

Таким образом, главное отличие учебно-познавательной деятельности от учебной заключается в ее ориентированности на решение реальной социально-актуальной и личностно-значимой познавательной проблемы.

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Ulzhabayeva A.G.¹, Yeralinova T.Y.², Zhanuzakov N.B.³

¹⁻³Masters of pedagogics,

Karaganda State University named after academician E.A. Buketov

FEATURES OF LEARNING FOREIGN LANGUAGE AT AN EARLY AGE

Abstract

In the article the early teaching of foreign language is represented. Early teaching of foreign language today appears as an innovative process that in pedagogy is understood as a managed process of creation, perception, assessment, development and use of pedagogical innovations. The early school age is characterized by game motivation at children and on condition of the correct organization of educational process.

Keywords: foreign language, early education, parents, children, early age.

Ключевые слова: иностранный язык, раннее обучение, родители, дети, ранний возраст.

Now the problem of early education becomes more and more actual. In many respects, as it seems to us, it is not so much connected with development of pedagogics and a technique of teaching various disciplines, but with fashionable tendencies and trends among parents. Nevertheless the problem of early education is also actively studied by modern scientists: psychologists, teachers, methodologists. Especially many discussions cause problems of early education of children in a foreign language. It can seem that the matter is quite new and it just has begun to be studied.

French philosopher and the teacher Jean-Jacques Rousseau in the novel "Emil or About Education" speaks about early education of foreign languages as follow: "Other will be surprised that I refer studying of languages to number of things useless in education; but he shouldn't forget that I speak only about occupations of initial age here; whatever interpreted, I don't think that any child — I don't speak about miracles — could up to 12-or 15-years really learn two languages" [3, 74-75]. Further he explains that he considers learning of foreign language as mastering, otherwise as thinking, while at the child up to the specified age, thinking in the native language is formed. From his point of view formation of the second system of thinking when the first isn't created yet — is not absolutely logically, and at times — is even harmful.

No less interesting are the arguments of I.G. Pestalozzi about the pitfalls of early education of children. In "Letters to the teacher Peterson," he warns about possible negative consequences of early education, if it is built in violation of the domestic laws of formation and development of the child. He considers early education as one of the many reasons, "usually leading to the carelessness, willfulness and anger of children" [2, p. 9]. His remark that "the most serious flaw of modern education, of course, is the following: the children are expected for too much, and besides such things, which have only an imaginary value" [2, 13], expressed in 1782, it sounds extremely relevant today. He considers that "the nature and

the correct education demand maturing" and warns against premature training words and judgments before concepts are created in mind and soul of the child. Very accurately in his "Letters" he speaks also about the prime causes of early education (desire of parents), and also about positive results of education according to internal development of the child "I know, — he says, — that the child who is brought up like this, doesn't cause premature delights in scandal-mongers and predictors; but attentive parents who care for the true benefit of the children will be always happy with his quiet maturing and think of their further future. There is no greater happiness for a man than when he from an early age are taught to hasty judgments and hasty superficiality in the consideration of those subjects that deserve sustained attention" [2, 14].

What aim is pursued by modern parents at the choice of education at an early step of development of their children and as far as it is necessary for the child? Whether parents think of the future of the children or to the forefront there are their own ambitions and desires? In this article we have tried to match and compare the purposes and problems of early education in a foreign language from the point of view of parents, their children, experts, teachers and methodologists who are engaged in early education.

When parents for the first time face a problem of early education, they can have a set of questions, for example: "How necessary is early education of the child in general? When is better to begin to learn a foreign language? Whether these occupations will be too tiresome? Will be an advantage from them?"

Referring to the theory, we have come to the conclusion that both the native (S.I. Rubinstein, L.S. Vygotsky, Y.P. Azarov) as well as in foreign psychology (T.Eliot, Dzh.Bruner, B.Uayt, R.Roberts,) there is evidence that, in general, the child masters a foreign language easier than adults. The duration of sensitive period characterized by different scientists in different ways Penfield and Roberts define it from 4 to 8 years, Eliot - from 1.5 to 7 years. Most of researchers agrees in opinion that it is possible to begin classes in a foreign language with children of 3-10 years, up to 3 — it is senseless, after 10 — is useless. We consider that "golden mean" represents an interval from 5 to 8 years when the system of the native language is already well acquired by the child, and he can be mindful to new language.

