

For example, the spelling lotto cards can be used on the English lessons starting from the 1st grade. The cards are cut along horizontal lines (on the left of each card is the answer to one of the questions of the game). The first to start the game is the student who gets the card without an answer. He asks the question, and the others listen and look for the answer in their cards. The one who finds the correct answer covers the left side with a strip of paper and asks the question written on the right side of the card, etc. For a student who does not know the answer, the left side remains open. The game can be played in the form of a row competition. The row where all players have covered the left side of the card wins. Spelling dominoes form students' ability to detect spelling by ear. From time to time, the example words on the right side need to be changed.

Using flashcards in English lessons is a great tool for working with vocabulary and spelling especially on the early stages of learning, when children are just starting to build up their vocabulary and spelling skills. Constant repetition of vocabulary and spelling rules supported by visual cards allows to quickly memorize new words and their spelling.

CONCLUSIONS TO PART 1

In the first chapter of the study it is found out, that spelling skills are the ability to use a complex of rules that set the spelling of words and their forms, manage them to learn literate writing skills. There are four principles of spelling: phonetic, morphological, historical-traditional and ideographic, which underlie the methodology for explaining the spelling of a word. Formation of spelling skills for each of them requires a separate algorithm.

In order to develop the students' skills of conscious, analyzing letters and their conscious perception of all stages of applying the spelling rule, it is necessary to select didactic material for exercises taking into account the tasks of the individual stages of applying spelling rules. Thus, on the way to mastering English pronunciation and writing, there are a number of difficulties caused by the peculiarities of the relationship between phonetics and spelling in the English language. In the modern world, English has become the language of international communication. Learning a foreign language has a deep personal meaning and personally significant motivation for improving communication skills, being one of the dominant factors of a person's competitiveness in the professional space.

Recognition of domestic diplomas abroad and the domestic labor exchange require high competence in the development of a secondary linguistic personality that is able to participate in international communication. When studying a foreign language, the linguistic picture of the world and personal horizons expand, which gives a complete sense of involvement in the world community. Thinking processes and communication skills develop. A significant part of the information (Internet, computer programs, documentation, business negotiations, etc.) is codified in English, and as the saying goes, "whoever owns the information knows the world." A good command of a foreign language requires knowledge of the correct pronunciation (phonetic and phonological characteristics) and an understanding of foreign speech by ear, reading aloud and fluent pronunciation.

Any language is a codified and regulated system of communicative orientation. In addition, above all, this is a sound system. If you violate the phonetic norms of the language, the information content will be partially or completely violated, because it will not be recognized in the general speech stream. Pronunciation skill is the ability to freely and quickly distinguish and recognize by ear the phonetic phenomena of a foreign language in someone else's speech and correctly and automatically pronounce the sounds of a foreign language separately in the speech flow, correctly intonate.

The formation of spelling skills is a complex verbal-thinking process, in the implementation of which mental operations play an important role, both on the verbal and non-verbal levels of mental activity. Various methodologists are looking for methods for teaching writing and spelling, for example, forming words into specific typological groups that will make it easier for students to learn. Despite these facts, methodologists agree on one thing that spelling is one of the most problematic moments in teaching writing.

Specialists working in the field of creating and developing methods of teaching a foreign language distinguish various exercises for the formation of spelling skills: choose a word for its transcription; insert missing letters; find sound-letter matches; grouping of words by sound-letter matches; solving a crossword puzzle, etc.

PART 2

PRACTICAL ASPECTS OF USING EFFECTIVE METHODS TO FORM AND IMPROVE LEARNERS' SPELLING SKILLS

2.1. A set of exercises for teaching English spelling skills

In this paragraph we will consider the examples of tasks for the formation of spelling competence in English, as well as develop a set of exercises based on modern effective approaches to teaching spelling.

When teaching the English language, which is distinguished by the complexity of grapheme-phonemic relations, a print script is used at the school, in which the print and capital fonts practically coincide.

The psychological content of teaching writing lies in the formation of graphic and spelling skills and abilities for completing written assignments. Schoolchildren carry out tasks of varying degrees of complexity in accordance with the logic of the educational process and the stage of training (Скляренко Н. К, 2012).

At the initial stage, this is writing the letters of the alphabet, translating speech sounds into graphic symbols – letters and letter combinations, spelling the correct spelling of words, phrases and sentences that contribute to the better mastering of the educational material necessary for the formation and development of oral speech and reading skills in the language being studied. Writing at this stage helps to master the very graphics of the language and the spelling of the words and grammar phenomena studied. It allows the student to fix graphic complexes, graphic signs in his memory, due to the fact that the visual, auditory, speech and motor analyzers. At the initial stage, a solid foundation of graphic and spelling skills should be laid in order to provide students with the opportunity to use writing in the subsequent stages (Львов М. Р, 2006).

At the middle stage, work continues on the formation of spelling skills. It can be possible to widely used recording. Written tasks are used such as:

- rewrite sentences and underline highlighted words with a red line if they are nouns, green with verbs, blue with adjectives;
- form adverbs from adjectives and write them down;
- write down the words related to the theme “Travel”, and read the written;
- write 6 questions to your friend about his trip during the holidays;

- write one phrase, what would you say in such situations (5 verbal situations are given).

At the older stage, writing is used as a means for better assimilation of lexical and grammatical material. Tasks for cheating, conversions based on a reference apparatus (grammar dictionary, dictionary of foreign words, a list of non-standard verbs, bilingual dictionaries) are offered. Suggested assignments aim for in-depth understanding readable, to search for the desired answer, to express your own relationship to the read. At the senior stage, when working with foreign language text, schoolchildren should be trained in writing an abstract and annotation (Скляренко Н. К, 2012).

An abstract is a text that conveys the basic information of the original in a folded form and compiled as a result of its semantic processing.

Abstract – an extremely short summary of the main meaning of the text conveying the theme of the original. The methodical content of teaching writing is mastery students' rational methods of mastering graphics, spelling of the studied language, mastery of the recording, abstracting, annotation in a foreign language. To facilitate memorizing spelling difficult words, various special techniques are used, one of which is the letter-by-word reading of words. There are also techniques for recording phrases, sentences and writing out sentences that carry the main thoughts in a paragraph or text; methods of drawing up a plan for oral utterance, writing an abstract, annotation, writing in accordance with etiquette (Львов М. Р, 2006).

The main task of the initial stage of training is to lay the foundations of the writing technique (to form calligraphic, graphic and spelling skills) through introducing students to writing letters, training in writing, mastering the spelling of words spoken orally, writing sentences containing learned. In the complex of exercises for the development of graphic skills, a special place is occupied by work on those phenomena (letters, letter combinations) that are absent in the native language of students or elements of which coincide with elements of letters in the native language.

In other cases, there is a transfer of writing skills formed on the basis of the native language. The sign of students writing the letter, the teacher must show on the board how it is written, or use a special manual, which is shown in detail by arrows and dots, indicating in which sequence and in which direction the hand should move, so that the image of the letter turns out to be correct. Students should master the semi-printed half-handwritten font, since the introduction of a handwritten font will interfere with the formation of grapheme-phonemic correspondences (Ходій О. О, 2013).

