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## SPECIFICS OF IMPLEMENTING TECHNOLOGY OF ASSOCIATIVE TEACHING ENGLISH AT PRIMARY SCHOOL

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**Abstract.** The article deals with the problem of the application of the associative teaching technology at primary school and the peculiarities of its implementation in teaching English to primary schoolchildren. It is found out that the modern primary school student should be able to think creatively, to solve given tasks, find associative links between objects, and be able to intercultural communication. So, a teacher has to master the innovative teaching technologies that optimize and intensify the educational process to forming primary schoolchildren’s abilities of this kind. It is determined that the technology of associative teaching English to primary schoolchildren is one of the most effective technologies because it meets quite new goals and tasks of teaching foreign languages at primary school, age and individual characteristics, needs, and interests of primary schoolchildren. It is shown that the associative teaching technology is based on the principle of harmony with nature and it creates conditions that are close to life situations, makes learning the foreign language accessible and relaxed. Associative teaching a foreign language and its various aspects are performed in accordance with the primary schoolchildren’s individual characteristics. The psychological mechanism is very important in the organization of associative teaching; it is taken into account in teaching children of primary school because human beings think with images and words are sound images that allow you to express what a person sees, feels, and thinks. Associative teaching combines both verbal and non-verbal means of communication. Associative teaching contributes to learning a foreign language based on the child’s real actions in the form of the active actions with items in accordance with the human linguistic programme that defines phased sequence of the language development. An effective method of teaching a foreign language is a method of Mind Mapping, which helps to think productively, build own thoughts, set associative links and creates pre-conditions for interactive intercultural communication.

**Key words:** associative link; innovative teaching technology; mind map; primary schoolchildren; associative teaching technology.

## ОСОБЛИВОСТІ ЗАСТОСУВАННЯ ТЕХНОЛОГІЇ АСОЦІАТИВНОГО НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ В ПОЧАТКОВІЙ ШКОЛІ

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**Анотація.** Статтю присвячено проблемі застосування технології асоціативного навчання в початковій школі та особливостям її імплементації під час навчання англійської мови молодших школярів. З'ясовано, що сучасний учень початкової школи повинен уміти творчо мислити, самостійно вирішувати поставлені завдання, знаходити асоціативні зв'язки між предметами, бути здатним до міжкультурної комунікації. Для формування таких здібностей в учня молодшого шкільного віку вчителю необхідно володіти інноваційними технологіями навчання, які оптимізують та інтенсифікують освітній процес. Визначено, що однією з найпродуктивніших технологій початкової школи є технологія асоціативного навчання англійської мови школярів, бо вона цілком відповідає новим цілям і завданням навчання іноземних мов у початковій школі, індивідуальним і віковим особливостям, потребам, інтересам учнів молодшого шкільного віку. З'ясовано, що за допомогою технології асоціативного навчання можна організувати процес вивчення іноземної мови на основі реальних, активних дій із предметами, на доступному для учнів рівні з урахуванням як вербальних, так і невербальних способів комунікації. Розглянуто найефективніший метод навчання іноземної мови – метод Mind Mapping, який допомагає продуктивно мислити, самостійно будувати свої думки, установлювати асоціативні зв'язки та створює передумови для інтерактивної міжкультурної комунікації.

**Ключові слова:** асоціативний зв'язок; інноваційні технології навчання; розумна карта; технологія асоціативного навчання; учень молодшого шкільного віку.

## ОСОБЕННОСТИ ПРИМЕНЕНИЯ ТЕХНОЛОГИИ АССОЦИАТИВНОГО ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В НАЧАЛЬНОЙ ШКОЛЕ

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**Аннотация.** Статья посвящена проблеме применения технологии ассоциативного обучения в начальной школе и особенностям ее имплементации во время обучения английскому языку младших школьников. Выяснено, что современный ученик начальной школы должен уметь творчески мыслить, самостоятельно решать поставленные задания, находить ассоциативные связи между предметами, быть способным к межкультурной коммуникации. Для формирования таких способностей у ученика младшего школьного возраста учителю необходимо владеть инновационными технологиями обучения, которые оптимизируют и интенсифицируют образовательный процесс. Определено, что одной из самых продуктивных технологий начальной школы является технология ассоциативного обучения английскому языку школьников, потому

что она полностью отвечает новым целям и заданиям обучения иностранным языкам в начальной школе, индивидуальным и возрастным особенностям, потребностям, интересам учеников младшего школьного возраста. Выяснено, что с помощью технологии ассоциативного обучения можно организовать процесс изучения иностранного языка на основе реальных, активных действий с предметами, на доступном для учеников уровне с учетом как вербальных, так и невербальных способов коммуникации. Рассмотрен самый эффективный метод обучения иностранному языку – метод Mind Mapping, который помогает продуктивно мыслить, самостоятельно выражать свое мнение, устанавливать ассоциативные связи и создает основания для интерактивной межкультурной коммуникации.

**Ключевые слова:** ассоциативная связь; инновационные технологии обучения; умная карта; технология ассоциативного обучения; ученик младшего школьного возраста.

