DOI: 10.17117/na.2016.07.01.220

<http://ucom.ru/doc/na.2016.07.01.220.pdf>

Поступила (Received): 03.07.2016

Вербина О.В., Гламазда С.Н. Основные положения успешного раннего языкового развития

Verbina O.V., Glamazda S.N.
The basic provisions of early success language education

В статье рассматривается вопрос об успешном раннем обучении иноязычному общению. Авторы считают, что главное в успешном раннем обучении иностранному языку не то, чтобы ребёнок как можно быстрее заговорил, запел и начал общаться на новом для него языке, а чтобы он захотел это сделать

Ключевые слова: раннее обучение, способности, эффективность, успешность, языковая среда

The article discusses successful early communicative language teaching. The authors believe that the key to successful early language learning is not something that the child as quickly as possible, spoke, sang and began to communicate in his new language, and that he wanted to do

Key words: early learning, ability, efficiency, success, language environment

Вербина Оксана Викторовна

Ассистент

Белгородский государственный институт искусств и культуры

г. Белгород, ул. Королева, 7

Verbina Oksana Viktorovna

Assistant

Belgorod state institute of arts and culture
Belgorod, Korolyova st., 7

Гламазда Светлана Николаевна

Преподаватель

Белгородский государственный институт искусств и культуры

г. Белгород, ул. Королева, 7

Glamazda Svetlana Nikolaevna

Teacher

Belgorod state institute of arts and culture
Belgorod, Korolyova st., 7

Lately teachers-researchers say a lot about early child development, including early learning of a foreign language. Leading experts in this field emphasize that pre-school and primary school age are characterized by a high susceptibility to language learning. It allows them to master the basics of communicating in a new language with less time and effort than students of other age groups. A child's brain has the ability to imprint in the memory of the whole language block. This ability, called imprinting, is innate, but according to different psychologists, to lose 8-10 years of life. It was during these first approximately 9 years of a child's life, you can create in his mind the image of the basic structures of the foreign language by way of as close to natural through repeated listening working out structures.

Thus it is hard to argue with the words of the famous American pediatrician Glenn Dolman, who stated: «a foreign language is easier to teach a one year old than seven years. And it can be explained only by the fact that all children are linguistic

geniuses». So, we take as an axiom that all children are linguistic geniuses. Can teachers teach any child foreign language communication? Practice shows that it is not always feasible in non-linguistic environment. There are many good Russian and foreign methods of early foreign language teaching, has accumulated vast experience, there is the undoubted success of these losses: the neuroses, fears before the training and complete loss of desire to learn anything.

What problems these negative phenomena has?

First of all, the lack of preparation of teachers for foreign language teaching of children of primary school age. In order to benefit the child, using the unique language capabilities of the brain, need to be more professional, not only fluent in the foreign language but also knowledgeable of the specific psycho-physiological age features of children.

Currently, there are a sufficient number of teaching materials for primary level. Using educational-methodical complex, experienced teacher «extracts» from him and sells, recommended methods, techniques, and forms of teaching and learning a foreign language.

L.I. Loginova in her book «How to help your child to speak English» writes: «Many schools have introduced into their learning programme English in elementary school based on the curriculum for schools with profound studying of English language. Training begins with the second or even first class. Rarely this takes into account the age characteristics of elementary school students. There is a problem of learning success».

Therefore, for the teacher it is very important to choose educational-methodical complex, which would meet all modern requirements for foreign language training, and should not have caused the teachers difficult in this educational complex.

And finally, practice shows that make learning a foreign language in the elementary grades effective (to lay the Foundation for further improvement of language training) at a load of 2 study hours a week and using traditional extensive methods quite difficult. The solution to these problems can be achieved through the use of hidden reserves of the methods of teaching a foreign language.

The fact that proven methods of foreign language teaching older children in this case are largely no longer justified: work with kids, as mentioned before, requires a special level of professional training of the teacher. Need teachers who know how to organize the study of a foreign language in elementary school, well, interesting and emotionally to introduce a child to a new language.

What the teacher should emphasize teaching younger students?

First, we must remember that kids:

- they live in their own world, distinct from the adult world;
- they not so bound by the limits of the restrictions and prohibitions as adults;
- their motivation is a huge value for them;
- they are full of desire and enthusiasm to embrace what is new and unknown;
- they are very curious.

Secondly, you must fulfil the requirements applicable to the foreign language teacher:

- we shouldn't teach children formally, i.e. using traditional methods;

- therefore, we should try to use interactive forms of work;
- we are obliged to use in our work personality-oriented approach;
- on the lesson the children need to be involved in all four kinds of speech activity;
- subject content of speech should cover four main areas of interest of children of this age: «My family and I», «Me and my friends», «The World is my hobbies», «World around me».
- all activities should be informative and practically designed;
- the job should be expressive, emotive and descriptive;
- learning activities should be rotated every 5/10/15 minutes;
- children need to have choices and the opportunity to utilize his experience in learning situations;
- children should be given time to consider your response;
- the language should be adapted to children of this age, but not primitive, and as close to real children English language through the use of authentic language materials.

The process of successful early language education can be schematically represented as follows:

Процесс успешного раннего языкового образования схематично можно представить следующим образом:

So, the most fundamental in the success of early foreign language teaching is not something that the child as quickly as possible, spoke, sang and began to communicate in a new language, and that he wanted to do.

Just don't lose taste, interest in this new linguistic space. For this we included in the class and uttered the first in a child's life words in a foreign language.

The English linguists (among them C. Brumfit) offer teachers-foreigners to remember a simple rule:

I hear and I forget.
I see and I remember.
I do and I understand.

The main thing in successful early language learning is not something that the child as quickly as possible, spoke, sang and began to communicate in his new language, and that he wanted to do. Just don't lose taste, interest in this new linguistic space for the teacher enters the classroom and says the first in the life of a child words in a foreign language.

Список используемых источников:

1. Galskova N.A., Nikitenko Z.N. *Theory and practice of teaching foreign languages: method. allowance. M.: Ayris-press, 2004. 240 p.*

2. Polat E.S., Bukharkina M.Yu., Moiseeva M.V., Petrov A.E. *New pedagogical and information technologies in the education system: training manual for students of the pedagogical universities and the system upgraded qualified teaching staff*. M: The Academy, 2000. 272 p.
3. Solovova E.N. *Training foreign language teachers with the modern trends of updating the content of education* // *Foreign languages at school*. 2001. No. 4. P. 8-11.

© 2016, Вербина О.В., Гламазда С.Н.

Основные положения успешного раннего языкового развития

© 2016, Verbina O.V., Glamazda S.N.

The basic provisions of early success language education