Training in graphics is carried out in the following sequence (Попова О, 2018):

1. Display letters: uppercase and lowercase;
2. A slow image of a letter by a teacher on a blackboard or a video image with the necessary explanations in order to make students aware of the implementation of the necessary actions when writing it;
3. Second spelling of the letter with the task of reproducing the required movements with a pen in the air behind the teacher;
4. Writing letters in notebooks.

In order to form the correct skill of writing foreign language letters, it is advisable to teach children the specific logic of actions, the sequence of their execution:

- first carefully look at how the letter is written (written);
- then repeat the spelling of the letter several times in the air;
- write the letter in the notebook;
- verify your record letters with a sample;
- complete the entire task in this way.

When learning spelling, cheating is widely used. When copying words, one should develop a habit of not having to write the word letter by letter for the student, which is observed when the child raises his eyes after each letter to see what should be written further, and carefully look at the word, remember its letter composition and write from memory. This technique makes it possible to develop visual (spelling) memory, without which it is practically impossible to learn to write correctly, accelerates the pace of writing.

Writing as an independent type of speech activity is used only at the senior, final stage. But the path to writing is quite long and far from simple. The success of the final stage largely depends on how well the basic writing skills as such were formed. The ability to express your thoughts in writing is formed on the basis of exercises of a reproductive, reproductive, productive and productive nature (Склярёнок Н. К, 2012).

The first group of exercises includes writing text (letters, postcards, messages) based on the sample.

The second group is exercises in building your own written statement using various supports: verbal (keywords, logical scheme of utterance, plan) and verbal-figurative (picture, photo and keywords, phrases, expressions).

The third group of exercises, which are productive in nature, requires students to express their thoughts in writing without directly relying on verbal elements. Written

incentives can be formulated verbally (problem thesis) or visually (watching a video, photo).

Criteria for assessing written skills:

- content and completeness (how well students have successfully coped with the expression of content, taking into account the purpose of the statement and the addressee in compliance with accepted standards politeness);
- organization of the text (logical and sequential presentation of the material with the division of the text into paragraphs, the use of various means of transmitting a logical connection between separate parts of the text, the choice of the format of the letter);
- vocabulary, grammar, spelling and punctuation.

An important component of the complex of exercises is self-test. Objectives of the exercise complex (Скляренко Н. К, 2012):

- the main goal is to improve the spelling skill;
- repetition of previously studied grammatical material in the framework of the problem of spelling the word;
- teach to combine graphic and phonetic images of a foreign language word.

To achieve the goals necessary following tasks:

- acquaint students with the method “look-say-close-write-check”;
- to form a self-test skill among students;
- to form in students the ability to correlate the schedule and phonetics.

The main forms of work: test, exercise. Testing methodology: this complex has a unique inherently methodology for performing exercises. The progress of the work includes the following steps:

1. Pupils receive assignment forms; using a projector the teacher demonstrates a look-say-close-write-check scheme. This scheme assumes that the student first looks at the list of words, then pronounces the given word, covers it with his hand and writes it twice to the right of the column of words. In addition, at the stage of reflection, he will open a list of words and check himself, highlighting errors with a colored pen or felt-tip pen.

2. Then, using the Wordsearchmaker electronic resource (Teacherstuff: <http://tools.atozteacherstuff.com/word-searchmaker/wordsearch.php>), back words were created, which helped to actualize and consolidate the skills acquired by students.

It is worth paying attention to the uniqueness of the methodology for conducting the task - “look-say-close-write-check”. First, it combines phonetics and graphics, which almost no educational complex practically does.

In addition, the final stage – the search for words allows students in a simpler and more playful way to consolidate their knowledge.

When working on the formation of students' spelling skills in an English lesson, it is first necessary to pay attention to the training of skills of writing off and writing out, adding, filling in the gaps in words. Here are some examples of such exercises:

Exercise 1

Instruction: Write off the given words, underlining the letter combinations that convey the sound [θ]:

shirt, chess, that, she, short, child, this

Exercise 2

Instruction: Let's play a game. There are 2 columns with sounds [θ] / [ð] on the board, the class is divided into 2 teams. When you hear a word, write it down in the appropriate column on the board as soon as possible. Who will cope faster and correctly – will earn one point for his team.

mouth, thing, thought, teethe, with, thick, teeth

Exercise 3

Instruction: Let's work in teams. Write the words in columns and read them to the class. Who will win?

Team 1	Team 2	Team 3
Hh	Nn	Xx

help, him, text, Ned, not, mix, hot, ten, box, hiss, ton, hint, six, Nell, hell, Rex, men, fox

Exercise 4

Instruction: Rewrite the pairs of words that are spelled differently but pronounced the same: *two-too, this-these, see-sea, one-won.*

Exercises 1-2 use game techniques, as well as team work strategies for working on the formation of spelling skills. Game technologies allow to create a more favourable atmosphere for training students' skills. It is advisable to use such exercises at the stage when students

have already acquired new knowledge and practice the acquired skills. This will allow them not to focus solely on language material, which can reduce students' concentration. During the game, students train important skills in the background, while they themselves think they are playing an interesting competitive game.

However, the process of forming spelling skills should be comprehensive. At each stage, the teacher can use various modern techniques as a means of improving the efficiency of the educational process. For example, flash cards are more appropriate to use at the initial stage of work, when the teacher introduces students to new material or spelling rule. Video material can also be used at this stage. In this case, video and flash cards play the role of visual material. Flash cards can also be used in the process of training skills, as a helping material, especially for game exercises. Games can be used at any stage of work, but they are most effective for the main stage, when students work on consolidating new knowledge, training acquired skills. Let's develop a holistic set of a set of spelling exercises using motivated techniques of mastering the writing of the letter combination *ar*:

Exercise 5

Instruction: The sound [a:] is expressed in writing by combining the letters *ar*. In writing this sound is conveyed by a combination of the letters *a* and *r* (Annex A), for example: *yard, card, scarf, part, start, farm, dark*.

Exercise 6

Instruction: Watch a video on the rules for reading the letter combination *ar*: https://www.youtube.com/watch?v=v_URzFmlSS4. Give examples of words with this letter combination and write your example on the board, read the word aloud.

Exercise 7

Instruction: Let's work with flash cards. When I show the card – you read the word according to the rules of reading the combinations of letters *ar*. If you read the word correctly – you can write it on the board from memory. If you read and spell the word correctly, your team gets one point (Annex A).

Exercise 8

Instruction: I show you a flash card – you remember the word and name it, then write it on the board. If the word is spelled correctly – you get a point, if not – your team loses a point (Annex A).

This exercise can also be transformed into a game and it is possible to give it more dynamism. To do this, students must perform certain actions with flash cards, for example:

Exercise 9

Instruction: (flash cards are fixed on the board or placed on the floor with the picture facing down. Students use a sticky ball to throw in one of the cards, then turn the card over, say the word, and write on the board).

In addition to the exercises for letter combination presentation, the considerable attention should be paid to spelling training exercises. In addition to the above given exercises, which have this purpose, here are other exercises for spelling training:

Exercise 10

Instruction: Choose the words. What words do you write with the letter *ar*? (words are perceived by the students by audio or teacher's reading aloud).

Lamp, arm, bus, car, mark, cup, yard, up, dark, map, plus, cat, park, farm.

