INCREASING LESSON EFFICIENCY FOR PRESCHOOL AND PRIMARY EDUCATIONAL CHILDREN USING INTERACHED ENGLISH METHODS AND TECHNOLOGIES

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Annotation

This article describes how to increase the effectiveness of English lessons for preschool and primary school children using interactive methods and technologies, as well as to further increase children's interest.

Keywords: innovation, interest, attention, communication, art, music, audio, communicative, thought, worldview, cartoon, dramatization, subtle games.

The demand for a foreign language in society, on the one hand, as well as the understanding by parents that language is not only a factor in the upbringing of modern man, but also the basis of his social and material well-being in society - on the other hand. making this moment foreign language learning especially popular and relevant. If 20 years ago knowledge of the language was required only in the work of some fields, now it was necessary to master at least one foreign language.

The main problem of teaching a foreign language is the age of the student. It is known that children are more comfortable learning. Until recently, teaching methods were aimed at children of school age, now parents are trying to start learning a foreign language as early as possible. The main objectives of teaching a foreign language to preschool children:

- formation of basic communication skills in a foreign language in children;
- the ability to use a foreign language to achieve their goals, to express their thoughts and feelings in the context of life communication;
- to create a positive attitude to further learning of foreign languages;
- to arouse interest in the life and culture of other countries.

Preschool age is especially convenient for starting to learn a foreign language: children of this age are characterized by sensitivity to language phenomena, they are interested in understanding their speech experiences, the "secrets" of language. They easily and firmly remember the small size of the language material and reproduce it well. With age, these favorable factors lose their force. There is another reason why young people prefer to learn a foreign language. The younger the child, the less vocabulary there is in the local language, but at the same time his speech needs are less: in a small child the areas of communication are less than in adults, he still has to solve complex communication problems it's not. This means that when he learns a foreign language, he does not feel such a big difference

between the possibilities in the mother and foreign languages, and his sense of success is brighter than in older children.

Teaching children is a very difficult issue that requires a completely different methodological approach than school children and adults. If an adult speaks a foreign language, it does not mean that he can teach others. When confronted with methodologically helpless lessons, children may hate a foreign language for a long time and lose confidence in their abilities. Only experienced professionals should work with preschoolers.

In preschool, in teaching English, children gradually develop the basics of communicative competence, which includes the following aspects in the early stages of learning English:

- ✓ the ability to repeat phonetically correctly English words behind the teacher, native speaker, or speaker, i.e., the gradual formation of auditory attention, phonetic hearing, and correct pronunciation;
- ✓ mastering, combining and activating English vocabulary;
- ✓ mastering a certain amount of simple grammatical structures, composing a coherent statement.

Methodological Direct educational activities should be constructed and focused on the development of children's language skills, taking into account their age and individual characteristics. Communication in a foreign language should be motivated and focused. The child needs to create a positive psychological attitude towards the foreign language, and the way to create such a positive motivation is to play. The game is both a form of organization and a way for children to conduct lessons where a certain amount of time is spent learning English vocabulary, counting many poems, songs, rhymes and more.

This form of teaching creates a favorable environment for the acquisition of language skills and speech skills. The ability to believe in play activities allows for a natural motivation for speaking in a foreign language, making even the simplest phrases interesting and meaningful. Playing in foreign language teaching is not contrary to educational activity, but is organically related to it. Games in direct educational activities should not be episodic and solitary. In the process of language learning, end-to-end game techniques that combine and integrate other activities are needed. The play methodology is based on creating an imaginary situation and assuming a specific role by the child or teacher.

Educational games are divided into situational, competitive, rhythmic-musical and artistic.

- TO situation includes role-playing games that simulate communication situations for one reason or another. Role-playing is a play activity in which children perform specific roles, playing different life situations, for example: salesman-buyer, doctor-patient, actor and his fans, and so on. They, in turn,

are subdivided into games of a reproductive nature, where children reproduce the usual, standard dialogue, apply it to a particular situation, and require the application and modification of different models.

