

ENSURING THE CONTINUITY OF PROGRAMS FOR DEVELOPING LEARNING ACTIVITIES AND SKILLS IN THE TRANSITION FROM PRESCHOOL TO PRIMARY FOREIGN LANGUAGE EDUCATION

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ABSTRACT

This article considers the issues and problems of organizing continuity of teaching foreign languages affecting the initial links of existing educational system, namely: the transition from pre-school educational institution into educational institution implementing basic educational program of primary education.

Keywords: The system of continuous education, continuity of the program, learning foreign languages, preschoolers, junior high school students.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The development of national education and achievement of a new quality by its results satisfying the needs of citizens and society is a national priority of the Republic of Uzbekistan for the 21st century. The foundation, which all the qualities, abilities and values of creative and independent personality are laid, is a primary school, to which a significant role is allocated in becoming a pupil - the future citizen of our country. During the recent years the status of a foreign language has significantly changed in the Republic of Uzbekistan, which was predetermined by the Resolution of the first President of the Republic of Uzbekistan "On measures to further improve foreign language learning system" dated December 10, 2012, aimed at improving the process of foreign language teaching in all stages of continuing education. In the light of the fundamental educational reforms of recent years in our country regulatory documents has developed and successfully implemented with the aim of changing the general methodology of the process of foreign language education. These documents include new State Educational Standards of Continuing Education System of the Republic of Uzbekistan (dated 05.08.2013), which were developed on the basis of the Common European Framework of Reference for Languages and provided the fundamentally new approach to foreign language education system in the republic - from pedagogy to pedagogical competences¹.

The aim of foreign language teaching at all levels of education in the Republic of Uzbekistan, according to SES (State Educational Standards) of the Republic of Uzbekistan, is to form the foreign language communicative competences of students providing their work in a multicultural world, in scientific and professional fields. Improving foreign language learning process in a continuous education system should be based and implemented with a view of ensuring the continuity of education.

¹ State Educational Standards of the system of continuous education of the Republic of Uzbekistan. Requirements to the degree of preparation of graduates of all levels of education in foreign languages, T.: 08.05.2013

The problem is that the provision of continuity in training affects all aspects of existing educational system, namely the transition from pre-school educational institution into educational institutions implementing basic educational program of primary education and beyond the basic educational programs of secondary education, from the secondary to the vocational education and, finally, up to the institutions of higher education. At the same time, despite the huge age and psychological differences among learners, they experienced difficulties in the transition period having much in common.

The main issues of ensuring the continuity of education are ignoring the problems of purposeful formation of universal educational actions such as communication, speech, regulatory, general educational, logic, etc. The most acute problem of the continuity of foreign language education includes two key points. When children start at school (in the transition from pre-school level to the level of primary education), in the process of transition from the first class, where learning is based on the development of two basic skills such as listening and speaking, in the secondary school, which introduces the receptive skills of speech activity like reading and writing and during the transition of pupils to secondary general education.

The emergence of the problem of continuity reflected in the difficulties of the transition of students to a new level of the educational system, has the following consequences:

- smooth enough, even an abrupt change in the methods and content of training, which is in the transition from pre-school to the level of primary education or secondary education and then leading to a drop in performance and increase in psychological problems of students;
- training in the preceding stage often does not provide sufficient preparedness of students for successful inclusion in the training activities of the new, more sophisticated level.

Studies of children ready for school in the transition from preschool to primary education showed that training should be regarded as a comprehensive education, which includes physical and psychological readiness, having the following structure: personal readiness, motivational readiness, emotional readiness and mental maturity. The basis of continuity of various levels of the educational system could become a key focus on the strategic priority of continuing education - the formation of the ability to learn, which should be provided by the formation of a system of universal educational actions.