Exercise 11

Instruction: Paint the words. Circle the contours of the letter combination *ar* in the following words: *harm, art, mark, farm, card, start, part.*

Exercise 12

Instruction: Recognize the word. Underline the letter combination *ar* in the following words and read them: *map, table, car, arm, plate, apple, park, yard, cake.*

Exercise 13

Instruction: Group the words. Write the words from exercise 3 in two columns, depending on the letter *a* or the letter *ar*.

Exercise 14

Instruction: How many words are there? Divide the words written together:

p a r k y a r d d a r k a r m m a r k f a r m

Exercise 15

Instruction: Write the names of the pictures. Choose the right words and sign the pictures. (Words: *plate, park, cake, car, chair, scarf, yard, flag, arm*) (Annex B). Check the pictures. Did one of your classmates sign the pictures correctly? Write the words correctly.

Exercise 16

Instruction: In the words below, the letters are messed up. Unravel them, write down the words and read them aloud.

etp (pet)

iflm (film)

ettx (text)

aydr (yard)

karp (park)

rac (car)

mar (arm)

Exercise 17

Instruction: Fill in the crossword puzzle, give answers vertically and horizontally (Annex C).

Exercise 18

Instruction: Add words. Fill in “a” or “ar” in the words and read the sentence.

My c...t is bl...ck.

The st... is sm...ll.

The y...d is d...k.

The ...pple is l...ge.

Exercise 19

Instruction: Choose pictures. Think about which of the words are written with the letter combination *ar*, and determine which pictures are superfluous here (Annex D).

Exercise 20

Instruction: Describe the picture. Write sentences that describe this picture. (Sentence examples: *This is a park. The bench is under the tree. The car is not big. The dog is near the car. The dog is in the car*) (Annex E).

Exercise 21

Instruction: Visual dictation. Students read words / phrases / sentences from the board, sheet or screen silently and aloud, then erase the record. Students write from memory. To verify the spelling, the record is submitted again.

2.2. Checking the effectiveness of the proposed set of exercises

The work is based on an experimental study of the effectiveness of the chosen methods and the developed set of exercises in teaching spelling competence. Carrying out work on the formation of spelling competence by means of game methods, flash cards, interactive techniques and video materials should be built in accordance with the methodology of psychological and pedagogical experiment, which consists of three stages – ascertaining, forming and controlling.

We started our work with the ascertaining stage, the purpose of which is to establish the already existing at the time of the experiment characteristics and properties of the studied phenomenon, in this case – the level of formation of students' spelling competence. For this stage, a dictation with the words already studied by the students was used, which the students filled in in the appropriate form (Annex F).

The vocabulary included in the input testing was not chosen by chance. We have selected exactly those words that cause difficulties in writing. They are also formed into groups, namely:

- the first includes the words that the students wrote in a dictation, that is, vocabulary;
- in the second, regular verbs, which, in the formation of the past tense, change the ending according to a certain rule;
- the third group included masculine nouns, since difficulties arise due to the rule and the fourth group is the comparative degree of the adjective, in the formation of which it is necessary to pay attention to writing.

So, this is what the input testing looked like:

1. Insert the missing letters:

- mel_n
- l_mon
- bott_e
- ap_le
- _arrot

2. Write the past form of the verb:

- carr_____
- want____
- stud____
- marr_____
- stop_____

3. Write the plural of nouns:

- dress –
- mango –
- knife –
- cherry –
- coat –

4. Write the comparative degree of the adjective:

- fast –
- fat –
- happy –
- big –
- tall –

The first task was successfully completed by students. In time for this task, the children spent the least amount of time.

In the second assignment, we asked students try to determine what grammar topic the exercises relate to. The students quickly determined that this is the past tense and began to perform.

Also, as in the second task, students noted that this plural. This is an important stage, because students consciously and purposefully perform exercises.

The fourth task was aimed at writing a comparative degree of the adjective, which often causes difficulties and multiple errors.

In general, students quite successfully completed the entrance test. This stage helped to analyze and highlight the “weak” places and select those words and rules that should be included in the main block of exercises.

As mentioned earlier, we decided to draw up a set of exercises aimed at improving spelling skills. Taking into account the input testing, the vocabulary and those rules were chosen in the implementation of which the students made the most mistakes.

A total of 8 lessons were held, including entrance and exit testing.

Testing methodology: this complex has a unique inherently methodology for performing exercises. The progress of the work included the following steps:

1. Pupils receive assignment forms; with the help of a projector, the teacher demonstrates a “look-say-close-write-check” scheme. This scheme assumes that the student first looks at the list of words, then pronounces the given word, covers it with his hand and writes it twice to the right of the column of words. And at the stage of reflection, he will open a list of words and check himself, highlighting errors with a colored pen or felt-tip pen.

2. Further, with the help of the electronic resource Wordsearchmaker, back words were created, which helped to actualize and consolidate the skills acquired by students.

When testing the exercises, the following difficulties arose:

- at the first meeting, students had a lot of difficulties and errors in technology for completing tasks, which required more time to complete;

- since each student completed assignments individually and at his own pace, those who did the assignments earlier were bored and interfered slightly with other students;

- to increase the effectiveness of exercises, when completing the first task, we spoke words with the students together in chorus.

The output testing contained the following tasks:

1. Insert the missing letters:

- b_autiful

- c_rcle

- l_mon

- co_t

- act_r

2. Write the past form of the verb:

- move –

- study –

- stay –

- dance –

- stop –

3. Write the plural of nouns:

- glove –

- mango –

- knife –

- cherry –

- foot –

4. Write the comparative degree of the adjective:

- tall –

- good –

- happy –

- big –

- fat –

Test results were collected and processed. The results of the students were assessed at the following levels:

1. High level: 15-12 points.

2. Average level: 11-6 points.

3. Low level: 5-0 points.

The testing involved 12 students with different levels of English proficiency. Let us consider the results of the ascertaining study stage (Fig. 2.1.):

