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## **ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ НА РАННЕМ ЭТАПЕ**

**Аннотация.** В статье рассмотрена сущность технологии раннего обучения иностранным языкам, её преимущества, а также принципы организации учебного процесса. Исследованы мотивы и цели изучения иностранного языка, рассмотрены некоторые средства обучения. Приведены примеры письменных и устных заданий, а также заданий на развитие навыков аудирования, которые могут быть использованы на уроке английского языка. Предложены некоторые рекомендации для учителей с учетом психических, физических и возрастных особенностей учащихся.

**Ключевые слова:** иностранные языки, раннее обучение, ребёнок, развитие, игровой метод обучения, технология, учебный процесс.

## **LEARNING A FOREIGN LANGUAGE AT AN EARLY AGE**

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**Abstract.** The article reveals the essence of the technology of teaching foreign languages at an early age, its advantages and principles of organization of the educational process. Motives and goals of learning a foreign language are dealt with as well as some educational means. There are examples of written and oral assignments, as well as assignments for listening, which can be used in the

English classes. Having taking into consideration mental, physical and age peculiarities, some recommendations for teachers were provided.

**Key words:** foreign languages, early childhood education, child, development, learning through play, technology, educational process.

Today with the rapid development of society and technology we become aware of the need for learning foreign languages. Not only adults, but also children need to know foreign languages. From early childhood, a child faces the need to learn something new, unknown and, therefore, it is important for parents and teachers to know how to develop children's language skills and general abilities at an early stage of their development.

It should be mentioned that the study of foreign languages in our time is one of the priorities of the educational process. There are a lot of methods that help to master a foreign language. The given research is aimed at revealing the essence of teaching a foreign language at an early age.

Such well-known researchers as I. Sholpo, Z. Futerman, K. Read, D. Webster, Z. Nikitenko, N. Galskova and many others considered the problem of early childhood education.

It is believed that the most favorable time to start learning any foreign language is the age 5-8 years. This is the period of a child's life when they have firmly mastered their native language and can begin to study another. But here you need to focus on mental and physical features as well as age peculiarities, and one should rely on learning through play as one of the most essential teaching method, since children tend to get bored easily and the teacher needs to take extra care to develop and maintain an interest in the subject.

The advantages of learning foreign languages at the stage of early development are numerous. Stimulation of speech and general development of a child, the possibility of an earlier completion of the study of a first foreign language and learning a new one; humanization of education and also the development and preservation of the flexibility of a child's vocal apparatus are among them.

Methodologists claim that children learn how to speak a foreign language faster and more successfully than adults, and also point out that what the children learn in their childhood is memorized for life.

It is impossible not to notice that any foreign language should be learned as a means of communication, and a child should understand its practical use. We know that any communication contains a motive and goals, so children should define a goal for themselves, what they want to say, and also build the necessary motives for the language process of learning with a positive result.

There are a number of learning tools which teachers find useful and make use of at their lessons. These include:

- textbook;
- reading book;

- sound recording;
- visual aids;
- handouts (pictures).

The main principles of teaching English should be mentioned. They are the following:

1. Comprehensibility.

It is proved that a child should clearly understand what goes on at the lesson, what a teacher and other children say.

2. Reliance on the native language.

It is one of the most essential principles as children's experience in their native language helps to lean on their empirical ideas about the system of the native language, forming similar representations in a foreign language.

3. Individualization implies consideration of children's individual, psychological, age peculiarities and national characteristics

4. Intensification of the learning process is achieved by means of different techniques used at a lesson such as cognitive and role-playing games, dramatization, adaptation for the stage, etc.

5. Visualization.

The use of visual aids as well as the use of technical means positively impact children's command of a foreign language, they also help to concentrate children's attention on specific topics, and enhance their motivation.

6. Communicative orientation.

It should be observed that learning a foreign language in elementary school is carried out orally, which stimulates children to focus on the pronunciation and intonation, provides an opportunity to accumulate vocabulary quickly, along with forming the ability to solve various communication tasks.

7. Repeatability of material.

Adherence to this principle allows preschool children to memorize the material better, "fix" the previously studied lexical and grammatical material, and not only short-term, but also long-term memory is involved, and therefore vocabulary is enriched.

8. Group interaction.

One of the effective forms of work is group work which can be implemented at various stages of the lesson while checking homework, consolidating everything that has been learned, explaining new material. Children get involved in communication with other members of the group thus overcoming the language barrier.

9. Game method.

It is known that the game is the leading activity of preschoolers. Semantization and consolidation of language material by children will be more successful if they perceive the lesson not as a responsible event, but as a game. Belarusian methodologist Lapitskaya L. offers a number of games in her textbook for the third grade of the secondary school. One of them is to choose

the word you like from the given list and to mime it [1, p. 59]. In our opinion such tasks help to stimulate imagination greatly.

#### 10. Music at the lesson.

Various songs and games have a great practical importance. The use of songs at the lesson increases interest in the subject, contributes to aesthetic education, gaining ear for music and good memory, reduces fatigue.

British Council site for young learners introduces a great variety of songs. For example, the song “A Bear Named Sue” is followed by a number of exercises. Children listen to the song and perform the following tasks:

- match the pictures with the words;
- put the words in one of two groups either food or clothes;
- try to explain what bears have for breakfast and then draw a picture of it [3].

One can find a great variety of exercises for young learners to practice listening comprehension skills. Lapitskaya L. provides plenty of them in the Student’s book for the third grade. Tasks such as “Listen and point”, “Sing the song”, “Say after the teacher” help to form perfect pronunciation patterns.

There exist certain recommendations for teaching English in primary school. For example, the recommended listening comprehension limit is 6-10 phrases, each of them contains no more than 7 words. It is advisable to alternate teaching listening and teaching other skills [2, p. 37]. Such skills as reading and writing are not to be forgotten.

Using writing exercises in the classroom is an excellent way to develop motor skills and strengthen children’s muscles. Bearing all that in mind Lapitskaya L. offers the task of writing words in capital letters. For example: baby – BABY, frog – FROG, pig – PIG, dog – DOG [1, p. 59].

To summarize, it should be pointed out that learning a foreign language should definitely stimulate a student’s motivation and wish to speak a foreign language. Taking into consideration mental, physical and age peculiarities is the key to success in teaching at an early stage. As it has been mentioned above, all the aspects of learning a language are interlinked and developing of all the skills simultaneously is essential.

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