

СЕКЦЫЯ 3

МІЖКУЛЬТУРНАЯ КАМУНІКАЦЫЯ: СУЧАСНЫ СТАН І ПЕРСПЕКТЫВЫ РАЗВІЦЦЯ

Learning a foreign language in primary school in terms of psychology

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Annotation. In this article we will determine what period of human development is considered the most favorable for learning a foreign language. English is taken as an example.

Key words: the English language; primary school age; psychology; features of education.

In this article we will determine what period of human development is considered the most favorable for learning a foreign language. We will take English as an example.

According to the analyzed statistics, most experts agree that such a period should be considered the age of 3 to 10 years. This is due to the peculiarity of the mechanisms of speech, which in this period are the most flexible, in the consequence of which the child who has mastered their native language, is able to learn a foreign language, in this case the English language. According to the observations of teachers conducting primary English classes, we can conclude that the youngest students whose reading and writing skills have not yet developed, acquire new knowledge unconsciously, automatically memorizing new words and phrases – just as it happens with the native language. Children who know only a few foreign words, such as: “Hello”, “Goodbye”, “Thank you”, “Family”, etc. very simply and easily come into contact with a native speaker of a foreign language, enriching their knowledge. Another feature of learning a foreign language in the initial period of human development is that during development of the native and foreign languages at the same time the child avoids the problem, because children actively and comprehensively develop articulatory speech apparatus. We do not ignore the fact that learning English is still a long and difficult process. An important role is played by the child’s parents, whose duties include search for a decent teacher and creation of an educational atmosphere. It is extremely important that classes with a child of primary school age should be conducted in a playful way and not cause negative emotions [4, p. 253].

Based on the psychological knowledge, we believe that at the age of about four the child starts learning the language consciously, easily reproducing everything that was taught [1, p. 119]. However, children of preschool age (as well as children of primary school age on condition of favorable development of events) should learn English using communication techniques, as it is difficult to understand academic classes; they quickly cause tiredness and discourage the child from learning. During this period of development the duration of classes should be limited to 45 minutes, and it is recommended to use training games, practical tasks, such as reading by heart, staging and performing various crafts, thematically related to the language. Working with a native speaker of a foreign language can make a great contribution to the training, it will contribute to successful development of conversational skills.

A foreign language is mastered during four years of primary school as an early start of learning foreign languages from grade 2 moving to profile training in high school. The concept of four-year primary school is based on humanistic approaches and involves ensuring the preservation of physical and mental health of primary school children. In the modern curriculum of foreign languages the objective of training is “psychological” and it is understood as the mental development of a student, as it includes the development of logical thinking, observation, speech abilities and other mental functions. For example, repeating a previously studied song, students form a positive attitude to the English language [2, p. 185].

An important task of the entire course of primary education is that students of younger adolescent age are quite ready to master foreign language speech, in particular understanding and applying numerous grammatical rules, each of which is a generalization of different levels. Teaching a foreign language at an early age contributes to the formation of a fully developed, harmonious personality, develops the language abilities of children and provides a stronger learning of a foreign language in further education.

Classes should be conducted in an interesting and exciting game. Thanks to this approach, children learn the material consciously. It should be noted that a special type of perception – listening, which is an integral component of cognitive activity and communication develops significantly in the primary school age. Its development is carried out through phonetic exercises and listening comprehension of texts, the latter is especially effective. In the preschool period, the child absorbs knowledge like a sponge. The primary school student also remembers, albeit passively, but almost everything.

Many teachers-linguists believe that the peak of language abilities of a person falls on preschool age, and then these abilities inexorably fade away to the age of 12–14. Based on the opinion of psychologists, we can come to the conclusion that the best age to start learning a foreign language is in the grades 4–5. Despite the fact that preschool and early school age is considered to be the most favorable, we should not forget that it is quite

possible to master the language at any time of human development. The most important factors are considered to be motivation, as well as the presence of an experienced teacher who will find a way to help master the basic material, which is very important for any person.

It is not to be forgotten that the teaching in primary school is quite a difficult systematic work because the teacher is required to keep the child's attention and direct it to the learning process. It is a mistake to try to keep students' attention with comments, because the child in this period of development still has unstable attention, which can easily, involuntarily switch from teaching material to any distractions. The best way is to organize diverse activities, changing one another. Encouraging and focusing on successful learning is an important aspect of productive learning [3, p. 122].

In conclusion, it is important to note once again that the personality of the teacher plays an important role in the learning process and has a direct impact on the success of the child's perception of new information. It follows therefrom that in order to fully unlock the potential of the student the teacher must have wisdom, patience, enthusiasm and indulgence.



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