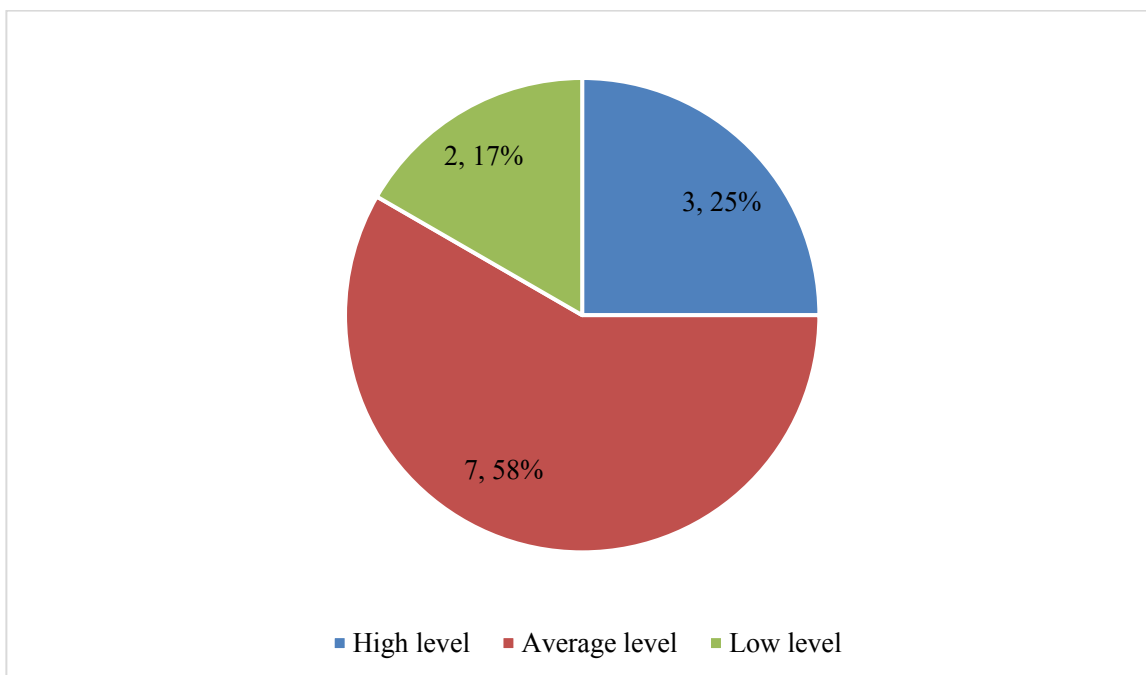


Fig. 2.1. The results of the ascertaining study stage

According to the study, the majority of students (58%) showed an average result, 25% of students received a high rate of spelling competence, while only 2 students from the group (17%) have a rate below average. Although most students have a satisfactory level of spelling skills, only 3 students showed the highest score. We believe that this is an insufficient indicator and it is necessary to increase the level of spelling competence of students in this group.

That is why we developed a system of exercises to teach students spelling skills, which was used to conduct the experiment. The exercises were based on traditional approaches, but were transformed using game and interactive technologies, as well as flash cards and video materials as supporting materials. The hypothesis of the formative stage of the experiment is that these learning technologies and materials increase student motivation and learning efficiency, allowing to obtain higher results than those that can be achieved in the traditional approach to learning, which is dominated by not communicative exercises and forms of work and there also are less elements of learning motivation.

The experimental research of the level of spelling competence skills presented in this work consists of the following three stages:

1. Preparatory stage (analysis of methodical literature and selection of methods);
2. Conducting research;
3. Statement stage (analysis of research results).

The stage of the forming experiment is realized by means of the specially constructed experimental model of developing and forming influences on a subject of research. This stage can combine procedures of different nature: educational, game, practical, etc.

Conducted didactic spelling games and exercises contributed to the motivation of students, their interest in the learning process. During the tasks, students who had problems with tasks to demonstrate spelling skills during the ascertaining experiment, were given the opportunity to train their skills. During the observation of the process of children's performance of tasks of didactic spelling games, the improvement of spelling skills was noticed, the attention and memory of students developed.

The last stage of the experiment was the control stage, in which methods for diagnosing the level of formation of spelling skills were repeated. The last stage of the study of the peculiarities of the formation of spelling skills by means of didactic spelling games and interactive exercises is the control stage. After the exercises sessions, the main task of which was the formation of students' spelling skills, ideas about time and colour, shape and size, as well as conversations and exercises with students, the students were re-interviewed. Analysis of the results showed a positive result, which was shown in Figure 2.2.

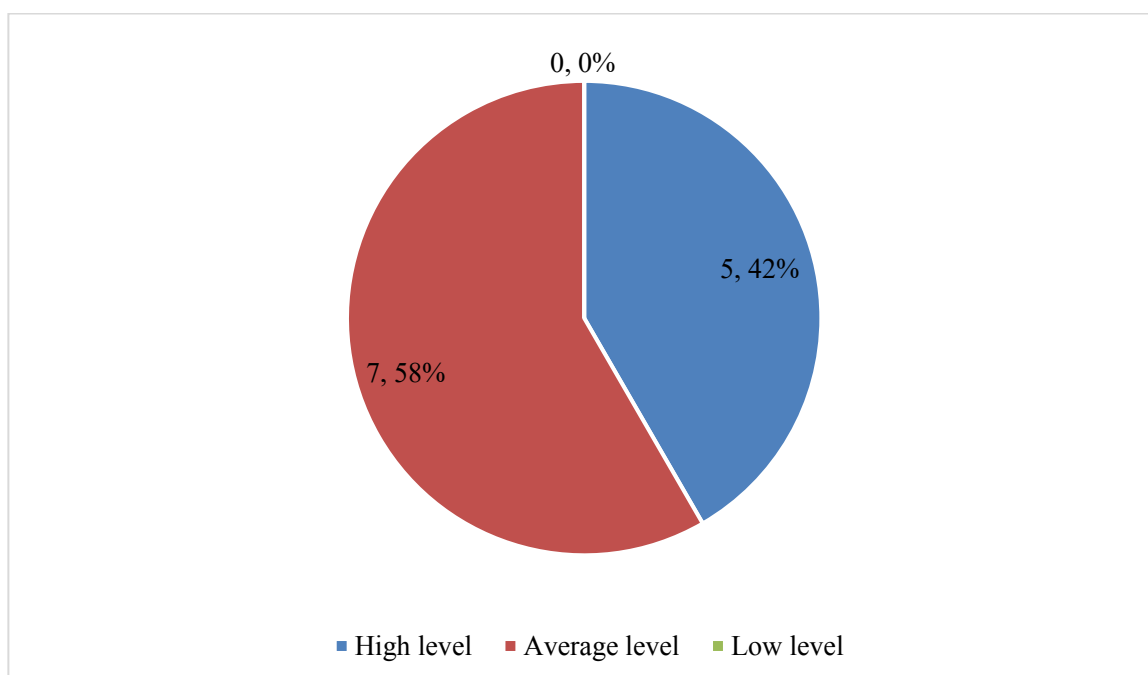


Fig. 2.2. The results of the controlling stage of the experiment

Thus, a comprehensive experiment was conducted aimed at the formation of spelling skills by means of didactic spelling games and interactive exercises. The result of the control experiment showed that 0% of students are characterized by a low level of spelling skills. Those students who showed low scores at the stage of the observational experiment, improved

their score to average. We can say that didactic spelling games and interactive exercises are an effective means of forming spelling skills. In addition, spelling games and interactive exercises increase students' motivation to learn, arouse their interest in the learning process.

Based on the results obtained and collected, the following conclusions can be drawn:

- if you trace the dynamics of the input and output testing, then you can trace the decrease in errors, which indicates the effectiveness of the exercises;
- with each subsequent meeting, students completed tasks faster and with great interest, which indicates an increase in motivation to learn the language;
- also the self-test phase attracted a large amount of attention from students, which develops one of the universal educational activities; at this stage, the children diligently searched for their mistakes and honestly singled them out, which helped them to pay attention to this word when writing;
- as mentioned earlier, the technique is truly unique and helps children understand and combine the graphic and sound image of English words by performing this set of exercises.

2.3. Recommendations for the use of modern methods of teaching spelling skills

Based on the study, which proved at the experimental level its effectiveness in teaching spelling, we will develop recommendations for the use of game and interactive techniques for learning spelling.

Flash-cards are a very convenient resource. They can be useful at different stages of training. This is a great way to introduce new lexical units or concepts, to practice their use and development. On flash-cards, either only pictures can be presented, or the latter can be accompanied by the data below or on separate word cards. Cards with signature words can be entered both after the presentation of pictures (so as not to interfere with memorizing the correct sound image of the word, its pronunciation, especially if the student is experiencing severe difficulties in reading), and simultaneously with it (Дунец А. И.).

