

The **topic** of my bachelor paper is: "Functional Teaching of Foreign Language Vocabulary." The chosen topic is currently **relevant** because, as a result of research on this topic, we can find effective ways of functional teaching of foreign language vocabulary of primary school students. The **subject area** of research in the paper is learning foreign language vocabulary in primary school. The specific topic includes functional forms, methods, and ways of forming the basics of primary school children's lexical competence. The **purpose** of this work is to develop and scientifically substantiate a methodology of forming the foundations of the functional teaching of foreign language vocabulary, taking into account the age and psychological characteristics of primary school students. The work is divided into two chapters to achieve the main goal and tasks to be solved. The **first** chapter considered the basics of lexical competence as a goal of teaching foreign language vocabulary in primary school, the definition of functional teaching in general, and the classification of English vocabulary, represented by the following indicators:

1. by structural composition;
2. by stylistics;
3. by the similarity of meaning;
4. by the similarity of forms.

The lexical aspect is one of the most important aspects of the theory and practice of teaching a foreign language. In this regard, the problem of forming foreign language communicative competence of students becomes especially actual in the methodology of language teaching. It is impossible to learn a language without being guided in the translation of words. The lexical unit is the core of the language. Proper use of vocabulary is the key to free communication in a foreign language, particularly in English. The concept of "lexical competence of a junior school student" combines personality orientation, the flexibility of thinking, its ability to overcome difficulties, anticipate speech situations, purposefulness, and independence of the child. The progress of learning a foreign language, certainly, requires the formation of four main types of speech activity: speaking, reading, writing and listening, but the success of learning English depends not only on these indicators but also on functional knowledge of phonetic norms, pronunciation rules, and vocabulary.

American specialist in language teaching methodology Paul Nation suggests that knowledge of the lexical unit is not only the assimilation of its meaning, because it includes the study of written form and pronunciation (transcription), belonging to a particular part of speech (noun, verb, conjunction, etc.), frequency of use (neologisms, archaisms), compatibility with other members of the sentence, and associativity (establishing connections between words and objects in the world).

Thus, the effectiveness of the process of learning foreign language vocabulary in primary school ensures the readiness of students to engage in intercultural communication in the language they learn. Lexical skills are the essential component of the content of foreign language learning, and their formation is the purpose of learning lexical material.

In the first chapter, we considered the psychological features of primary school students and their consideration in the process of learning English vocabulary. A significant advantage of younger students at the beginning of learning is the potentially significant opportunities for long-term memory. Thus, research has shown that if one increases play motivation in the range of a given age, children quickly memorize certain words or phrases, as well as microdialogues, poems, and songs. It is due to students' ability to reproduce sounds and intonations well and their habit of repeating many times. These features and children's curiosity contribute to the useful study of the basics of a foreign language. However, they are usually unable to understand the importance of grammatical rules and structures at this age.

Younger students already have some language skills that help them express themselves in the intellectual, emotional, and social spheres of life. Some of them have a fluent vocabulary in their native language and can use it freely. They understand the difference between reality and fiction and know how to work in a group. Primary school teachers say that children of this age understand words and perceive information as a full-fledged thought, not as a single word. In turn, the intonation and gestures of the teacher help them memorize new words and phrases. Students in this age group must not know how to focus on one object or activity for too long because they get tired very quickly. Therefore, a foreign language lesson should be dynamic, emotional, full of such exercises that help to focus students' attention on educational material.

Doctor of Pedagogical Sciences Lyudmyla Husak offers a method of memorizing the meaning of words in a specific, even hypothetical situation so that students can freely express their thoughts and feelings in a familiar format. To optimize vocabulary learning, she also suggests using a symbolic representation of words. It will help students memorize the material quickly. The researcher emphasizes that the use of various memorization techniques, such as symbols, signs, gestures, reference signals, will contribute to the formation of generalization skills and improve the thinking of younger students. An important factor is the selection of tasks that will allow us to use different types of memory, based on the individual mental characteristics of students. We are talking about tasks such as: listen and do, listen and move, listen and repeat, listen and draw, listen and color, listen and label, listen and classify.