**Problem setting in general.** Nowadays it is impossible to form independent and creative thinking of primary schoolchildren who are able to realize intercultural communication through the old methods and technologies. This fact encourages teachers to search new forms and methods of educational interaction. Therefore modern school should create conditions for intellectual, moral, physical and social development of schoolchildren; lay the foundation for the forming harmoniously developed personality.

Such terms as Ukraine's transition to new standards of education and its involvement into various international organizations and the gradual coming into the unified European educational space within the Common European Recommendations require the implementation and development of new technologies into teaching students starting from primary school. Helping children to develop their personality, creativity, interest in educational activity and teaching them to learn means to give so much impression about the world engaging into various activities.

Thus, according to the main “Western European Recommendations on language education...” [2], taking into account the normative documents recommended by the Council of Europe there is the reorganization of foreign language education in Ukraine, and since 2012 the study of a foreign language is entered from the first year at school. Both primary education and methods of teaching foreign languages should be directed to improving the students' intellectual development, because the formation of a pupil as a linguistic personality begins in early school years. According to this fact conditions for early communicative and psychological adaptation of young learners to new linguistic world and overcoming further psychological barriers using a foreign language as a mean of communication, for the development of motivation for subsequent

mastering a foreign language have to be created at primary school. The best way for this purpose is to intensify the learning process through the using innovative technologies.

**The latest papers and publications on the problem.** Today much attention is given to the problem of the valuable foundations of education modernization (L. Husak, V. Luhovyi, N. Savchenko, S. Sukhomlynska et al.); forming prospective teachers' professional competence (I. Bekh, O. Dubaseniuk, O. Piekhota et al.); improvement of educational process in higher educational establishments (V. Bezpalko, M. Ievtukh, O. Padalka, V. Palamarchuk et al.); studying characteristics of creative educational activity that develops specialists' constructive abilities (N. Kichuk, H. Kostiuk, O. Leontiev, N. Nikandrov et al.); professional teacher training (S. Honcharenko, I. Ziaziun et al.); improving the teaching foreign languages at primary school (O. Bihych, M. Denysenko, O. Kolominova, I. Lobachova, S. Nikolaieva, V. Plakhotnyk, S. Roman et al.); implementation of innovative educational technologies at primary school (I. Dychkivska, S. Ivanishena, H. Kobernik, O. Komar, O. Pometun et al.) and others. **Relevance** of the given theme is conditioned by the lack of a complex analysis of the problem of implementing technology of associative learning a foreign language into English classes at primary school.

**The aim of the study** is to make theoretical and methodological justify of the problem of using technology of associative learning a foreign language at primary school and to reveal its features while teaching foreign languages to primary schoolchildren.

**Research methods.** The following methods as analysis, synthesis, systematization and generalization are used to achieve the aim of the study. They helped to get the essence of the outlined problem and logically move from a less general idea to more general one.

**Presentation of basic research material.** It is known that primary school age is considered to be sensitive for mastering a foreign language. Scientific papers on psycholinguistics indicate that children of this age are characterized by the need for new cognition, the ability to imitate and succeed. This creates favorable conditions for successful learning a foreign language at primary school. The simplest communicative competence should be formed and basic communicative skills of main types of speech activity (speaking, listening, reading and writing) according to the Western European Recommendations on language education should be developed at this stage, too.

Learning a foreign language by primary schoolchildren involves finding new conceptions of mastering foreign language educational materials which are adequate to the age and psychology of the primary schoolchildren's development; search approaches which provide educational success and intensive development of the pupils' personality; determining adequate theories, proper technologies and methods of teaching children. The way of intensifying the learning process through the use of innovative technologies is the best one with the impossibility to increase the amount of hours for learning a foreign language at primary school. It is considered that one of the most effective technologies is the technology of associative learning foreign languages at primary school because cognition of the world and recognizing the language are associative by nature.

Associative learning is generally focused on modern innovative teaching technologies, meets new goals and tasks of teaching foreign languages at primary school; age and individual needs of children, the main of which are the needs in a game, the need to move, the need for external impressions and cognitions. The best tools and methods that have been appeared in other related technologies and increase learning efficiency are involved into associative learning for realization of these requirements.

Associative learning a foreign language and its various aspects correspond to the individual characteristics of the primary schoolchildren's personality. The psychological mechanism is very important in the organization of associative learning, it is taken into account in teaching primary school children because human beings think with images and words that are sound images and allow them to express what a person sees, feels, and thinks.

Associative learning technology is based on the principle of harmony with nature and creates conditions close to life situations, makes foreign language learning accessible and relaxed.

Cognition of the world and recognizing a language are associative with the nature. Every word raises a complex mechanism of associative links that form its image in lexical memory of native speakers. Recognizing words by them is performed through the comprehension of associations and associating meanings. Association is a link that arises under certain conditions between different mental acts: feelings, images, thoughts and ideas. Associative links integrate all types of verbal communications which are measured by the amount of associations, acquired by a person, easiness and rightness of learning and remembering these links.

