

MODERNIZATION OF THE PROTEST OF TEACHING RUSSIAN AND ENGLISH IN PRIMARY EDUCATION

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ABSTRACT

The introduction of didactic games in the teaching of foreign language materials in primary school is aimed at determining the theoretical basis for ensuring the interconnectedness of the principles and methods of teaching and the application of this connection in the educational process, development of scientific and methodical recommendations, as well as reviewing and studying various scientific literature on pedagogical technologies, learning about effective teaching methods in the education system of several developed countries, taking samples from them and based on them the English and Russian languages to recommend interactive methods suitable for teaching and, if necessary, to use them widely in the classroom.

Keywords: Early teaching of foreign languages, pedagogical technologies, didactic games, primary school, teaching methods, interactive methods.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Four-year primary education is considered to be the first stage of the new Russian school, which is faced with tasks in line with global trends in the development of education. At this stage, the formation of the personality of the young student, the identification and development of his abilities, the formation of knowledge and skills occurs. Biboletova MZ, Candidate of Pedagogical Sciences, a leading specialist of the Russian Academy of Education, believes that there are undoubted advantages of teaching students in foreign languages early.

Learning foreign languages in young languages is beneficial for all children, regardless of their initial ability, because it undoubtedly has a positive effect on the development of the child's mental functions - memory, attention, thinking, perception, imagination, etc. rsatadi. Reading has an impact on a child's overall speaking ability, which also has a positive effect on language proficiency. [M. Z. Biboletova]

Early teaching of foreign languages provides a great practical effect in terms of the quality of knowledge of a foreign language, creating the basis for continuing education in primary school.

The educational and informational value of early learning of foreign languages is immeasurable, as evidenced by the fact that the child enters the world culture by teaching him a new language before. At the same time, the constant reference to the child's experience, taking into account his psyche, his way of perceiving reality, allows children to better understand the phenomena of their own national culture compared to the language culture they are learning.

The inclusion of a foreign language in the number of subjects taught in primary school has undoubted pragmatic advantages, it expands the range of humanities studied at this level and makes primary education more fun and attractive for children.

The modern child hears foreign speeches everywhere: in the media, in the movies, on the computer. Focusing on the current situation and the growing need of the child to learn a foreign language, it seems more important to study this issue in more depth.

It should be borne in mind that the methodology of learning a language from an early age should be radically different from the methods of teaching it in middle and old age.

Many educators and psychologists emphasize the need to develop language as an important tool for a child's intellectual development. Well-known psychologist D. B. Elkonin points out that the preschool period is the period of greatest sensitivity to language phenomena. In turn, E. A. Tinyakova, knowledge of other languages teaches us to develop and perceive shades of meaning: unconventional phonetic situations improve pronunciation skills; other grammatical structures serve the function of good logical preparation.

The future knowledge of this child and other subjects will depend on the child's first steps on the path to mastering a foreign language. In this regard, the English teacher in kindergarten and primary school should take into account the age and individual characteristics of each child in order to create a constant interest.

It should be borne in mind that there are certain difficulties in learning a foreign language early. They are associated with differences in the psychophysiological development of five- to six-year-olds and seven-year-olds. The transition of a child from kindergarten to school dramatically changes the social role. The main way to understand the world before entering school depends on the educational activities that play a leading role in his later school years in his play activities. [Sh. A. Amonshvili]

There is a problem of continuity in foreign language teaching, without which it is absolutely impossible to move from pre-school to primary education. According to MZ Biboletova, in this case, continuity can be considered in terms of the vertical connections provided by the purpose and content of foreign language teaching continuity and the choice of a reasonable modern learning strategy.

Education should be constructed taking into account the peculiarities of children's perception, thinking, attention, personal memory, and should be assigned only tasks that correspond to the child's personal experience and do not go beyond what is known to him or her.

Existing approaches to foreign language teaching are largely cognitive and largely intuitive, divided into imitation. Approaches vary depending on the learning environment, such as the availability of the language environment, the age of the students, and motivation.

The formation of language skills and speech skills in preschool age occurs mainly unconsciously, based on imitation.

The leading form in preschool is a playful form of activity. The speech of preschool children is elementary, not complicated, the child still does not know the structure of the mother tongue, and with the transition to primary school, the intellectual development of children with the mastery of educational activities acquires additional impetus.

