взаимодействия на занятии. Мультимодальное обучение позволяет «взять суть и убрать муку», помогая студентам освоить большее количество информации без снижения внимания и трудоспособности.

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CULTIVATION OF FOREIGN LANGUAGE GRAMMATICAL COMPETENCE IN PRIMARY SCHOOL STUDENTS USING THE INTERACTIVE BOARD MIRO

I. A. Dashkina
Master's student at the Faculty of Foreign Languages
Karaganda Buketov University, Karaganda
iosya_87@mail.by

This article emphasizes the importance of developing foreign language grammatical competence of primary school students as a significant component of foreign language communicative competence. Despite this fact, its formation is often ignored by teachers at the initial stage due to the complexity and energy consumption of the process. Having analyzed the psychophysiological characteristics of this age group, we have identified the most important of them that should be taken into account in the process of teaching a foreign language. Taking into account important methodological aspects, we described an effective technology for the development of foreign language grammatical competence of children of primary school age and plunged into the process of searching for modern pedagogical technologies that would help us achieve the most productive results in the formation of the above competence. The integration of the Miro virtual board into the workflow provided us with those very unique opportunities, including: personalization of lessons for a specific student (a group); demonstrating visual and auditory clarity by displaying vivid and authentic video and audio files on the board; visualization of information in various forms; tactile control, facilitated perception of information; possibility of use in online and offline learning formats, etc.

Keywords: foreign language grammatical competence; psychophysiological characteristics of primary school students; Miro virtual board.

Foreign language grammatical competence is an important component of foreign language communicative competence. Its formation at the initial stage of teaching a foreign language is often ignored by teachers due to the complexity and energy consumption of the process, so most of them give preference to the development of other components of foreign

language communicative competence. However, the formation of foreign language grammatical competence at the initial stages of language learning is important, since grammar is the basis for mastering a foreign language and successfully mastering it. In addition, grammatical competence is necessary for the perception of textual information, since grammatical rules often influence the comprehension and interpretation of content. In addition, grammatical competence is necessary for confident communication in a foreign language due to the fact that the correct use of grammar allows the student to speak without fear of making a grammatical error. Equally, one cannot fail to note the importance of knowledge of grammar for the promotion of further learning, that is, knowledge of grammar at the initial stages of language learning represents the basis for further in-depth study of the language. This is an important step towards achieving a high level of development of foreign language communicative competence. Taking into account the importance of grammar in the process of learning a foreign language, we will move on to the search for the most effective methodological technologies, approaches, methods and techniques that can solve specific difficulties that arise during work with primary school students.

According to E. N. Solovova, an insufficient level of grammatical competence can serve as a serious obstacle to the formation of linguistic, speech and sociocultural competence, which in general can lead to defective communication [1]. In order to effectively develop the foreign language grammatical competence of primary school students, the teacher should take into account the psychological, age and individual characteristics of children studying in primary school. This contributes to the implementation of a student-oriented approach and personalization of education in general, as required by the transition to the European education system. By signing the Bologna Declaration, Kazakhstan accepted the very model and theory of the entire educational system of Kazakhstan. One of the main changes affected students, whose status from objects of influence of pedagogical activity moved to the status of full participants. Using an age-based approach to the development of foreign language competence, we have the opportunity to select the most appropriate approaches, methods and teaching techniques for a given age group of students.

We analyzed the psychophysiological characteristics of children in this age group. We would like to note the most important of them, which should be taken into account in the process of learning a foreign language: pronounced conflict between the need for play and the need for educational activities; arbitrary behavior (inability to obey the rules); voluntary attention (decreased attention if tasks are uninteresting and monotonous); a large amount of emotional and figurative memory, the desire to learn new things and the predominance of the emotional sphere over the intellectual; thinking is closely related to imagination, making superficial judgments about objects and characterizing only their external features, students' conclusions are based on visual images; imagination occupies a leading place in the mental activity of primary school students and determines their mental abilities; it is formed in the process of perceiving objects and playing activities [2].

When developing an effective technology for the development of foreign language grammatical competence in children of primary school age, taking into account the psychophysiological characteristics of this age group of students, it is necessary to take into account the following mandatory aspects:

• using a game approach to teaching (thematic games, interactive tasks and situational exercises through which children learn grammar with pleasure and interest);

• use of visual materials in lessons (illustrations, pictures, diagrams and other ways of demonstrating grammatical structures);

• contextual teaching (introducing grammatical structures into real communicative situations so that children can see how and why to use these structures);

• selection of a grammatical minimum that is feasible for children to master, as well as a gradual increase in the complexity of grammatical structures;

• advance step-by-step planning of lessons, in compliance with methodological approaches, methods and principles;

• involvement and motivation of the student, focus of training on the student's linguistic personality and his real needs, using various forms of work: frontal, individual, group, collective and project.

Having analyzed aspects of the development of foreign language grammatical competence in children of primary school age, and taking into account their psychophysiological characteristics, we plunged into the process of searching for modern pedagogical technologies that would help us achieve the most productive results in the formation of the above competence. And, we came to the conclusion that integration of the Miro virtual board into the educational process provides those very unique opportunities.

Whiteboard Miro is a space where you can embody any of your teaching ideas and ideas, and also demonstrate it to students in real time. Miro is an effective digital tool for interacting with students, suitable for offline and online formats, as well as for individual and group learning of children.

The introduction of this interactive whiteboard allows you to move away from a purely presentational form of presenting material and provides unique opportunities for the work and creativity of the teacher. A virtual screen can give a more vivid and extensive picture of the object being studied. Presents information that may seem difficult or boring in a traditional presentation of material in a visual and mobile way for primary school children. Tactile control makes it easier to perceive new information.

The Miro platform is aimed at actively memorizing grammatical units with the help of visual and auditory clarity, and at the same time, bright and authentic video and audio files bring pleasure to children, captivating them into the world of a foreign language, which is presented to them in an interesting and understandable form, in the form living, developing system of language. In addition to the above, personalization of lessons on the platform for a specific student (group of students), as well as physical activity during interactive tasks, make Miro a good mechanism for emotionally involving students in the educational process.

The modern generation of primary school students are children who are passionate about digital electronic devices and the Internet. In this regard, their visual memory is well developed. Using a blackboard in lessons allows you to visually present the material, which means increasing students' performance and interest in a foreign language.

Visualization of information in various forms, the use of infographic elements, associative elements, and multimedia files contribute to the development of systematic conceptual thinking and productive learning of the material.

A teacher who uses Miro in preparing and conducting lessons will be able to turn creative ideas into reality, making classes more visual and intense. Attracting and motivating passive children to be active will become easier with an interactive whiteboard. There will be an increase in interest, the process of activating the cognitive interest of inquisitive primary school children and their thought processes will begin and, as a result, students' involvement in the educational process. Illustrative material and methods of performing communicative tasks will become more diverse.

Thus, taking into account the psychophysiological characteristics of children of primary school age, paying attention to important aspects in the process of developing technology for the development of foreign language grammatical competence, as well as integrating the Miro virtual board into the educational process, it is possible to significantly increase motivation and effectively develop foreign language grammatical competence of primary school students.

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