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PSYCHOLOGICAL AND PEDAGOGICAL PREREQUISITES FOR LANGUAGE TEACHING OF YOUNGER PUPIS AFTER METHOD OF THE ASSOCIATIVE SYMBOLS

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***Анотація.** В статті розкриваються особливості асоціативної діяльності молодших школярів в процесі вивчення іноземної мови. Особлива увага приділяється характеру навчально-пізнавальної діяльності молодших школярів, психологічним особливостям учнів початкової школи, характеру асоціативного сприйняття ними навчального матеріалу. Автор розкриває особливості асоціативного навчання іноземних мов молодших школярів починаючи з першого класу на основі методу асоціативних символів. В статті описується цей метод, його особливості, стадії представлення навчального матеріалу, особливості проведення уроків іноземної мови за методом асоціативних символів. Автор підкреслює високу ефективність проведення уроків за методом асоціативних символів.*

***Ключові слова:** метод асоціативних символів, сенситивний період навчання, асоціативні символи, провідний вид активності молодших школярів.*

***Аннотация.** В статье раскрываются особенности ассоциативной деятельности младших школьников в процессе изучения иностранного языка. Особое внимание уделяется характеру учебно-познавательной деятельности младших школьников, психологическим особенностям учащихся начальной школы, характера ассоциативного восприятия ими учебного материала. Автор раскрывает особенности ассоциативного обучения иностранным языкам младших школьников начиная с первого класса на основе метода ассоциативных символов. В статье описывается этот метод, его особенности, стадии представления учебного материала, особенности проведения уроков иностранного языка по методу ассоциативных символов. Автор подчеркивает высокую эффективность проведения уроков по методу ассоциативных символов.*

***Ключевые слова:** метод ассоциативных символов, сенситивный период обучения, ассоциативные символы ведущий вид активности младших школьников.*

***Annotation:** The article reveals psychological prerequisites of the associative activity of younger students in the process of learning by them a foreign language. The attention is being accentuated on the peculiarities of the teaching and learning activity of the primary school students, psychological nature of children at the primary learning, properties of the cognitive processes, mental conditions and properties of children in the early childhood. The author suggests effective innovation way of the workshop resolution of the problems of the children's learning of a foreign language, starting from the first class of the primary school- method of the associative symbols. It is being exposed essence of this method, its peculiarities, stages of introduction, specification of the lessons conducting after the method of the associative symbols. It is being indicated the high effectiveness of the associative education of a foreign language by the primary school students.*

***Key words.** Method of the associative symbols, associative symbols, sensitive period, leading kind of activity.*

The problem of teaching of foreign language at the early stage is becoming the one of great importance. The priority in the resolution of the mentioned problem is the orientation to the communicative directed teaching of students for the foreign language communication, as well as the search of such kinds of activity at the lesson, which would be effective tool in the learning of foreign language by younger students [1].

It is extremely positive factor since teaching the children of foreign language provides not only its theoretic and practical mastery, but contributes mental development of younger students and stimulates the more perfect mastering of the native language by them [2, p.30].

Starting from the 2012 academic year the foreign language at the general education establishments of Ukraine begins from the first class. The beginning of the early learning of foreign language contains potent psychological conditions for the mastery by younger students of the grounds of the elementary communicative competence [3, p.62].

The knowledge of the age-related peculiarities of students is the priority in the pedagogical activity of teacher, guarantee of its effectiveness. It allows the teacher to module the lesson correctly, in particular to foresee the limit of the children's efficiency after which the slowdown of their activity begins, helps in the matching of the education material, and using of the ways and means of the work with them, in the defining of the lessons planning strategy, and in its motivational providing.

The writings Sh.Amonashvili, Dzh.Bruner, L.Vyhotskyj, V. Penfield, L.Rubinstein and other scientists have evidence of, what the child learns a foreign language easier than an adult. So, after V. Penfield the flourishing of human abilities for internalizing of other language is directly linked with the factors of the physiological order. It accounts for the period from 4 to 10 ears. The functional localization of the brain has already defined itself, first of all localization of language functions both in the left and partly in the right semi sphere. The child has already internalized native language, but her or his brain is still flexible for the working out of the new connections. Such optimal neural base provides high sensitiveness of the younger students: a sensor sensibility to the phenomena of the language character in general and articulate flexibility in particular. It provides the opportunity of the exact imitation, easy working out of the motor skills [4, p.28-31].

Fully captures child brings him, her enjoyment, causes pleasant emotions, what can not be said about minors.

The results of the experiments of M. Zorandiy, O. Ognevtytska, researches of the USA, Canada and other countries testify about increasing of the level of the verbal intellect's development of modern preschoolers. And this factor, to the opinion of the psychologists, in particular O. Leont'ev, is one of the important arguments for the favor of introducing of foreign language at school.

