

Shulga I.V., senior teacher

Kharkiv National Agrarian University named after V.V. Dokuchaiev

ROLE OF VERSES IN TEACHING FOREIGN LANGUAGES

Nowadays the ability to speak English can be considered as an obligatory condition of intellectual growth and success. We come across this language not only in professional sphere but in every day life as well. So in high school special attention should be paid to learning foreign languages. Under the conditions of education humanization when personality of developing human occupies the centre of all educational activities many scientists, methodologists and teachers are interested in seeking effective ways and methods to teach foreign languages. One of them is the use of rhymed material at foreign languages lessons. It is impossible to know a foreign language ignoring the cultured peculiarities of its native country.

Linguistic – area studies and communicative approaches to teach foreign languages are mutually conditioned and connected. Verses are an integral part of cultural national heritage. They present the most beautiful and attractive linguistic forms to express thoughts and are worth using when foreign languages are thought. It is very useful to learn area studies, linguistic area studies and cultural – aesthetically beautiful character cognizing values in other national cultures by samples of verse works.

Poetry is one of the effective methods to teach different kinds of language activities. According to the experience of many years it is hardly possible to stir students interest to the discipline by means of doing routine exercises. As to the arguments of leading high school methodologists verses are pleasant to listen to and as a result they have a positive emotional influence on students. Moreover authentic and folklore material favours learning languages in the context of culture. Besides

rhymed material is a significant method to work through rhythm, intonation and to improve pronunciation.

And finally using the rhymed material we solve the problem of reiteration according to the same pattern. The reiteration of verses is not apprehended monotonously and artificially.

When using poetry mastering of main skills in reading, oral comprehension and speaking are furthered. The last one is often presented as verse content discussion by active participation of students. So we reach the main aims of education.

Succession of work using rhymed material:

1. Intonation and phonetic presentation of a verse text.
2. Removal of lexical and grammar difficulties.
3. Checking up of a text comprehension.
4. Intonation and phonetical verse studying.
5. Back translation of a verse text (from Ukrainian into English).
6. Recitation of a poetic text by heart.

The advantage to use the rhymed material deals with the fact that verses help understand and broaden lexical stock easier than in prose as texts include new words and word – combinations.

The known vocabulary can be in a new context environment. Let`s remember use of proper and geographical names, characteristic features of the country which language is learnt, poetic words. All these factors favour the development of language sensation, make an acquaintance with its stylistic peculiarities. Grammar and oral speech material is learnt much better on the base of rhymed lessons.

It should be noted that the specific nature of poetry enables to obtain emotional value experience of communication. It helps ensure language atmosphere and psychological contact at the lesson.

It is obvious that the effectiveness of poetry use depends on the proper arrangement and succession of students activities that favours motivation progress.

Verses can function in different ways:

1. They can be used as phonetic exercises at the beginning of the lesson. Rhymed material gives a teacher an opportunity to turn from sounds of the native language to those of a foreign one, training pronunciation organs and preparing them for a more complicated articulation.

2. Verses are able to consolidate lexical and grammar material.

3. Humour verses are a good means of relaxation in the middle or at the end of the lesson when students are tired or lessening of tension is needed. In this case verses enable to renew students efficiency.