Standard dialog boxes, for example:

- Show me (show) - when the teacher names the topic and the child has to go to the card with the picture of the desired word and point to it.
- What is this? The teacher shows the words, the children name the words.
- What is missing? (what is missing)
- Why not? (this is a plus)
- "Magic window" - goal: to develop attention. Children wearing animal masks approach the mirror. The magic mirror depicts several animals. Children need to be told who they saw and how much. For example: I see a dog. I see five dogs.

Includes many games that promote **competitive** vocabulary and literacy. The winner in them is the one who knows the language materials best.

These are all kinds of crossword puzzles, "auctions," table games with linguistic tasks, execution of orders. **Crosswords** can be on any topic: animals, fruits, vegetables, furniture, toys and more. **The commands are** different. In class, children can play a game: "Simon says" - the goal of this game is to develop cognitive interests. The children stand next to the teacher. The children's task is to follow the teacher's orders. For example: Hands up! Sit down! Jump! Run! And so on. Lexical materials on various topics are used throughout this game.

Rhythmic music games are any traditional games, for example, dances with a choice of partners, which help not only to master communication skills, but also to improve the phonetic and rhythmomelodic aspects of speech and sink into the spirit of language, for example: " "Nuts and May," "What's Your Name?", "I Like My Friends," "Heard, Shoulders, Knees, and Fingers," and more.

Artistic or Creative Games This is a type of activity that stands on the border of play and artistic creativity, and the way to it is through play to the child. They, in turn, can be divided

1. **Dramatization** (i.e. staging small scenes in English) "In the woods" - for example: chanterelles and bears meet in the woods and a little dialogue is played (Hi! I'm a fox. I can run. I love fish); "Red Riding Hood" and others.
2. **Delicate games** such as graphic dictation, picture painting and more. Painting pictures is a calming, not always informative, but very common activity. For example, you can display a finished image. As the child learns the contour, the teacher repeats the word many times, naming the details. Thus, we establish a new language called what the child himself did. Graphic dictation - for example: in the classroom, the children are told

what color to paint, what color to give to the children, and then they compare the resulting images with the picture dictated by the teacher.

3. **Oral and creative** (collective composition of small fairy tales, choice of rhymes). On the border of situational improvisation games and creative dramaturgy, there is a type of activity such as improvisation on a well-known fairy tale theme that has already been played in a well-known form. For example, the game "turnip" or "teremok", in which new characters and comments appear, depending on the number of players and the assimilation of a new dictionary.

When choosing or inventing a game to be included in the lesson, you should follow these rules:

- Before starting the game, answer the following questions: What is the purpose of the game, what should the child learn in it? What speech movement should he perform? Does the child know how to make such a statement, are there any additional difficulties?
- After answering these questions, try to become your own child and imagine an interesting situation in which a statement on such a model may emerge.
- Think about how to describe this situation in such a way that the child immediately accepts it ...
- Enjoy playing with your child yourself!

The game has to be educational and it has to be a game. In the Soviet Encyclopedic Dictionary, play is described as an inefficient type of activity, the motive of which is not its result, but the process itself. This is a very important sign ... Therefore, the introduction of play in the classroom, its didactic result is important for the teacher, but can not be an incentive for children's activities. Consequently, play should change the style of relationship between children and the adult teacher who cannot force anything: the child can play only when he wants and when he is interested in himself and with those who like him . The teacher can only be a game organizer - he has to play with the child because the children play with the adults with great pleasure and the play environment is disrupted under the watchful eye of an outside observer. So we can say that the basis of any game is role play. The child in the role play can act like himself, an English child or an adult, a fairy tale character or animal, a resurrected object, etc. - the possibilities here are endless. His partner could be another child, a teacher, a puppet, a fantasy hero, an assistant actor, or a second teacher who always plays the same role, and so on.

One of the most popular ways to teach a foreign language is to use information and communication methods such as computer technology, multimedia, audio and more. The use of audio, video stories, fairy tales, cognitive materials in direct educational activities helps to individualize education and develop motivation for preschool children's speech activities. It is the use of ICT in the direct teaching of a foreign language that develops two types of motivation: self-motivation, if the proposed material is interesting in itself, and motivation , which is manifested by

the fact that the preschool child can understand the language he is learning. It brings satisfaction and builds confidence in one's own strength and strives for further improvement.