We agree with the named scholars and consider that the sooner starts competent training which heeds psychology-physiological peculiarities of younger student; the more effective will be his intellectual development. Such training by all means must be passed in the form of a game for the investigations of the researches showed that the preschoolers' age children get 80% of knowledge, skills, attainments via games, younger students-50%, minors-20%. Besides, the teaching of foreign language at school promotes the common language development of younger students, acquirement by them of attainments and skills of the learning activity.

It is not easy to teach 6-years old children, and such a teaching must be constructed with taking into account the senility of their development. For example, if the 6-year old child gets tired quickly it is necessary to provide different kinds of activity in the class. That's why lesson consists of some parts, which are united by common theme. It is not justified to give the 6-years old pupils the tasks that are typical for the traditional school's training, which demand long-term concentration at one subject, performing of the series of the monotone precise movements, and so on. Since child tries to internalize everything in the visual-shaped and visual-effective plans a great role must be discharged it's practical actions with the subjects, the work with the visual material.

"The gold" rule for the teacher who teaches foreign language younger students have to become provision that the lesson of foreign language by all means must be equipped with the illustration. For, the creative thinking is prioritized. And therefore any illustration appropriate both from the deductive and from the methodical views, that guides certain foreign language lexical unit (word, word-combination, bound micro-expression, etc.) is the effective mean of influence on the memory and the process of the awareness of such unit meaning. The peculiarities of the attention of this age students' have to be one of the determinant factors of such means' selection.

The concept "extensiveness" is non-separable component of the concept "thinking" since the thinking activity is being realized on the base of the heard, the seen, or the felt. "Extensiveness is the effective mean of the motivation, and its common purpose –is to found figurative representation and to form the certain concept. The usage of the extensiveness is directed to the reactivation of a lesson, increasing of the cognitive and mental activity of students, instilling them interest to the training material, assistance to its deep and stable learning.

The associative symbols are one of the kinds of such extensiveness. Association (Lat. Associo-unite; bound) is the concept that appears by the mentioning of another. If the analogy is similarity, the analysis is dismemberment, then association is the bounding of some properties, qualities.

On the base of great number of the investigations on the nature of language activity of a man modern psycholinguists have come to the conclusion that we think not with words, but with images, with code language of the ideas and associations. Word is the audio image, which is used for the expression of the fact that we can see, think, or feel. So the mastery of language starts from feelings, that is, from the process of the expression in the brain of man separate properties of subjects and phenomena, which directly affect his senses. It is being necessary no use as many as possible different assistants (the associative symbols). For, the aims of the associative thinking are: the receiving of the new original ideas; creation of the semantic connections;

stimulation of the imagination; improvement of memory.

Owing to game and emotional occupancy of the whole life the 6-year pupil internalizes program in the game form much better than in the standard situation of the training sessions. Therefore it is being necessary to include the game elements into the lesson constantly. The game side by side with the training remains the leading kind of activity of the younger students, the strongest motive in the learning by students a foreign language. The language material is internalized insensibly; the results of training are improved. During the game you can: repeat the vocabulary on the theme; organize the rest at the lesson; enhance the students' vocabulary; teach to use vocabulary in the language situations; develop the pupils' creativity. The games capture the child's attention, develop memory, and induce the implementation of actions. With the help of games it is being easy to change the lesson's course, kinds of the lessons, relieving them from monotony, taking exercises, increasing of the younger students' emotional condition.

You should not forget that children demand certain dynamics in meeting their cognitive needs. Music, jests, moves play significant role in their development. It makes efficient the usage at the lesson different forms of activity, interesting games, poems, songs. The task of the teacher –is to create the conditions for the fullest disclosure the students' potential in the process of the mastery by them English at the elementary level. Indeed, it is possible only via the positive emotions' forming, which the student receives during the work.

The organic combination of the child's intellectual-linguistic activity with his/her intensive development of the motor-kinesthetic sphere is being justified by the theory of the associative mastering. In the limits of this theory we used the method of associative symbols (MAS), in the base of which the closest to the reality imitative motor activity is assigned. Herewith, the child cognizes the world in the living Word, communication, game, since the language material is being adopted by him/her via all parsers: visual, audio, speech-motor, motional ones. The more parsers take part during the learning material's training the more effective and stronger it is internalized.

The method of the associative symbols allows solving the base problems in the foreign language teaching younger students, for in is being based on the actual theory of the language learning via "personal activity" of the child. The usage of the MAS at the foreign language lessons gives the opportunity to perceive the language material by the child via all parsers: visual, audio, speech-motor, motional ones.

Without violating the lesson's structure we are providing the need in motor activity of children in full measure. The lesson has well-defined structure, it is necessary at it to actualize the main stages of the foreign language mastering. The learning will be successful than.

In the process of the foreign language mastering the three stages can be singled out.