If the perception of new words does not cause any particular difficulties, you can enter the signature words immediately, simultaneously improving the reading technique, for example, knowledge of the alphabet, rules for reading certain letter combinations, determining the type of syllable. With flash-cards, doing this is much more interesting than just reading the words written in a column. Here you can group thematic cards in accordance with the task, for example, to find words of a certain type of syllable or letter combination.

When working out vocabulary, you can use the same thematic set of flash-cards to build various simple conversational phrases in the lesson, they are convenient to use for playing out dialogs. For example, cards on the subject of “food” or “clothing” can be actively used in the preparation of the dialogue “in the store”. “Animals” will go to work out the names of their habitats, to indicate the actions that they can do, to train the account or the formation of the plural of nouns, etc.

In addition, the teacher can create thematic flash-cards by grammar, indicating them, for example, the formula for the formation of a particular time, separately its markers, separately auxiliary verbs, etc. Sometimes it is convenient for students to make their own sets of mini flash-cards for themselves, which can be used at home to practice independently and even, for example, play with parents, brothers, sisters or friends (Дунец А. И.).

There are several ways for the teacher to get or create flash cards for using them in the teaching process:

1. This method will be a salvation if the teacher who do not have access to professionally designed flash-cards. They are very easy to do with your own hands, even if you do not have the skills of an artist. To do this, the teacher can use pictures from magazines or draw by hand. The advantage of creating your own flash-cards is that in addition to being cheap, you can make sets for specific purposes, for example, illustrate the text, make a set for use in conjunction with any book, and even accompany design work.

2. There are many sites on the Internet where you can download ready-made flash-cards.

3. Create your flash-cards using special sites. For example, on the joint website of the Air Force and the British Council at <http://www.teachingenglish.org.uk/flashcard-maker>, after going through a simple registration procedure, you can create professionally designed flash-cards of a given format yourself. The site provides an opportunity to select sample images from a data bank and use a sufficiently large vocabulary. If desired, you can specify the transcription. If the proposed databank is insufficient, it is possible to create a drawing in electronic form and sign it yourself, which opens up great opportunities for creating maps on any topic and for any subject studied, and not just in a foreign language.

4. The method already mentioned above is to instruct students to make flash-cards themselves after introducing new lexical units based on, for example, a textbook. Ready cards can be laminated, then they will last a very long time.

Types of activities using flash-cards can be divided into the following categories: memory training, vocabulary development, word definition, physical education minute (Table 2.1.):

Table 2.1.

The activities for using flash-cards in training spelling skills

Memory training	Vocabulary development	Word Definition Activities	Physical education minute
<ul style="list-style-type: none"> - arrange the selected flash-cards on the floor in a circle; - give students one minute to remember; - to work in groups, give two minutes to write down as many words as possible, which they remembered. 	<ul style="list-style-type: none"> - “The Invisible Flash-Card.” For example, attach nine flash-cards to the board and draw a grid around them; - use a pen or pointer to practice words. Always point to a flash-card that is being worked out; - gradually unfasten the cards, continuing to work out them and pointing to the board on the place in the grid where the retired card was; - students should remember and continue to name the words as if the card is still in place; 	<ul style="list-style-type: none"> - “Show me the word.” Cover the flash-card or cards with the word written with another card and slowly open it. The task of students is to guess which word is hidden; - when the card is open, the choir can work out the pronunciation of the word with the group using different intonations of the voice or even portraying funny voices. You can also vary the way you pronounce the words – whisper or scream. Students will 	<ul style="list-style-type: none"> - stick up flash-cards by class; - point to one or another card or run to it race. Students can also give instructions to their classmates, for example: fly / jump / run / go / march / swim to a map with a given image (an exercise to repeat verbs of movement and any lexical topic that flash-cards currently reflect); - complicate the task by saying, for example, “if you have fair hair, swim to the fish” (to consolidate the skill

	<p>- after all the flash-cards used in the grid are removed, the reverse process begins of returning them back to their original place on the starting grid.</p>	<p>automatically copy the teacher's voice; - option – you can quickly rotate and immediately hide the card, so that students can only briefly look at the word; - repeat until the word is guessed.</p>	<p>of describing the appearance), etc.</p>
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Thus, teachers can come up with a task and a phrase to train and consolidate lexical skills on any topic studied.

Sometimes, when compiling flash-cards and selecting frequency phrases, it happens that a large number of ready-made phrases in English are not enough, from which you could choose the most understandable ones. However, the answer is nearby: colloquial phrases, in particular in English, can be found in large numbers on the Yahoo Answers Question-Answer service. To do this, you just need to drive the word under study into the search, and get common phrases.

The following useful services can be used both by the teacher in preparing the material, and by the students themselves individually at home (of course, if the level of knowledge allows you to navigate the English-language sites) or when organizing, for example, a combined foreign language lesson with an informatics lesson and take it in the mode online via the Internet:

1. “Anki” is a free program. It works on all operating systems. It can help to synchronize dictionaries. Provides the ability to work with your base of cards. The ability to work through the site, without installing the program. “Anki” is an open multi-platform word memorization program based on interval repetition techniques. The main value of “Anki” is that with its help you can remember new vocabulary for a long time.

2. “Dict Klava” – on-line flash-cards. The site is good in simplicity, does not require any installation of programs with cards. It works through the browser.

3. “WordSteps Mobile Client” – a free mobile application for learning English words.

4. “Cramberry.net” – on-line flash-cards, support work with iPhone, iPad, iPod. 30 cards in English per day free.

5. “Dynamo dictionary” – various flash-cards that you can work with online using them as a flash application, or print on paper in the form of paper cards. The information on the site is presented in English, by level of study, as well as on subjects of study, including Latin, French and Spanish.

6. “Flashcards” – ready-made flash-cards that can be downloaded.

7. “Tool for educators” – a useful site on which you can create your own mini-flash-cards, for example, to check spelling, based on a database of ready-made pictures.

8. “Nabbber” – a service where people share unusual words. You can pick up unusual words for cards.

9. “Quizlet” – the largest educational site with flash-cards, games, with more than 10 million free sets with cards that cover almost any topic. In addition to classic flash-cards, the site works as a social network, where you can find a ready-made dictionary on any topic of one of the participants.

Writing is inextricably linked with teaching other types of speech activity. Writing allows you to save linguistic and factual knowledge, serves as a reliable tool for thinking, stimulates speaking, listening and reading in a foreign language.

When learning to write in a foreign language lesson, there are a number of difficulties in mastering spelling skills associated with a mismatch between the mother tongue and the foreign language being studied (Гаврилова О. В, 2004).

1. The mismatch between the sound of the word and the possible ways of its graphic image. For example, right and write:

- select the spelling for the transcription of the word;
- by the way, select its transcriptional designation;
- find the words with missing letters in the list, fill in omissions;
- using the pictures, substitute the missing letters in the words below them in different positions (at the beginning of the word, in the middle, at the end);
- insert the missing letters in the words;
- write down words from the list that have common roots or other word-building elements, analyze their spelling and pronounce, correlate the meanings.

