

## PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF TEACHING ENGLISH FOR PRESCHOOL CHILDREN

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**Аннотация.** В статье рассказывается о педагогических и психологических особенностях преподавания английского языка дошкольникам. В этот период ребенок худой, ранимый, социально недатированный, находится в стадии эмоционального становления. Представьте, как трудно ребенку в тот момент, когда у него не хватает словарного запаса, чтобы выразить собственные мысли и чувства, он не может полагаться на личный жизненный опыт и накопленные знания для объяснения явлений и событий, происходящих вокруг него. Дошкольные учреждения проводят определенную подготовку детей к школе, но из-за того, что единых правил для этой подготовки не существует, в начальную школу приходят дети с навыками чтения и счета.

Программы изучения английского языка заключается в том, что она позволяет детям научиться размышлять над тем, что они узнали, и как использовать полученные знания. Акцент делается на теории и практике коммуникации, которые поддерживают внедрение результатов компетентностного подхода к образованию.

Задача учителя состоит в том, чтобы помочь очень маленьким ученикам выработать привычку фиксировать новые успехи в своей жизни. Учащиеся с большей вероятностью настроятся на успех и обретут адекватную самооценку, когда они видят прогресс и празднуют свои новые достижения.

**Ключевые слова:** дошкольники, общение, дошкольное образование, образовательная система, программы изучения английского языка, планировать и организовывать собственную учебную деятельность; развивать навыки рефлексии.

Preschool age is a special era of human development. Often the mere mention of the «tender age» causes a smile of tenderness in adults. This is the time of sincerity and spontaneity, naivety and purity. However, contrary to popular belief about the cloudlessness of this period of life, one cannot but admit that this is hardly one of the most difficult stages in a person's life. During this period, the child is thin, vulnerable, socially undated, is in the stage of emotional

formation. Imagine how difficult it is for a person at that moment when he does not have enough vocabulary to express his own thoughts and feelings, cannot rely on personal life experience and accumulated knowledge to explain the phenomena and events occurring around him. However, most of these difficulties arise only when interacting with adults who are not ready to recognize a full-fledged personality in a child, to see him as a full partner, interlocutor, friend [1;114].

Preschoolers usually called children aged from three to seven years. At this age, the child gradually goes beyond the family circle. Parents feel that the child needs a children's society. At the same time, he is still very much tied to the house, to his parents, and parting with them often becomes a serious challenge for the child.

From three to four years there have been major changes in the nature and content of the child's activities, in relations with others: adults and children.

The actions of the child at this age become purposeful - and this is a very important achievement. In different types of activities - playing, drawing, designing, children begin to act in accordance with a predetermined goal. True, the child is quickly distracted, leaving one thing for another. This is due to the instability of attention. People of this age have a pronounced need for communication with adults and peers. An especially important role is gained by interaction with an adult who is a guarantor of psychological comfort and security for a child. In communication with him, the baby receives information of interest to him. For three-year-olds, planning a game like «And let me be a bunny, and you are a wolf! », «Hi, wolf! » While the child is easier to play with adults, he is just learning how to build relationships with other children. Games with the rules are not yet clear.

During this period of life, interest in communication with peers also develops. In games, the first «creative» associations of children arise. In the

game with other children, the child learns to take on certain roles and subordinates their behavior to them [2; 29].

Education in our country in the last decade has been constantly criticized. Not escaped this fate and pre-school education. Its theorists and practitioners have repeatedly noted that the health of children during the preschool period of development is deteriorating, that children are organized, that they do not know how to manage, their behavior and are poorly prepared for school [3; 96].

The definition of "preschool education." This term is widespread throughout the world, but for Russian teachers it is not quite familiar yet. Mostly preschool training is carried out in preschool institutions, that is, in kindergartens. However, today there are a lot of "unorganized" children, since preschool education in our country is not mandatory and can only be recommended as an effective way of leveling the starting opportunities of future first-graders.

It is clear to everyone that preschool institutions conduct certain preparation of children for school, but due to the fact that there are no uniform rules for this preparation, children with reading and counting skills come to primary school, but 35-40% of them do not have small skills. motility, 60% - oral speech. 70% of first-graders do not have the ability to organize their activities. Therefore, there was a need for alternative forms of such training.

The main task that preschool education should address is the formation of children's motivation to learn at school, emotional readiness for it, the ability to act both independently and together with others, the development of curiosity, creative activity and receptivity to the world, initiative, the formation of various knowledge. The transition of children from kindergarten to school is a difficult stage in his life, it is necessary to organize the continuity between kindergarten and school.

Preschool education is the foundation of the entire educational system, since it is here that the foundations of the personality are laid, which determine the nature of the child's future development [5; 112-113].

Education is considered as the main and leading factor of social and economic progress. The reason of such approach is in understanding that a person being able for independent search, mastering new knowledge, making non-standard decisions, development of innovation ideas and also differing by ability for thorough analysis, flexibility and originality of thinking is the most important value and basic creative potential of the modern Kazakhstan society.

Nowadays formation of a new educational system occurs in the Republic of Kazakhstan and in this situation it is required to define conditions for creation of such training environment which would contributed to maximum disclosure of creativity of a person with prospects of further practical realization of its opportunities.

English learning programs can be used in education for the various purposes: estimations, developments, presentations and trainings.

In our research work we worked out the following tasks:

- methodical bases for analyzing the literature on the problem of developing English learning programs for very young learners were defined;
- English learning programs as a new technology for assessing educational achievements of very young learners was described;
- the objectives, purpose of the developing English learning programs for very young learners in research works of many foreign and domestic practice were considered;
- English learning programs for very young learners were worked out and developed;
- recommendations for using English learning programs for very young learners in teaching process of were made up;

In this work we succeeded in achievement of all the aims that we had had at the beginning of our research work: to analyze methodical and pedagogical literature on the problem of developing English learning programs for very young learners; to describe English learning programs for very young learners as a new technology; to consider the objectives, purpose of the developing English learning programs for very young learners in foreign and domestic practice; to work out and develop English learning programs for very young learners; to make recommendations for developing English learning programs for very young learners in teaching process.

Analysis of the literature and Internet resources on the subject suggests that English learning program is a modern and efficient educational technology and helps to solve important problems: to support learners' learning motivation; to encourage activity and independence of learners, enhances teaching and learning; to remote the personalization of education determines the quantitative and qualitative individual achievement; to generate the ability to learn - to set goals, plan and organize their own learning activities; to develop skills of reflective, assessment of learners.

The uniqueness of English learning program is that it allows you to learn to reflect on what you have learned and how you can use the acquired knowledge. The emphasis is on communication theory and practice that supports the implementation of the results of the competency approach to education.

The task of the teacher is to help very young learners to develop the habit of fixing new successes in their lives. Learners are more likely to tune into success and gain adequate self-esteem when they see progress and celebrate their new achievements.

The volume of the worked out activities and the obtained results: modern literature, references to methodological and practical materials on the topic posted on the Internet is studied. The model of English learning programs for

very young learners is worked out, recommendations for the introduction of using English learning programs for very young learners are pointed out.

In the process of our research work, we have tested different models of English learning programs for very young learners, specific variants of which could be developed and adopted at the level of municipal education network.

Our investigation will continue and at this stage we can state the fact that the English learning programs are self-development tools own cognitive, creative work of very young learners' reflection in their own activities.

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