

The dual feature of analogy gives the possibility to consider this mechanism as a source of new words that are coined upon the productive word-formation patterns (that demonstrates the language tendency of frequency and regularity) and, at the same time, analogy is a source of new words that are coined notwithstanding any models of word-building (and demonstrates the language tendency of expressiveness). Thanks to analogy an individual can create rather easily new forms (structures) of knowledge representations, combining them under certain patterns, models.

The use of some methods, models, different schematic patterns, constructional schemas for word-formation patterns imply a symbolic approach that gives a chance to come to a decision of any complexity. A peculiar quality of a man's mind to associate the language elements with the surrounding world can be explained from the point of view of cognitive mechanisms.

Treating analogy in Modern-English word-formation both as structure and as process, that include abstraction, idealization and generalization, shows that this cognitive-lingual mechanism is taken as a significant motive of language change and language evolution.

References

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PLAY-BASED METHODS IN TEACHING ENGLISH GRAMMAR

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Mastering English grammar has always been problematical for ESL students of any level. Having learned a lot of rules and done plenty of written exercises the students are not often able to apply them when speaking and don't identify them when listening. Furthermore, the grammar learning is perceived as effortful and boring work. Taking this problem into account a teacher should realize the barest necessity of rationalization of this kind of learning activity and the necessity of searching and practicing more efficient tools in teaching.

Among the efficient and interesting methods of teaching and learning English grammar is the grammar games use. The games help teacher to create the context where the language and its grammar phenomena acquire real, living meanings and become useful. "Games motivate, give reasons for realization of grammar phenomena, as those who take part in the games are anxious to understand the real meaning of what they and their partners say. They strive for correct reporting the information and for being understood right by others.

The gaming introduces an element of competition to the knowledge acquiring activity" [1] Educational games impart a comfortable atmosphere to learning: create a friendly climate in class-room. When playing or acting out the students have a good opportunity to exercise new grammar rules by living speech patterns, in contextual, free and easy atmosphere as students attention is directed and concentrated on a game content not on grammar as educational subject. The games generate favourable conditions for a fruitful work on a grammar theme and make students use the foreign language.

There are some remarkable teaching findings and ideas in a sphere of play-based approach presented on the web-sites of various international editions. In the article "Six Games for the EFL/ESL Classroom" of "The Internet TESL Journal"[2] Aydan Ersöz, an English teacher of Gazi University (Ankara, Turkey) says language learning is a hard work so well-chosen game is invaluable tool to relax tension and at the same time to practice language skills. 'Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.' [3]. Jerry Thekes, a doctor of Applied Linguistics and skillful teacher from Great Britain, basing on his long teaching experience calls the gaming "a tool for holding students' attention for a long time" especially if a teacher uses visual teaching materials. In his article "Grammar games with students' total physical involvement" [4] Dr. Thekes states that play-based activities with proper visual materials are a powerful resource for an educational process promotion and agrees with Simon Mumford, an English teacher of Izmir University of Economics, who believes that teachers should involve graphical images and pictures since this way is the simplest and the fastest one to bring to a classroom a living situation that can embody educational theme. According to those methods of teaching grammar the remarkable grammar reference "Essential Grammar in Use" by Raymond Murphy is actually more drawn than written. As for professor Mumford teaching experience told in his article "Using Creative Thinking to Find New Uses for Realia [5]" the fact of play methods practice based on "everyday realia and activities from daily life" is very worth attention. And he practices it both for training, strengthening and explaining a new subject. He gives the example of the "performance" of the "Prepositions of place and movement" theme. Usually the variety of prepositions does not serve to their easy adoption so, the professor explain the theme by means of "A Tie and Prepositions" game: he shows "how to tie a tie" and comments the movements of his hands using the prepositions *under, in front of, over, up, behind, through, round, down* etc. The game usually produces a required effect.

Thus, analyzing some creative teachers' experience in their searching for efficient methods, the authors have reached the conclusion that play-based methods and activities are of current importance in Grammar class and have some clear advantages

References

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