Besides, this chapter describes the various forms and methods in the process of learning foreign language vocabulary. It is vital to create such conditions for children that the material is easily assimilated and learn with interest, without the tension of emotional forces. It is the essence of functional teaching of foreign language vocabulary. Therefore, the most effective one is the natural method of learning. It means that learning a foreign language takes place under the same conditions as learning a native language. Summarizing all the research, the most optimal way for primary school pupils is the game method of teaching. This problem has been repeatedly mentioned in the works of native authors, such as Ivan Bekh, Nadiya Bibik, Valery Redko, Tatiana Shkvarina, and others. The authors' general opinion is that the "school" should prepare students for communication in a foreign language in real-life situations. Therefore, there is a need for widespread use of interactive forms of learning and game methods similar to the conditions of real communication.

Speaking of the importance of learning in games, this is usually more relevant for younger students than seniors. However, we need to find the middle ground to choose the right proportion of learning and playing, not forgetting that the game form of learning should be compatible with obligatory language learning vocabulary tasks.

When we organize any educational game, we need to adhere to certain requirements strictly:

1. the purpose of the game (what skills it develops);
2. organization (place, time, participants);
3. taking into account the psychological and age characteristics of children and their interests;
4. providing the necessary materials;
5. possible variations of the game.

Thus, when studying English vocabulary, the moment of transition of activity from game to education is extremely difficult for younger schoolchildren. If we continuously involve them in creative work, namely in the game, which is an essential attribute of knowledge of the world, they will develop independence, confidence, and a positive attitude toward the subject.

The **second** chapter is devoted to the method of forming the foundations of functional learning of primary school students and experimental research work. When developing lexical skills, the teacher should take vocabulary selection seriously: it should be simple and as clear as possible. The main task is to make it clear to students that they will need foreign language vocabulary, both now and in the future. Over time, students begin to recognize them out of context, and then use in their speech (passive vocabulary becomes active). Lexical units are usually studied within the following topics: me and my family, friends (family members, age of each of them); rest (free time), numbers up to 100 and more; colours; person (body parts, clothing, profession, description of appearance); nature (animals, seasons, weather phenomena); food (fruits, vegetables); holidays and traditions (months, days of the week, names of holidays); school (subjects in the classroom); dwelling (daily duties, house, apartment); environment; travel (kind of transport).

There are many types of educational games. The main purpose of lexical games is:

- to acquaint students with new vocabulary;
- practice the use of vocabulary in case close to natural conditions and real-life situations;

- to intensify the speech and thinking activities of students;
- to form and improve the language reaction of students.

One of the actual lexical games is the following:

Lexical game: "The First Letters".

Practical goal: to test the knowledge of the English alphabet and vocabulary learned in previous classes.

The course of the game: the teacher allots several pictures illustrating objects known to students. Then he shows the letter, and pupils name it, showing a picture with an object whose name begins with that letter and pronounces it in English.

The lesson should begin with a phonetic exercise. The practice has shown that this has a positive effect on students' mood and creates a pleasant learning atmosphere. It can be either a repetition of vocabulary in the form of a game and the use of some of the exercises described above or a simple test of learning new vocabulary. In the process of passing my practice, each lesson began with a speech task. We also believe that we should teach not only in class but also in extracurricular time. I had a great opportunity to organize my pupils' performance at a concert dedicated to the winter holidays, prepare children, write a script, and directly participate in this large-scale event for parents, teachers, and anyone interested. From all the above, it should be noted that the game form of foreign language classes best provides for the education of children, and it is vital in my method of functional teaching of foreign language vocabulary.

In conclusion, we emphasize that the main task of a foreign language teacher in primary school is to organize learning in such a way as to create favorable conditions for students to identify and develop important abilities in the process of learning vocabulary. This can be achieved only if you constantly involve students in creative activities, namely the educational game, which is an important type of knowledge of the world, it develops in students such qualities as observation, creativity, attentiveness and leadership.

The review is over, thank you for your attention!