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Название публикации: «TECHNIQUE FOR TEACHING A FOREIGN LANGUAGE IN PRESCHOOL INSTITUTION»

Abstract: This article highlights the methods of teaching a foreign language with preschoolers, which will help diversify the activities of children and stimulate their manifestations of activity, intelligence, create a positive attitude.

Key words: foreign language, method, activity, preschoolers, modern teaching aids, activity, learning, study, computer technology, communication, motivation, interest, personality.

Learning any language at an early age is a boon not only for preschool educational institutions, but also for parents. Teaching preschool children a foreign language is not easy. There should be a special approach to it and it differs in many respects from teaching a foreign language in elementary grades. There are basic methods of working with preschoolers in this area:

-interactive teaching methods - didactic, role-based, mobile, musical and didactic games, game exercises;

- tasks of an entertaining and creative nature;

-use of modern teaching aids - interactive whiteboards and computer equipment, multimedia players, appropriate software. Methods used

will help diversify the activities of children and stimulate their manifestations

activity, quick wits, create a positive emotional

attitude. But this can be achieved only under certain conditions:

First, the child must have a positive

motivation and interest in foreign language communication.

Secondly, in the learning process, a favorable situation should be created for self-expression and self-realization.

And thirdly, the goal of the teacher should not be the mastery of specific linguistic and speech material, but the development of the child's personality, his intellectual (cognitive) and emotional-volitional abilities, personal qualities, which are manifested, first of all, in the language.

Since for a child of preschool and primary school age a foreign language is not an end in itself, the learning process should not be built as a process of purposeful formation of a foreign language communicative competence and general understanding of the system of the studied language, as is the case at the senior stages of school education. It is important for the child that the language "brings" with it, which means that the content aspects of learning (what to talk about, listen to, write, what to do, including with the help of the target language) that meet the needs of a particular child in communication and cognition are priority in relation to language.

Issues related to teaching a foreign language to preschool children are today the subject of extensive discussions, since childhood is considered by specialists as the most favorable period for mastering a foreign language (E.I. Negnevitskaya, V.S. Mukhina). The role of a foreign language at an early stage of education is especially invaluable in terms of development. For a child, language is primarily a means of development, cognition and education. "The overriding task at the early stage of education should be the development of the child's personality by means of a foreign language, which implies the formation of the needs and motives of cognitive activity, curiosity and special interests, ingenuity and non-standard thinking, creative imagination and learning abilities" 1

So, in the content of teaching foreign language communication at an early stage it is necessary to introduce the following four aspects: developmental (priority), educational, cognitive and educational. The purpose of training in all these aspects can be formulated as follows:

- development of the child's mental functions through the process of mastering foreign language (attention, memory, thinking);

- meeting the cognitive needs of the child (getting to know holidays, with the traditions and customs of the country of the target language, acquaintance with the sights of the countries of the target language);
- creating motivation for the child to further master a foreign language;
- education of a citizen not only of his country, but also of the world (education understanding, respect and tolerance for another culture, education correct assessment of oneself and others, fostering a respectful attitude towards people);
- increasing the effectiveness of language acquisition.

All aspects of teaching foreign language communication closely interact, in as a result, "learning a foreign language and teaching it brings its own contribution to the formation of the child's personality, his moral qualities and intellectual abilities "2. Children absorb new information like a sponge indirectly and subconsciously. They understand the situation faster than speaking in a foreign language on a given topic.

Preschool children have a well-developed long-term memory (what is learned is remembered for a very long time). the system is built quite competently from a linguodidactic and psycholinguistic point of view, then success in mastering the proposed limited language material and creating the necessary prerequisites for further mastering any foreign language is ensured. An early age is the most favorable for mastering a foreign language due to a number of psychological characteristics characteristic of a child. Prominent Soviet psychologists, such as L. S. Vygotsky, A. N. Leontiev, A. A. Leontiev, D. B. Elkonin, V. S. Mukhina, believe that the organization of training should rely on the characteristics, qualities and properties that are already are mature personality traits of the child. Only with a clear definition of the psychological capabilities of the child and the difficulties that he may encounter in the learning process, it is possible to create a methodology that carries developmental and educational potential.

A foreign language at an early stage of learning contributes to the general

intellectual development of children, forms communication skills. If the child mastered the "basic units" of the studied language in an early age, then in the subsequent period the learning process will take more successfully. Learning objectives should be personalized. In the study of a foreign language, all channels of the child's perception should be used - eyes, ears, mouth, nose, hands, feet, the whole body in order to comprehend the meaning of the material being studied. Language for children is a means, a communicative tool, but never a goal.

Preschool children are curious. On perception, they are prone to they pay attention to the bright, emotionally colored, but their attention is unstable: they know how to concentrate only for a few minutes. Children do not perceive long-term (more than 2-5 minutes) monologue explanations of the teacher, so any explanation is needed build in the form of a conversation. More interactive activities should be done based on gaming technology. They are dominated by involuntary memorization: well and quickly memorize what is interesting and causes emotional response.

The use of game techniques allows you to create conditions for the arbitrary assimilation of all language means by children (vocabulary and speech samples) in the process of exciting interaction of children with each friend. Teaching a foreign language, such as English, in preschool institutions in China is carried out on the basis of play methods technologies. Here is some of them:

- "Greeting / warm up" - greeting children with musical exercises;

- "Revising / learning" - repetition of the previous material, new material,

popular flash cards with words colors, animals, numbers, light

phrases;- "Revising game" - game using words and phrases of the current lesson, for fixing the material;

- "Good bye part" - the final part of the lesson, where the teacher uses phrases such as "Thank you! See you next time! Have a nice day! See you tomorrow".

The imagination of the guys is quite developed and wears not only reproductive, but also creative. The development of thinking comes from visual

effective to visual-figurative. Statements are often not logical enough. When perceiving the text by ear, the child focused mainly on understanding what the text is about, and not on what is revealed in the text and for what purpose, by what means it is achieved.

The image created by the text often evokes emotions, experiences and themes most distracts the child from the content. However, in the case when the child purposefully teach spelling, punctuation, construction of texts, communication, it reveals a higher level of development in all types speech activity. As for the speech development of children, they are able to carry out the simplest sound analysis of speech, they are able to highlight individual sounds in words. The speech is mainly descriptive, but the development of explanatory speech is already outlined. For example, children can explain the rules of the game. Young children are very sociable and enjoy being in a peer group. But it must be remembered that "children do not personally take the teacher's remarks and instructions, if these instructions are of a general nature, apply to all students. It is also important for a teacher to know that there are very significant individual differences in psychological development among children, which should be paid special attention to "3.

Children have different temperaments: some are aggressive, others are shy, others are too anxious, painfully experiencing their failures and afraid to make a mistake. Taking into account all these differences will help the teacher to choose the most appropriate task or role for each child. It is necessary to take into account the peculiarities of the physical development of children. Muscular development affects a child's ability to focus on a page, line or word, which is essential for reading. It also affects the ability to hold a pencil or pen. Young children cannot sit still for long periods of time due to a lack of control over their motor muscles. Therefore, it is advisable to give them such tasks during the lesson that would allow the children to move around the classroom (games, songs with movements, dances).

Summarizing the above, the following main the needs of children in teaching a foreign language:

- the need for movement;

- the need for communication;
- the need to feel safe;
- the need for praise for every small successful step;
- the need to feel like a person, and for the teacher to treat them as individuals.

All this should be taken into account by teachers of a foreign language in preschool institutions. In this case, the upbringing, developmental, general educational function of a foreign language as an academic subject will be realized, especially in the most favorable language acquisition of all periods - preschool and primary school age.

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