Therefore the basis of our research was formed by this age interval. It is natural that at this age of the decision of parents are "vector" in future life of their children. Often modern parents rely on some criteria influencing their decision in favor of foreign language (FL) teaching.

By analyzing our statistics, we have come to the conclusion that for most parents the following motives are leading:

- perspective in terms of future career of the child, his place in society;
- Socialization: learning FL child communicates with children, FL will give him a great opportunity to communicate in the future, expand his horizons;
- And there is such motivation, as "my child is the smartest, the best", which often leads to excessive demands on the child, which can reduce the mismatch of the child as the motivation to study FL and to learning as a whole;
- The desire of parents to implement their broken wishes and dreams. In this case, parents restrict their child not always taking into account its real possibilities, preventing the implementation of its real interest and talent, for example, in the drawing or in music

However let's look at a problem on the other hand, from the child's view. How does he perceive occupations? What does he want in his 5–7 years? First of all, it is impossible to forget that for the child at this age any teaching is, above all, knowledge of the world. Any activity of the child at this age is an acquaintance to world around. It's like a new toy, you want to parse, see what's inside. The more of these "toys", "to start" at an early age, the more it will be then the tools to communicate with the world, which is very important for the formation of a person's world.

Secondly, through the knowledge of the world comes adulthood, the child tries to fill all his knowledge vacuum that can further help him in the realization of yourself as the desired "cell" of society.

Thirdly, a child having fun exploring the FL in that case when he feels that learning a foreign language makes it a little bit special, not like their peers.

Among professionals, educators, researchers and practitioners, we found a great number of arguments, leaning to the use of early education of FL.

Thus, Y.P. Azarov believes that early education of FL contributes [1, 252]:

- The development of phonemic hearing, and gives itself the concept of sound diversity of the world;

- The development of communication skills and the ability to clearly express their thoughts;
- Not only more durable and practical knowledge of it, but also carries a high intellectual and moral potential.

Thus, we see that each of the parties of the educational process has its own reasons for early education and we believe that the most effective educational process would be in case if in the learning process we will be able to correlate all of these motivations.

Therefore, our next question: how to organize a class? The main error of the parents (as, indeed, some teachers) is that they consider that the more information are acquired at a lesson by the child, the more effective they are. However, the first priority should be to create interest in the study of language.

Training should be taken into account interests of the child and, therefore, be constructed in accordance with what he needs, not with the way people think about this as a parent or teacher is convenient.

We would like to offer some recommendations developed by us in the process of studying the issue:

1. Daily devote 10-15 minutes of training in which the child will speak a foreign language.
2. During the lessons take breaks for outdoor games, drawing and sculpting. The main thing that all games should be linked with the development of a new language.
3. Incorporate the additional classes including viewings of video or telling of fairy tales in training.
4. Just talk to the child in the language, discuss things, simple, clear for him, teach him to express his thought, using language material, available to him.
5. Vary the exercises at home with lessons outside.

The most preferred form of the foreign language teaching of children is a game that allows you strengthen not only the speech and mental activity, but also to make the learning process more intense and entertaining. Also, the game - is a natural way of knowledge of the world in this age, the most natural activity, type of activity. Besides the game helps to solve two other difficulties arising in the course of studying FL - the need for frequent repetition of the material being studied and the need to create conditionally communicative situations, allowing to form the communicative competence of children. In the course of game the easiest for children is to learn to ask questions and to answer them, to state a request, to learn to transfer information, to express the emotions, the opinion, etc.

Therefore a basic skill of the teacher of a foreign language who wants to work with children of preschool age is ability to create situations with the unknown element, for example, by means of riddles, search and finding of various objects and to interest in it children. You can dream up, based on the experiences of children (which would be, if we are caught in the toy country, to the zoo, a fairy tale etc.), to suggest children to play a role of any character from the textbook or from familiar fairy tales for them. Children at this age are very pliable and if you can get on well with them, to interest them, constantly to support their motivation (through interest maintenance), then results can be very impressive.

Thus, we can deduce that early training can be both a negative, and positive factor in further development of the child. It is important that it corresponds to internal psychological development of the child, and also it has been organized according to his age psychological features that it doesn't break a course of nature, but as much as possible used and made active opportunities which are given to the child by the nature at each stage of his development.

In the conclusion we would like to add that sometimes parents become a barrier in the development of talents and abilities of their children, and if we speak about early education of FL, for the child it shouldn't be a debt, but first of all a learning tool of the world and pleasure from expansion of borders of the knowledge and his opportunities.

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