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## NON-VERBAL LEARNING AS MAIN TOOL OF MULTISENSORY APPROACH TO ENGLISH LANGUAGE ACQUISITION

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Multisensory approach is frequently used by modern scholars for teaching EFL to students of different ages. Techniques and strategies of this approach stimulate learning by engaging cognizing subjects on multiple levels of perception. Most teaching techniques are applied combining sight, hearing or movement (visual, auditory and kinesthetic modalities) [5]. Conventionally, they are called *non-verbal methods of learning*. In this article I will briefly sketch some of the most widespread non-verbal techniques created by scholars who have made a significant contribution to the development of multisensory approach.

One of the most frequently employed methods of non-verbal teaching is a *movement game*, which belongs to the kinesthetic techniques. A game not only provides kinesthetic stimulation for learners while teaching concepts, but also helps to release the physical energy, which is important when we talk about children [6, 154]. One of the scholars, who created movement games for acquiring language skills, is Sheila Kogan of the Richmond Public Schools, California. Here is the example of one of such games: she calls out a command like *on top of* or *next to* and has students scramble to put themselves in an appropriate place. This helps learners to enlarge their vocabulary, cultivate problem-solving strategies and to practice motor skills [3, 344].

Another widely applied non-verbal method is *dance*. The best example of teaching language through dancing is provided by Joyce Boorman. In her opinion, students should taste the words with their bodies and their minds [2, 12]. According to Boorman's methodology, movement provides the grounds for vocabulary expansion, fosters creativity in verbal modes and affects motor development. One of the activities, which Boorman employs, is the combination of movement and writing. It is supposed to help students, whose kinesthetic perception is most developed, improve their writing skills [2, 12]. Dance can also contribute to academic learning and evolve personal creativity, especially when students make up their own movement patterns.

The last item I would like to consider in this paper is the role of *music* in multisensory approach. Research in neurolinguistics indicates that song actually bridges the hemispheres – the right hemisphere learns the melody while the left learns the word [4, 16]. So when students perceive new information through song, they do it more efficiently. Notwithstanding, this way of learning improves retention but not the comprehension of the subject matter. Also, it is recommended to use a familiar tune for teaching, so that students could be entirely focused on the information but not on the new melody [6, pp.164-165]. Famous Bulgarian

psychotherapist Dr. Georgi Lozanov included this technique in his method, which he named *Suggestology* [1, 53]. As a result of implementing his method, learners completed the nine-month curriculum in seven months [4, 17]. The main principle of Suggestology is creating a suitable atmosphere for students to study, music is at that one of principal tools for providing a mental state, in which new material is better absorbed and comprehended (the music is played while students are listening to the teacher). On this basis it may be concluded that music plays a powerful role in implementing multisensory approach in pedagogy, specifically in teaching EFL.

All things considered, it is obvious that non-verbal learning techniques, which represent multisensory approach, provide its user with significant advantages in the field of learning and teaching. They ensure accelerated and efficient way of EL acquisition, simplify students' understanding of the material under study, as well as advance a teacher's creativity and professional skills.

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## ОБУЧЕНИЕ ДИАЛОГИЧЕСКОЙ РЕЧИ НА УРОКАХ РУССКОГО ЯЗЫКА

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Перед современным учителем-филологом стоит сложная задача развития речи учащихся. Развитие диалогической речи – одна из самых острых проблем современной педагогической науки. Обучение диалогической речи учащихся в Украине требует создания системы упражнений, формирующей умения и навыки диалогического общения, учитывающей специфику диалога.

Определим, что же представляет собой диалог. Диалог – это вид устной речи (реже – письменной), характеризующейся сменой высказываний двух или нескольких (в этом случае иногда употребляют термин *полилог*) говорящих лиц [2, 49]. Реплики в диалоге связаны между собой по смыслу и составляют вместе единое целое, поэтому ученые (В.В.Одинцов, М.Р.Львов) определяют диалог и как вид связной речи, или текста. Также в диалоге важную роль играют ситуация общения, жесты, мимика, интонация говорящих.

Определим основные задачи по формированию диалогической речи школьников:

- стимулирование интереса учащихся к языку;
- стимулирование учеников к конструктивным и предметным суждениям и высказываниям;
- развитие у учеников интереса и положительных эмоций к обучению;