It is found out that foreign language speech is characterized by specific psychological features. There are two main types of foreign language: rationally logical (receptive or passive mastery of a foreign language, it means listening and reading or recognizing foreign language speech through theoretical comprehension, grammatical analysis of language features) and intuitive and sensitive (productive or active mastery of a foreign language only through practical training in language activity because language means and rules are formed during communication). The second mentioned type of mastering a foreign language is called practical and it is typical for associative learning foreign languages. A practical way of learning a foreign language is characterized by unconscious, intuitive method of mastering. According to such conditions learning a foreign language takes place without intervention of the native language and a student learns to think in a foreign language immediately.

It is possible to argue that there are two types of mastering a foreign language. The first one is communicative type. Personality of this type demonstrates a large amount of listening perception; mainly audition memory, high speed of actualization of knowledge and processing of new information. And the second one is non-communicative type. Personality of this type demonstrates successful mastery of a foreign language at an arbitrary memorization if there are visual methods of verbal material. So, associative learning is oriented to both types of mastering a foreign language, combining verbal and non-verbal means of communication.

In teaching foreign languages the particular importance of spontaneous and arbitrary, conscious and unconscious features is presented. Spontaneous learning a foreign language is possible in the course of studying it in a country the language of which is studied. If the study of foreign languages takes place at schools it is said about spontaneous and arbitrary mastering foreign language material. In fact school studying takes place on the proper programmes, certain amount of hours in curriculum, homework and etc. While learning a foreign language the spontaneous actions can be conscious one, without losing its spontaneous character in the past. So spontaneous linguistic actions at some stages of mastering language should be converted into conscious actions [1, p. 171]. Spontaneous actions do not mean unconscious ones. Taking into account these psychological characteristics in the study of a foreign language it is possible to go from unconscious practice in oral speech to an arbitrary and conscious mastery of a

foreign language system that is taught from the arbitrary and conscious learning rules of language to spontaneous and unconscious speech.

According to this conformity associative learning foreign languages by primary schoolchildren is implemented from spontaneous and unconscious actions through spontaneously conscious ones to the arbitrary and conscious learning.

Associative learning a foreign language and its various aspects take place in accordance with the individual features of a student's personality and individual and psychological differences in mastering a foreign language. So, the question is about individual style of learning a foreign language. It is realized by the rational system of specific ways of mastering the learning material providing a positive impact on productivity of student's educational activity.

In the conditions of associative learning a correlation of external and internal speech in the process of treatment of information during learning is expressly used by primary schoolchildren. The intensity and duration of speech and moving reactions are unstable and depends on several factors: the complexity and novelty of a task; the degree of automation of actions performed by a student; visual images included into thinking activity; individual differences in certain types of memory. The exception of speech complicates the memorization of foreign language units. External verbalization is replaced by reduced verbalization or internal speech with the development of skills and abilities of speech, automation of proper thinking operations.

Associative teaching contributes to learning a foreign language based on the child's real actions in the form of the active actions in accordance with the human linguistic programme that defines phased sequence of the language development: 1) one-word sentences; 2) utterances which consist of two, three and more words; 3) achieving the minimum communicative level.

These statements confirm the correct use of associative learning foreign languages at primary school which helps store a large amount of lexical units.

The interesting and effective method of learning a foreign language is Mind Mapping method, which was proposed by the English scientist Tony Buzan [4]. "Mind Mapping is a visual form of note taking that offers an overview of a topic and its complex information, allowing learners to comprehend, create new ideas and build connections. Through the use of colors, images and words, mind mapping encourages learners to begin with a central idea and expand outward to more in-depth sub-topics. Also, a mind map is a visual representation of hierarchical information that includes a central idea surrounded by connected

branches of associated topics” [5]. Learners working with foreign language lexical material gain knowledge, acquire lexical skills to and develop language ones (through the formation of lexical skills). Studying certain English concepts, it is observed the development of learners’ language skills with lexical material (the more operations are performed with the word, the better it is remembered, but it is primarily a prerequisite for further interactive communicative activity), after which they have the ability to use mastered lexemes in speech activity. Working with mind maps allows teachers to monitor learners’ thinking process regarding specific English topics. The teacher can also find out the previous level of learners’ knowledge and how they understand a foreign language material that are taught by the creation of connected associative links [3].

**Summary.** So, learning a foreign language by primary schoolchildren involves the search of new conceptions for mastering a foreign language; educational material that are adequate to the age-related and psychological development of primary schoolchildren; search of approaches that provide educational success and students’ intensive development; determining adequate theories, proper technologies and teaching methods. Ways of organizing educational and cognitive activity of primary schoolchildren should be aimed at student’s life environment – the development of associative nature of cognition in the learning process.

Associative learning should be focused on modern innovative teaching technologies, met new goals and tasks of teaching foreign languages at primary school, age-related and individual needs of primary schoolchildren, their needs, among which the main ones are the need in a game, moving, external impressions and cognition. According to this associative learning should involve the best tools that have appeared in other related technologies that enhance the efficiency of learning a foreign language by primary schoolchildren.

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