2. The mismatch between the sound-letter and letter-sound matches. For example, thin, this, them:

- correlate the transcription with the indicated words, tell in what positions and words the given sound is pronounced;

- find the sound and letter matches in the list of words, read and write down these words;

- group these words according to sound and letter matches;

- from a series of words, highlight those words in which sound and letter matches are not subject to the rule;

- read all the words in accordance with the rules of reading, write them down;

- group these words by type of reading;

- choose from the list words that are not read according to the rule;

3. Traditional (historical) spelling of words:

- insert the missing letters in the words;

- choose from the list words that are not read according to the rule;

- listen to the list of words and mark those that were not pronounced;

- relate the transcription, grapheme and translation of the word;

- find words familiar to you in the list (text), say them, set value;

- correct intentional errors in words;

- solve the crossword.

As follows from Chapter 1, written speech is inextricable with the phonetics of the language, so we took this fact into account when developing the exercises. Due to the fact that English has a historical principle of spelling development, children have a lot of difficulties in reading and writing English words.

It is worth noting the fact that any set of exercises or a small course should be developed taking into account time constraints and inclusion in the curriculum. Therefore, these tasks should:

A. subtract a minimum of time from the lesson;

B. be thematically tied to the educational complex;

C. correspond to the age and psychological characteristics of children of a given age.

It is also not a secret that at the moment a large number of students attend language centers or use the services of tutors, which sometimes complicates the study of the language in the classroom due to different levels. This set of exercises has an important advantage – performing them, the students work individually, which takes into account the psychophysical characteristics of younger students and helps children with lower level complete all tasks at your own pace.

CONCLUSIONS TO PART 2

Different students learn in different ways, and it is important to make use of visual teaching methods since studies show that the majority of students learn through visual means. Flash-cards are clear and colorful, and they can have a positive effect on the visual learning process of the students. Flash-cards can be used for any subject, for example elementary or more advanced language training (vocabulary and grammar), mathematics, biology and geography.

Flash-cards are easy-to-use and handy resources for teachers and they can be used on any class level. They are excellent for presenting vocabulary, drilling and repetition. For many students, using flash-cards is a fun way to learn new vocabulary and grammar.

Flash-cards function well in individual work, pair and group work. Students can ask each other questions and help using flash-cards. They can use pictures to learn new vocabulary and expressions, then move on to simple pictures and word cards, and finally to exercises and activities using flash-cards.

Flash-cards are a quick and easy way to make use of visual means to help students learn and drill vocabulary. Both children and adults profit from flashcards in their learning process. Flash-cards can be dealt out to children who finish their assignments earlier, or to be used in groups. Children who can read can use flashcards with pictures and flashcards with words and combine them.

As noted earlier, the role of written speech has been talked about and written a lot lately, but writing as a productive type of foreign language speech activity still occupies a rather modest place in a lesson in a foreign language.

Various methodologists are looking for methods for teaching writing and spelling, for example, forming words in certain typological groups that will facilitate students' learning tasks. Despite these facts, methodologists agree that spelling is one of the most problematic moments in teaching written language.

Specialists working in the field of creating and developing a methodology for teaching a foreign language, identify various exercises for the formation of a spelling skill: pick a word for its transcription; insert missing letters; find sound and letter matches; grouping words according to sound-letter correspondences; crossword puzzle solutions etc. Thus, the development of the sound culture of speech is one of the key tasks of teaching a foreign language, which includes the pronunciation qualities, elements of the sound expressiveness of speech, as well as elements of the culture of speech communication. The sound side of speech

is a very complex phenomenon that must be considered from different angles. Each language has its own sound system, its own characteristics and distinctive qualities.

In this work, a set of exercises for teaching spelling has been developed, and a complex experiment has been carried out, which has three stages – ascertaining, formative and control. At the control stage, it was confirmed that game and interactive technologies are effective techniques for the formation of spelling competence. The methodical recommendations have also been developed for using flash cards in the process of teaching spelling, as well as using interactive teaching techniques

GENERAL CONCLUSIONS

During the research, it was determined that spelling skills are spelling actions based on a clear understanding of orthograms and rules, as well as operations for the application of these rules. Spelling education plays an important role in the implementation of the main purpose of teaching English language writing and plays one of the most prominent roles in the learning of English in general.

An important component in spelling training is the connection between phonetics and morphological principles. There are three principles: phonetic, morphological and historical. English belongs to the latter, which explains the discrepancy between the spelling of English words and pronunciation. This fact greatly complicates the process of formation and consolidation of spelling skills among students. Therefore, the difficulty of English spelling is determined by the fact that alphanumeric and sound-alphabetic the correspondences in the same words may not coincide, as a result of which it turns out that in some cases it is simple to write a word, but difficult to read, and in others, on the contrary, simple to read, but difficult to write.

The formation of spelling skills is a complex speech-thinking process, in the implementation of which mental operations play a large role, both on the verbal and non-verbal level of mental activity.

Learning spelling and writing is a complex and time-consuming process. It is complicated when learning spelling a foreign language at the initial stage. Due to the colossal discrepancies of the native and studied languages, students have multiple problems and difficulties in mastering material. Despite all the facts, the methodologists try to develop exercises and assignments for teaching English spelling, which, of course, facilitates the work of the teacher and creates a favorable environment for students.

An important component in teaching spelling is the connection between phonetics and graphics. Three principles are distinguished: phonetic, morphological and historical. English belongs to the latter, which explains the discrepancy between spelling of English words and pronunciation. This fact significantly complicates the process of formation and consolidation of spelling skills among students. Therefore, the difficulty of English spelling is determined by the fact that the letter-sound and sound-letter matches in the same words may not coincide, as a result of which it turns out that in some cases it is simple to write a word, but difficult to read, and in others, on the contrary, it is easy to read, but it's hard to write.

The formation of spelling skills is a complex verbal-thinking process, in the implementation of which mental operations play an important role, both on the verbal and non-verbal levels of mental activity. Various methodologists develop methodologies for teaching writing and spelling, for example, by forming words into specific typological groups that will make it easier for students to learn tasks. Methodists agree on one thing – spelling is one of the most problematic moments in teaching writing.

Teaching spelling and writing in general is a complex and time-consuming process. Due to the colossal inconsistencies between the native and the target languages, students have multiple problems and difficulties in assimilating the material.

In this work, a set of exercises for teaching spelling has been developed, and a complex experiment has been carried out, which has three stages – ascertaining, formative and control. At the control stage, it was confirmed that game and interactive technologies are effective techniques for the formation of spelling competence. The methodical recommendations have also been developed for using flash cards in the process of teaching spelling, as well as using interactive teaching techniques.

Nevertheless, the question of the methodology of teaching spelling remains open. Often, students are already able to write, but not able to read, which speaks of the problem of the non-correlation of the graphic and phonetic image of words. Thus, the teacher must take into account the individual, age and mental characteristics of students when choosing a methodology for teaching English spelling.

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РЕЗЮМЕ

У дипломній роботі розглядаються теоретичні та методичні аспекти використання сучасних ефективних засобів та прийомів формування і вдосконалення англомовних орфографічних навичок учнів, а також розроблені такі методи і вправи.

