

USAGE OF RIDDLES AS ONE OF THE TECHNIQUES FOR TEACHING FOREIGN LANGUAGE

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Annotation

This scientific research article investigates the consideration of the possibility of the use of riddles in the educational process for the development of students' communicative competencies. Riddles are able to overcome boredom in students and motivate them to use a foreign language.

Keywords: riddles, communicative-oriented learning, communicative methodology, speaking skills, foreign language.

To successfully master a foreign language, students must know not only language forms (i.e. phonetics, grammar, vocabulary), but also have an idea of how to use them for the purposes of the real communications. Therefore, today the main task of a foreign language teacher is not the direct transfer of ready-made knowledge to students, but the creation of conditions for immersion in certain problematic situations, which should have a communicative orientation.

The process of teaching a foreign language within the framework of a communication-oriented approach is based on a communication model. In accordance with this model, training is as close as possible to real communication. The main feature of this approach is communicativeness, which includes a number of characteristics that allow the transition from the first social contacts to situations. Communicativeness provides for the speech orientation of training, stimulation for speech-thinking activity, ensuring individualization, taking into account the functionality of speech, creating situational learning, compliance principle of novelty and "unconventional" organization of the educational process. [1].

Communication can only be taught by involving students in the various kinds of activities. There are many ways to implement communicative-oriented approach in teaching foreign language. This technique is the use of riddles in the classroom, which not only bring variety to the study of a foreign language, but most importantly arouse genuine interest among students and their desire to speak out, because guessing is always an exciting game in which communication skills of students.



Riddles are a description of any object or phenomenon, most often in the form of metaphors, based on guessing the intended object (phenomenon). Exist various types and forms of riddles, and all of them are effective for developing speaking skill in a foreign language.

The use of riddles in teaching a foreign language answers the basic principles of communication-oriented learning, namely: learning process, students are included in the knowledge of the world and take an active part in the learning process. As part of the teaching function, the use of riddles as a learning material solves complex problems of learning a foreign language:

- the study of new vocabulary,
- the study of grammatical structures and forms,
- the development listening and speaking skills.

Riddles have a great potential in terms of vocabulary replenishment, because riddles vary in subject matter. The theme of riddles reflects life of man, the surrounding reality: flora and fauna, natural phenomena, objects of labor, everyday life and more. Riddles are varied not only in subject but also in content.

The communicative methodology involves teaching grammar on a functional and interactive basis. This means that grammar phenomena are studied not as "forms" and "structures", but as a means of expressing certain thoughts, relationships, communicative intentions [2].

Therefore, using the material of riddles, one can illustrate the use of certain grammatical forms and structures in speech and their subsequent consolidation.

The riddle voiced by the teacher in a foreign language also develops listening skills, which play an important role in learning a foreign language, and especially in communication-oriented learning. Riddles are a means of rapid integration, they improve the perception and understanding of speech. The main form of listening is internal. The basis of the internal mechanism of this type of speech activity is such mental processes as listening, attention, recognition of linguistic means, their identification, comprehension, anticipation, grouping, generalization, retention in memory, inference, the recreation of someone else's thought and an adequate reaction to it [3].

Listening is not only the reception of a message, but also preparation in inner speech for response to what they hear. In other words, listening makes it easier mastery of speaking. Communication-oriented teaching of foreign languages is carried out using tasks of speech interaction. That's why, when solving such a



communicative task as guessing riddles, it is encouraged the collaborative work of students (for example, breaking students into teams). Working in a group (teams) is the main component of a comfortable psychological climate of the lesson. Guessing riddles is a game, and in a game, like everyone is known to be equal. Therefore, absolutely all students at ease exhibit verbal independence. When solving riddles, students are encouraged to set a specific goal: not just guess the riddle, to prove that the answer is correct. At the same time, students can adjust statements of opponents, which, in turn, creates dialogic speech. As a result, spontaneous communication occurs in the classroom when the learning situation turns into natural. This removes the psychological barrier of fear before the language error. Learners can also develop communication skills by using the following types of puzzle games:

- 1) Students are divided into 2-4 groups. The facilitator (one of the students) is given a picture of the subject. To guess what is shown in the picture, each member of the group must ask at least 3 questions in turn, the answers to which will be either “yes” or “no”. The group that wins quickly guess what is shown in the picture.
- 2) The teacher gives brief information about the subject that is shown in the closed picture. He then asks students to ask leading questions to find out more information about the item.
- 3) Students are divided into small groups (4-5 people). Each group receives a piece of paper with a list of objects (phenomena) for which they must come up with riddles. In turn, each group voices one of their riddles to all other groups. The group that solves the riddles more than the rest wins.
- 4) Students are also divided into small groups. Each group receives a piece of paper with riddles already written. In turn, each group voices one of its riddles to all other groups.

In the previous version of the task, the groups do not voice the answer, but write their expected answers on the board. After all the riddles are voiced, check the answers written on the board. The written options are correct or wrong answers, all groups must vote for the answer which they think the variant is correct, while arguing their answer. The group with the most correct answers wins.

Thus, the use of riddles in the classroom is aimed at mastering receptive types of speech activity (listening, oral translation from a foreign language into a native language), and productive types of speech activity (speaking, reading, interpreting from a native language into a foreign one). This whole set of techniques helps to



create a foreign language environment in which students should "function": listen, analyze, express their thoughts, draw conclusions. The main feature of the riddle is that it is logical task. Each riddle contains a question posed explicitly or hidden form. In the process of solving the riddle, the student will have to make complex mental operation. Solving riddles develops the ability to analysis, generalization, forms the ability to draw conclusions, conclusions. Therefore, the use of riddles in the educational process contributes to the development logical thinking and thus realizes the developing function.

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