It is much more fun to listen to or watch a fairy tale, story, or educational film than a curriculum. Children very quickly understand the semantic foundations of language and begin to speak on their own. If the method of complete immersion is used in teaching. This method involves regular and deep communication of the child with a foreign language. The child's subconscious is unusually sensitive, and even if no clear results are now visible, the child's abnormally developed linguistic abilities can be encountered within a year or two.

Audio tales for learning English

When a preschooler's vocabulary reaches a few dozen words, you can diversify your direct learning activities using audio tales in English. Audio stories can be divided into:

- **Pure audio stories.** Audio stories are a great help for children in learning English. First, English short stories are good. For example, with children, you can listen to stories like "Three Kittens," "Three Little Pigs," or "Too Many Daves." The essence of the audio story must be clear, otherwise the child will quickly lose interest. Without direct educational activity interest, it will not be as effective and efficient.
- **Audio stories are combined with illustrative material.** In the process of voice storytelling, the children look at the pictures together with the teacher and at the same time pronounce the words.
- **Voice stories and the "full baptism" method.** To make listening to English audio fairy tales more interesting, you can use one of the methods of fairy tale therapy - fairy tale drawing. But drawing while listening will work if the plot of the fairy tale is at least a little familiar to the child. So when the story is heard for the second or third time, the children are given a pen and paper. The truth is that drawing while listening is a process that affects the deep skills of simultaneously perceiving and reproducing information. In the process of drawing, the child forms associative connections with what they hear. Voluntarily or involuntarily, foreign words related to the plot depicted in the picture are recalled. Along the way, it is important to note that he has the ability to listen at the same time and draw what he hears. Most babies between the ages of four and five do not have the ability to quickly reproduce the information they hear. But by the age of six, children who regularly listen and reproduce what they have heard in the form of repetition, drawing, application, etc., develop the ability to listen, hear, understand, and interpret at the same time.

Videos for learning English

The purpose of the video is to learn the communicative method of learning English by preschool and young children. The program materials are fun for the child, but also educational. Children learn English by joining, playing and learning about the world around them.

Lexical and grammatical materials are introduced in an entertaining way. Not only does it familiarize you with vocabulary, but it also clearly demonstrates an action that can be done with certain things, which helps you memorize words quickly and develop simple conversation skills in a foreign language. The presence of a native speaker helps to successfully master the phonetic material.

Cartoons in English is one of the best helpers in teaching English. Kids love cartoons and enjoy watching them in a row. That is why English cartoons help to solve many problems of teaching a foreign language to children at the same time:

- the child has no question of "why learn these words";
- she enjoys watching cartoons and likes to repeat character phrases;
- cartoons help the child not only learn and learn new words, but also learn English speech sounds;
- repetition - if a child likes a cartoon, he is ready to watch the same cartoon again and again until he learns it by heart.

Preschoolers learn from the world around them and from communication. School children are already learning from books. Kindergarten children need to be taught in a live game where everyone is taught: the teacher, the toys, the songs, and the children's community itself. Kids in school - through explanations, reading, and conversations (games are no exception, especially for young children!) Kindergarten should be encouraged more by avoiding long lessons and praising children. School-age children have already been able to endure 45 minutes (with younger ones you can take small breaks during class) and the main encouragement for them is grades.

Preschoolers prefer visual-figurative thinking ... Children think in pictures and this allows them to use English as much as possible - children do not feel the need for translation. It is enough to connect the word with a picture that matches its image - a toy, an object, a gesture. Thus, such a popular (and, by the way, very effective) method for teaching preschool children and young learners is a method of full physical response. This is a way to learn how to invent and imitate gestures along with each word / phrase when learning new words or phrases. For example, with the word apple, children repeat the gesture as if they were biting an imaginary apple.