The following changes are observed in the speech development of preschool children with the transition to primary school:

Speech in the mother tongue is complicated on a linguistic level, which affects the nature of communicative skills in a foreign language;

The nature of learning activities becomes more complex and diverse;

As students form some theoretical concepts in the process of teaching their language, they have the desire and ability to analyze their speech in a foreign language [Ivanova L. A.].

As a result, the intuitive approach used in teaching preschool children does not produce the expected results in teaching young learners due to significant changes in mental and speech development.

An understanding of intuitive and conscious ways of learning a foreign language shows that they are mainly determined by the level of development of psychological processes and are distinguished by the following.

The level of confidence in the mother tongue, in particular, the presence or absence of translation during the semantization of language units;

The degree of participation of the mind in the acquisition of the language system, the acquisition of basic grammatical material.

The level of development of students' cognitive abilities (memory, thinking, imagination) in mastering speech in a foreign language.

There is no doubt that it is important to ensure a flexible transition from pre-school to primary education. There are two technologies for early learning of English:

A study based on intuitive methods of mastering material that is acceptable for preschool children between the ages of five and six because of their psychophysiological level and the leading type of activity.

Training based on the interrelationship of intuitive methods of teaching with the step-by-step linking of conscious methods of material mastery. This technology is ideal for children who are developing learning activities.

The use of these technologies should be based on their reasonable proportions depending on the age characteristics and learning conditions of the students.

It is recommended to use the strategy of intuitive method of learning the material in the process of teaching preschool children:

Banquets that contribute to better memorization of learning material: gestures, mimicry, association, singing;

Building a canvas from interconnected lessons;

Distribution of roles - masks;

Block presentation of educational material;

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After entering primary school, children learn lexical units and speech patterns that are sufficient for a particular age.

In the process of teaching first graders, the following teaching methods of a conscious nature should be interrelated:

Communicating with the mother tongue, using trust in it;
Audio-alphanumeric analysis;
Interaction of lexical unit with picture;
Logical grouping;

Use modeling to form affirmative, negative, interrogative sentences, and sentence forms in English.

Adapting teaching methods to a conscious approach to reading ensures the full development of strong knowledge and psychological skills.

At the beginning of teaching foreign languages to first-graders, it is advisable to use methodological methods based on an intuitive approach. Gradually introduce certain teaching methods of a conscious nature as you adapt to the conditions of school education. This approach allows for the judicious use of the potential of the primary school-age child during the transition from preschool to preschool.

It should be noted that the psychological characteristics of primary school students give them certain advantages in learning a foreign language. One of the best benefits is a sense of accomplishment. There are different ways of receiving and assimilating information in children: visual, auditory, kinesthetic. All children follow the same path of cognitive development, but at different speeds. cycles of rapid development can be replaced by periods of less noticeable success. This fact must be taken into account in order to effectively plan the learning process.

The emotional side is as important as the cognitive side. The affective side of communication includes communication skills and interpersonal interactions, loyalty. It should also be noted that children have different behaviors⁶, some are aggressive, others are shy, and others are very painful and afraid to make mistakes when experiencing their failures. Taking all this into account will help the teacher choose a task or role that is appropriate for each child.

It is necessary to take into account the peculiarities of the physical development of preschool and primary school students. Muscle development affects a child's ability to focus on a page, line, or word that is necessary for their ability to read. To achieve demanding motor coordination between visual perception and mechanical movements, students need constant practice. Because of the lack of control over motor muscles, children cannot sit still for long periods of time, so they should be given tasks (games, songs, dances) that allow them to move around the classroom during class.

Taking into account the psychological, emotional, physical characteristics of development, it is necessary to distinguish the means used by a foreign language teacher for preschool and primary school students:

Scenario plans, plans - theses of lessons in different forms (built-in lessons; lessons using multimedia tools; lessons - games, lessons - fairy tales);

A set of games (lexical, grammatical, phonetic, interactive);

Development of physical training minutes, dynamic pauses, finger gymnastics

Various didactic materials: training and control cards.

It is also worth noting a number of difficulties of a psychological and methodological nature:

Lack of normative documents, curricula;

No foreign language teaching technologies have been developed in the first grade during the pre-school and post-school years.

Solving information and other problems is a task that must be solved through joint efforts, combining theoretical knowledge and practical experience to organize the process of effective teaching of foreign languages at an early age.

Nevertheless, despite the existing problems, the main fact should be noted - the addition of a foreign language to the curriculum of primary schools is a serious practical step in implementing the person-centered paradigm of humanities education in the context of modernization of the Russian school.

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