1. The familiarization with the meanings of the language units- the ordinary (child learns what is the foreign language for: subject, phenomenon, and action) and complex (words-sentences).

2. Passive speech- awareness of the word-expression memory, namely. multiple comparison of the speech unit with the appropriate subjects and phenomena of the reality by child.

3. Active speech- using of words or expressions in speech that defines the level of the speech attainments formation.

These stages are typical of lessons after the method of the associative symbols (MAS), suggested by us.

At the lessons after the MAS the teacher introduces the games' commands, the subjects' names, phenomena's, their features' and creates together with the students associative symbols to them, operating after certain algorithm:

- making of the associative symbols for the new lexical units;
- check of comprehension by children worked out associations in mother-tongue;
- presentation of new vocabulary in the language is studied.

So, for example, for the introduction of the lexical material, linked with the games' commands: stand sit, go, run, fly, swim, lie down, fall down, crawl, hop, jump, eat, drink, sing, dance, clap, stamp, skip the following stages are being realized.

1. The Creation of the associative symbols to perform actions and motions

T: Look at me attentively and memorize (teacher negotiates with the students about the technique of the actions' performing): *stand*-we are standing up; *sit*-we are sitting down; *walk, go* –with two fingers as if by feet we are imitating walking; *run*- we are imitating running in place; *fly*- with the hands strokes we are imitating flying bird; *swim* – we are raising aside and keeping closed hands turn imitating swimming; *hop* – we are moving hands with a small spurts; *jump*- we are raising hand forward with a large spurts; *crawl*-we are moving successively and slowly permuting fingers, the lying on the square hand forward; *lie*- we are bowing the head aside; *fall down*- we are lowering two hands down quickly; *eat*- we are holding to the mouth seeming spoon; *drink*- we are holding to the mouth seeming glass; *sing*- we are holding in front of the mouth seeming microphone imitating singing; *dance*- we are putting hands-side and imitating dance; *clap*- we are clapping

palms; *stamp*- we are stamping with feet; *skip*- we are moving the hands symmetrically as if holding the seeming rope.

2. Check of the accepted associative symbols comprehension.

T: Let's play a game. I will be imitating the actions' performance and you will be naming the things I am doing (the teacher is imitating the actions' performing and the students are naming them in mother-tongue.

3. The presentation of the commands in English.

Look, listen and do!

T: Now, we will perform these commands together and our small monkey will be naming them in English. (The teacher is naming each command not less than three times): Stand up! Sit down! Run! Fly! Swim! Lie down! Fall down! Crawl! Hop! Jump! Eat! Drink! Sing! Dance! Clap! Stamp! Skip!

To the realization of the passive speech stage contribute different games with the required successive usage of the motions language, jests, facial expressions and connection of the visual material. Since with the help of this method children acquire the language practically "getting along" the whole training material, the conscious learning of the lexical units is being provided. The problem of the memory overloading becomes detached, for the process of the internalizing is passing unwittingly. The schoolchildren internalize considerable masses of the training material performing common game's actions together with adults or independently, bringing to automatism performance and pronunciation of the necessary speech patterns, not putting special efforts.

The essential moment and advantage of this method using is that the children are not getting tired at all. So the basic requirement, i.e. the preservation of the psychic and physical health of children is not being violated.

So, we can talk about the advantages of the associative symbols method via imitation closest to the reality at the starting stage of the English language learning over the traditional forms of the training for it:

- takes into consideration the physiology peculiarities of the early age children;
- creates clear acoustic images and associations;
- gives the opportunity to preserve only-begotten for all children and languages phased sequence of the language development laid from the birth in child linguistic program;
- creates the atmosphere of the game, brings in interesting changes into the training process, gives the opportunity convert the dull learning of the lexical material to the entertainment;
- provides the conscious lexical material learning, for, it is one of the most effective means of the word semantics' for the younger age children;
- contributes spontaneous memorizing of the lexical material
- contributes the systematic repetition of the lexical material, what is required for the working out the automatism attainment in the foreign language speech;
- helps to create the atmosphere of the foreign language environment at the lesson;
- helps the teacher to establish and to hold the tight contact with the students;
- contributes the training process activation, makes it possible to give and to consolidate the sufficient number of the lexical units at the lesson;
- makes the teacher's activity easier, since it gives the opportunity to minimize the usage of the visuals considerable amount;
- does not demand the usage of the costly technologies;
- helps to achieve the main purpose during the foreign language learning- the formation of the positive attitude to the training process

So the foreign language learning in the early age is useful for all children, since it influences positively on the psychic functions (memory, thinking, perception, imagination, etc.) and stimulates common speech abilities that is being positively marked in the acquirement of the mother tongue.

The introduction into the training course the foreign language contributes the initial period to be more joyous and exiting. This factor is especially important considering that it is not easy and responsively to teach the younger students the communication in the foreign language, who not quite master the communicative skills and attainments of the mother tongue.

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