There are no grammatical rules

Young children learn a different grammar. Logical thinking is only the beginning of the school is beginning to take shape and the boy closer to less

developed. Accordingly, preschool children and elementary school students to teach a foreign language to explain the rules (rules) and they are difficult for children to uncertainty for the development of structures - grammatical patterns (patterns - patterns, patterns) . That appeared to be a small child to be a verb, "to be," explain the meaning and the modern face of such change is useless. These patterns, they often used their children and teach them the right way to level up automatically. For this reason, many of my 7-8 year old little knowledge about, for example, the verb forms that I would not have any idea, for example, I / you / he will use you ... and so perfect. They learn to adulthood.

No translation required!

Because abstract-logical thinking is not developed in preschoolers and in young learners it is still in the formative stage, creating parallels with the mother tongue is not always necessary and sometimes even harmful. The early start of teaching allows you to form a foreign language separately from your mother tongue. Adults (the student's parents, as well as grandparents) are often unaware of this feature of teaching methods, so sometimes funny situations occur when the child begins to ask at home: "How can this be said in English? ...? And what happens in English ...? ". Most children, of course, answer this question. But sometimes a child in such a situation falls into stupidity and is silent in response. They understand the teacher. The teacher draws picture cards or toys, showing the child, what is it? And suddenly the child names everything. That is, he, in principle, knows what the "apple" will be in Russian and English, but these two languages are separate in his head and he still cannot establish a parallel between them.

Or, conversely, parents sometimes complain that a preschooler or first grader can describe a picture in English, he chooses the sentences correctly in the exercises in the picture, but does not translate for translation. How do they ask to fix it ... But what is there to fix? If he describes and chooses correctly, it means he understands what he is talking about. And the fact that he doesn't translate into Russian means that his language is naturally formed, and in the future, if the lessons are structured correctly, the child will not translate from Russian to English, but will immediately make a statement in English.

Frequent change of activity

Limited attention in preschoolers and younger students, they may not be able to do the same for long periods of time. Frequent change of activities is one of the conditions for successful training. It's all easy to calculate - we add 5 minutes to the children's age - which is the child's maximum concentration time. That's it. 5-6 year olds can do this for about 10 minutes. Otherwise, it won't work: when kids get bored of what they're doing, it's hard to calm them down.

Therefore, in courses for toddlers, children do a lot of different things during the lesson: reading, painting, singing, dancing, playing cards, watching cartoons, and sometimes even crafting. engage And it's not a waste of time, as it may seem

from the outside, but the elements of the lesson. Dance not only dance, but also use TPR, to better memorize words and grammatical patterns. By painting or crafting, children follow the teacher’s commands, i.e. develop listening skills and repeat the vocabulary they have learned - colors, names of things in the picture, and so on. Educational cartoons are also not superfluous. They are short (2-5 minutes), they repeated the study vocabulary and grammar, and they are active in children's games or difficult tasks bo'shashishga tire.

I hope this article was helpful to you. If something is missing or you have a question, please write in the comments and I will try to answer.Good luck with your English!

The methodology of pedagogical work is determined by the goals and objectives set by the teacher. From the IL point of view, the main objectives of teaching Sholpo preschool children a foreign language are: to form in children the basic communication skills in a foreign language; the ability to use a foreign language to achieve their goals, to express their thoughts and feelings in the context of life communication; to create a positive attitude to further learning of foreign languages; to arouse interest in the life and culture of other countries; fostering an active creative and emotional-aesthetic attitude to speech; development of students' linguistic abilities in older preschool children, taking into account the age characteristics of their structure; disproportionate personality, i.e. the ability to look at the world from different positions.

In order to teach children a foreign language, it is necessary to make a special selection of video clips, preferably animated songs and cartoons for children aged 2-3 years (for example, videos about Maisy Mouse). It will be much easier for the child to understand such cartoons - due to the presence of themes - account, names of animals and so on. and a calm pace.

The peculiarity of teaching English to preschool children is that he does not just sit at a desk and turn the pages of books and notebooks. The process should not be boring and the children should strive for knowledge on their own. Children think clearly, take everything literally, speak simple sentences ... If a teacher explains something, he must give clarity, an example. That's why English is a game for preschoolers. Only through this form you can achieve positive results and form a positive attitude towards the foreign language in the child.

Thus, play is a focus on the proximal developmental zone, combining a pedagogical goal with a motivational activity motive for the child.

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