Актуальність тематики цього дослідження обумовлена тим, що на сьогодні особливої актуальності у світі набуває англійська мова, як мова міжнародного спілкування. Необхідність правильно, грамотно писати англійською мовою є важливою навичкою для людей різних галузей, оскільки сьогодні все частіше виникає необхідність ведення паперової та електронної робочої кореспонденції іноземною мовою. Окрім того, письмо є невід'ємним компонентом іншомовної комунікативної компетентності учнів, досягнення та формування якої є провідною задачею викладання іноземної мови в українських та європейських навчальних закладах. Письмо є помічником у засвоєнні усного мовлення та читання, без нього неможливе повноцінне опанування іноземної мови. Однак, на сьогодні у методиці викладання іноземної мови виявляється низка проблем у навчанні учнів англомовному письму, спричинених розбіжностями між рідною та вивченою іноземною мовою, труднощами порівняння графічного та звукового зображення слова тощо.

Відтак, виникає нагальна потреба у розробці та перевірці ефективних способів формування орфографічних навичок для учнів початкової школи, оскільки ефективність навчального процесу на ранніх етапах пов'язана з певними труднощами у виборі засобів, що допомагають підтримувати інтерес учнів до навчального матеріалу та активізують їх активність протягом уроку. Необхідність перегляду технологій, що діють для підвищення ефективності навчального процесу, також є одним із факторів, що визначають актуальність теми. Орфографічні та фонетичні навички повинні бути сформовані на ранній стадії навчання, щоб уникнути проблем, пов'язаних не тільки з вимовою, а й з розвитком мовленнєвих навичок у майбутньому. Проблеми викладання орфографії у початковій школі досі остаточно не вирішені, а питання найефективнішого способу навчання залишається відкритим.

Метою дослідження є теоретичне обґрунтування та представлення ефективних прийомів викладання навичок правопису, що використовуються сьогодні у початковій школі.

У теоретичному розділі дослідження уточняється поняття та загальна характеристика орфографічних навичок у лінгводидактиці, а також розглядаються

основні принципи правопису англійської мови та їх практичне застосування на уроках іноземної мови у школі. У роботі аналізуються сучасні підходи до формування та вдосконалення орфографічних навичок учнів, зокрема, методи використання візуальних карток та групового навчання, оцінюється навчальний та мотиваційних потенціал таких підходів до навчання.

У практичному розділі дослідження розроблено комплекс вправ для навчання орфографії та проведено експеримент, який має три етапи – констатуючий, формуючий та контрольний. На контрольному етапі роботи підтверджено, що ігрові та інтерактивні технології є ефективними прийомами формування орфографічної компетентності. Також розроблені методичні рекомендації щодо використання флеш-карток у процесі навчання орфографії, а також щодо використання інтерактивних прийомів навчання.

Теоретична цінність роботи полягає у систематизації наукових знань про сучасні підходи, ефективні у формуванні орфографічних навичок учнів. Практичне значення роботи полягає у розробці системи вправ для формування орфографічної компетентності. Матеріали та висновки роботи можуть бути використані у процесі викладання курсів з «Методики викладання іноземних мов», «Практики усного та писемного мовлення» та у процесі викладання англійської мови як іноземної у загальноосвітній школі, передусім у початкових класах.

Дослідження складається із вступу, двох розділів та 9 підрозділів, висновків, списку використаних джерел та методичних додатків.

Ключові слова: методика викладання іноземної мови, початкова школа, навчання орфографії, англійський правопис, орфографічні навички, інтерактивне навчання, флеш-картки, групова робота.