Analysis of the current situation in the elementary school leads to the conclusion that the reasons that reduce the effectiveness and quality of mastering a foreign language require solving problems related to the definition of the specificity of foreign language education in pre-school foreign language education and features of the transition from pre-school to the level of primary school education, studying the psycholinguistic laws that determine the success of the process of mastering a foreign language by the children of primary school age, with the study skills to ensure the successful establishment of foreign speech of the younger schoolboy in the course of educational activities with the identification of the characteristics and criteria of its moral and cognitive development, with the assessment of developmental effect of primary education in the field of foreign languages.

These are also related to the lack of attention to the psycho-physiological and neurophysiological features of primary school age children to be considered in the design of language acquisition technology in the transition from one level of education to the other. That's why it is important to state that in the new state educational programme of foreign

languages for the primary school the personality of the pupil is a determining factor and precondition for the success of primary foreign language education².

Thus, learning the educational system in early years of education in learning foreign languages allows to determine the number of significant contradictions: - between the requirements of modern school in spiritual and cognitive development of the pupil, capable of creative and individual activity and absence of theoretical and technological basis of the concept providing the next step to the elementary level of foreign language learning; - between the theoretical basis of teaching foreign languages in a primary school and absence of developed methodological theory taking into account the specifics of functions of primary school foreign language education; - between the state needs in the efficiency and quality of primary foreign language education and the absence of technology projecting the way of continuity of learning foreign language from pre-school to primary school children, peculiar to age and individual features and ability of children of this age; - between the needs of primary school in analysis of academic results connected with the development of personality of young learner, his/her abilities and existing system of early foreign language education oriented to the examination of knowledge, skills and competences³.

When forming the program of continuity in the process of transition from pre-school to primary foreign language education, one should be aware that the younger students should have a socio-cultural awareness as in learning foreign languages in the elementary school students are introduced: the names of the countries the language of which is studied; some characters of popular children's literary works; scenes of some popular tales, as well as small pieces of children's folklore (poetry, songs) in a foreign language; elementary forms of verbal and non-verbal behavior of the country where the language is spoken; have special educational abilities and skills, for example, organize words by topic, use of language guess, to make generalizations based on the structural and functional schemes of a simple sentence; identify grammatical phenomena that does not exist in their native language; possess general learning skills and universal educational actions. In the process of learning a foreign language high school students also improve methods of work with the text, based on the skills acquired in the native language lessons (predict the content of the text by the title, according to the drawings of the text, write off and complement the text, write out individual words and sentences from the text, etc.); possession of a variety of techniques to disclose the meaning of the word, using word-forming elements; synonyms, antonyms; context; improve communication skills, such as start and stop speaking using speech clichés; maintain a conversation, asking questions and repeating these questions several times; learn to exercise self-control, self-esteem; learn to independently perform tasks using a computer (using a multimedia applications).

Given that the issues of foreign language education of preschool age children are inextricably linked with the development strategy of continuous education system and are an integral part of the state language policy of the republic, there is a need to establish an appropriate regulatory basis in order to improve the system of early childhood foreign language education, the effective implementation of the tasks of the National Programme for Staff Training and adjusting the activity of the state preschool educational institutions in the field of teaching foreign languages. Creating data standards due to:

² Educational Standard of primary general education. Federal State Standard §4.5. §5.2.3. www.swsu.ru/component/content

³ Rogova G.V., Vereshagina I.N. Methods of teaching foreign languages on the early stage of education in general educational institutions. – M.: Prosvesheniye, 1998.

- lack of a unified program of pre-school education for foreign language, providing consistency and continuity to further the process of teaching foreign languages in secondary school;
- the need to improve the efficiency of the educational process by introducing pre-school education program in a foreign language;
and it will be designed to:
 - preserve the unity (consistency and continuity) of the educational process of the Republic of Uzbekistan on the level of pre-school education
 - to provide state guarantees for the level and quality of education on the basis of the unity of the mandatory requirements to the conditions of the implementation of the basic educational program of foreign language teaching;
 - ensure continuity of basic education for foreign language programs.

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