$$\mathbf{a} + \mathbf{r} = \mathbf{ar} [\mathbf{a:}]$$



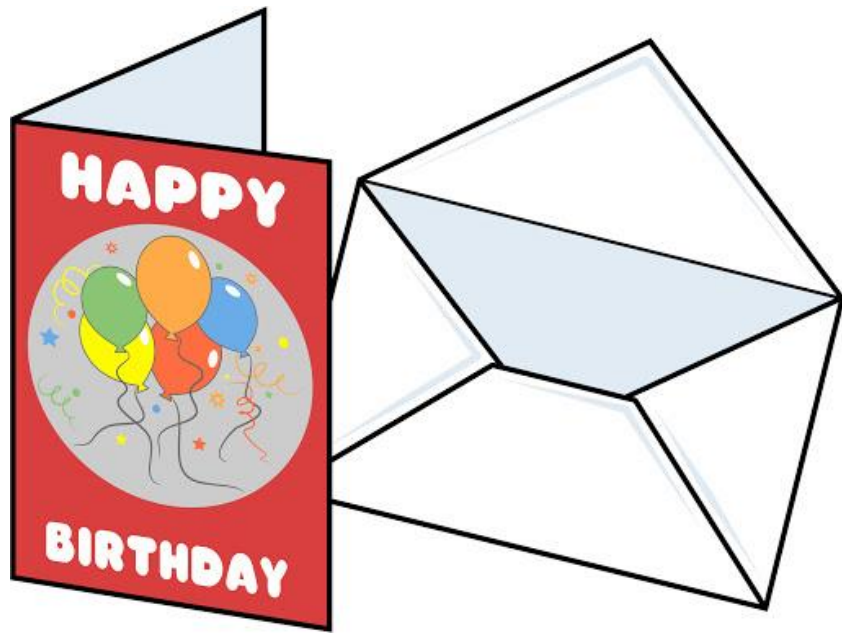
YARD



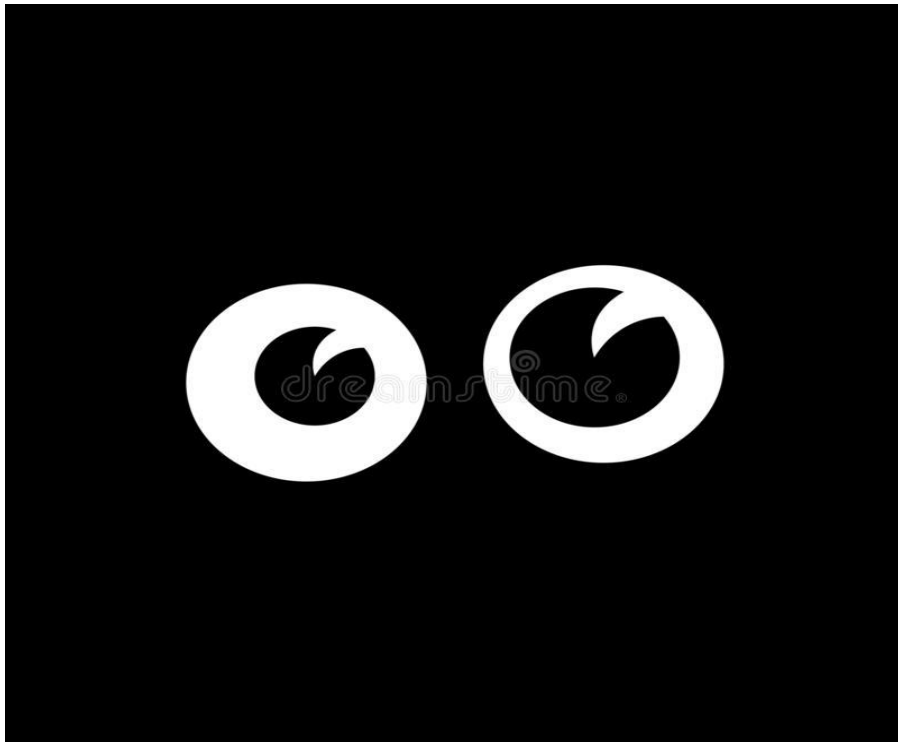
SCARF



FARM



CARD



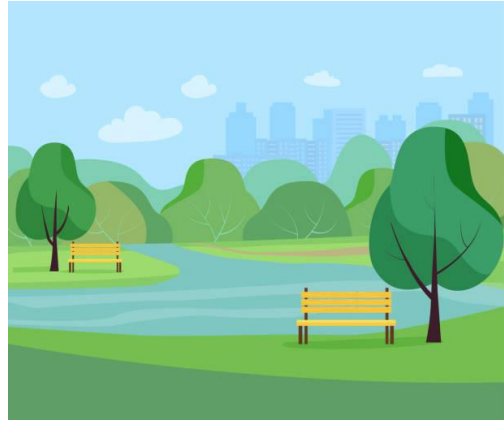
DARK

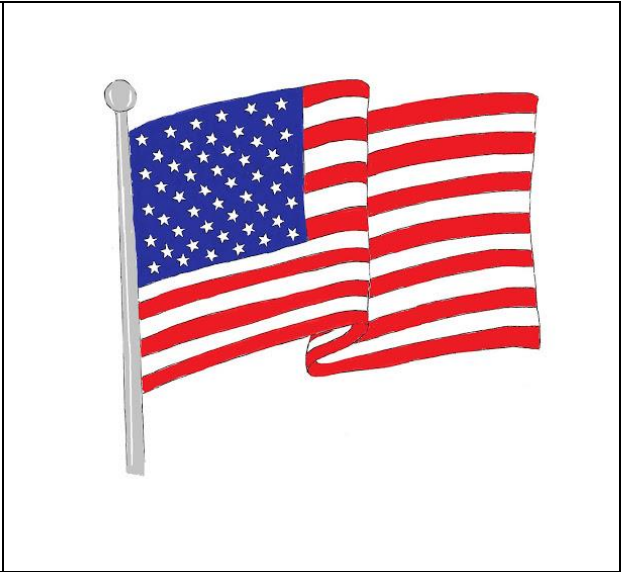
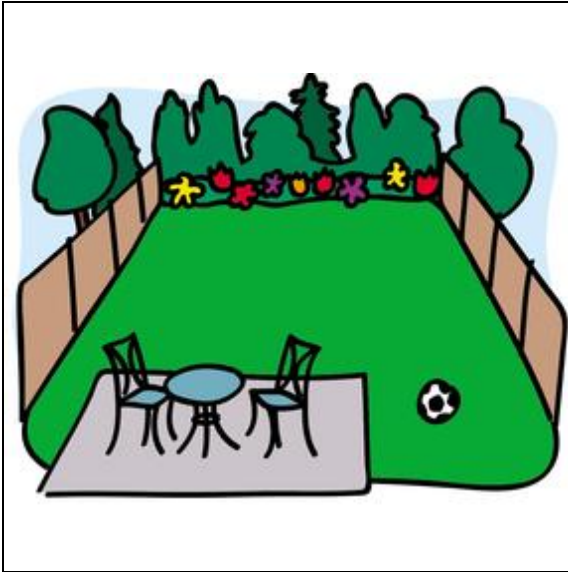


START

Appendix B

plate, park, cake, car, chair, scarf, yard, flag, arm

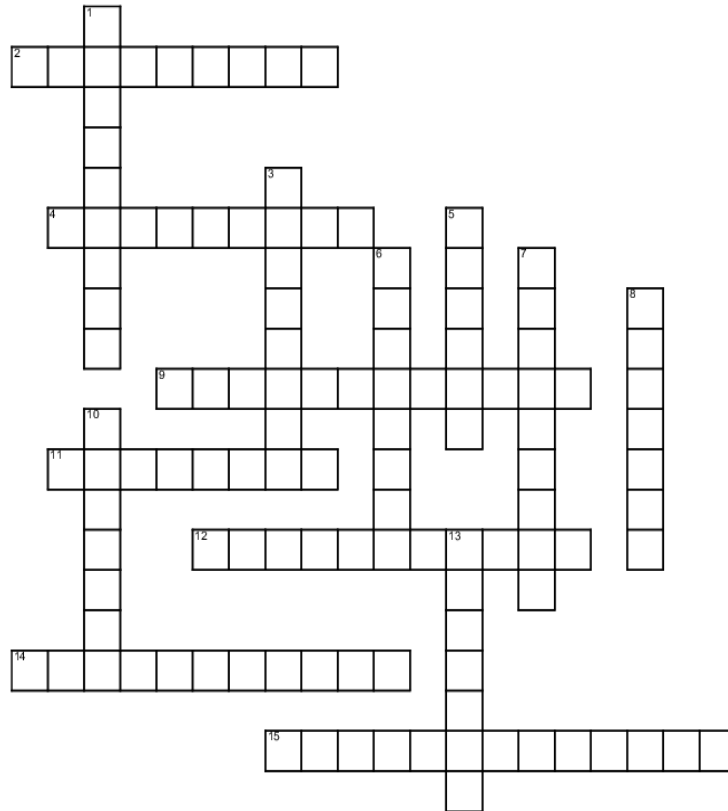




Name: _____

Date: _____

SPELLING PRACTICE



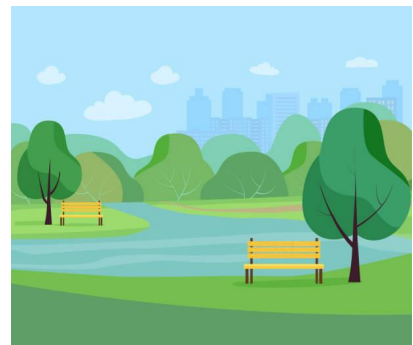
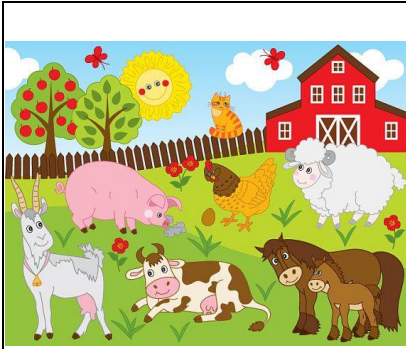
Across

- 2. JUDGING SOMEONE BY COLOR, RACE, OR RELIGION
- 4. TO MAKE SOMEONE'S FACE TURN RED
- 9. CLOTH TO BLOW YOUR NOSE
- 11. GRAVE YARD
- 12. GLOWING
- 14. TRICKY AND SNEAKY
- 15. HOW TO SAY SOMETHING

Down

- 1. TO TELL OTHERS TO TRY SOMETHING
- 3. DAYS, MONTHS, AND YEARS ON A CHART
- 5. BEAT OF THE MUSIC
- 6. RUNNING, SWIMMING, AND SKIING FOR INSTANCE
- 7. TERRIFIC
- 8. GOOD WITH FRENCH FRIES
- 10. ENVIOUS
- 13. THE TOP OF A ROOM

Appendix D






Appendix E



SCORE: _____

15



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

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NYILATKOZAT

Alulírott, Hopák Maxim angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök, stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el