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## **POEMS AT THE LESSONS IN THE KINDERGARTEN**

In the period of development of education, when the search for effective methods of study continues, the use of poetic materials in foreign language lessons in a kindergarten plays an important role. Poems are one of the main means of achieving such basic goals of teaching a foreign language as an educational, developing and upbringing ones.

The aim of the article is to analyze poetry at the lesson in the kindergarten, to show that poems contribute to the development of preschoolers' creative abilities and is the key to the successful study of English. The development of poems as a means of teaching English has led to the base of our researching. The article focuses on poems that are widely used at lessons in the kindergarten.

The problem of the use of poetic material in the teaching of a foreign language constantly attracts the attention of domestic and foreign scholars and educators - E. K. Kondraska, S. N. Savina, M. V. Lyakhovitsky, A. Mirolubova, V. Lobanova, L. Chervinska and etc. This is evidenced by the large number of articles devoted to this topic "The role of poems and songs in the study of grammar of English" (Lobanov V.), "Songs and poems in the English language lessons" (Izmaylov V.), "Games, poems and songs in the initial the stage of teaching a foreign language" (Dimentov A.) and others. However, the problem of the use of rhymed texts in teaching children of preschool age English vocabulary remains insufficiently studied [1].

Undoubtedly, one can say that the acquaintance of children with reading begins in early childhood. This is the age when a child begins to understand actively and react emotionally to the content of works of fiction.

Alla Goncharenko, the candidate of pedagogical sciences, calls the artistic word as the driving force for the development of speech competence and the formation of a value relation to the world, and children literature as an education factor and means and ways of pedagogical influence on children.

In the modern world poetry is one of the main means of teaching foreign language children. Rhymed texts are of interest to children in work activity, developing memory, thinking, creating an elevated mood, enrich the vocabulary. Reading poetry, studying it and translating make the lessons of a foreign language more informative, meaningful and interesting for preschoolers.

Work on poems begins with the choice of artistic work, which should correspond to the age-specific features of the child. A teacher reads the whole poem to the children expressly in no hurry. The understanding of the content helps to develop a more effective memory, so a teacher should explain incomprehensible words and sayings.

To begin with, a teacher must follow the principle "from simple to complex". To do this a teacher should use simple verses from a topic already familiar to children. This

is explained by the fact that the experience gained by children contributes to a better understanding of the work, and therefore the poems are easily and quickly memorized by the children. Today there is a great number of poems on various topics. These poems are emotional and plausible. For example:

Family

A little Amily

Has got a big family:

A mother, who likes to cook,

A father, who's writing a book,

A brother, who goes to school

And a fish, which swims in the pool.

With the help of the poem, the tutor introduces children new lexical units (*family, mother, father, brother, fish*), develops the ability to perceive the text by hearing, improves the skills of correct pronunciation of English sounds and fosters respect and love for his family.

Work on poetry can be done in different ways. It can fully reveal the creative abilities of children, and especially the educator. When working with a poem, the tutor can also use a picture - as a means of clarity. The picture should be painted and presented as an illustration. It is nicer if the tutor draws the characters of the poems with the children in the lesson. No less effective way of memorizing the poems is a role play and only then the tutor can study the poem with all the children together.

To conclude, the paper examines the main ways of using and applying poetry in the kindergarten. The advantage of using rhyming material is that poetry helps to learn and extend lexical supplies without difficulty, as texts include new words and sayings. Already learned vocabulary can be met in a new contextual environment. In the process of familiarizing children of preschool age with poetry poetic-emotional competence is formed. Learning poems enriches the vocabulary of children, forms the skills of correct pronunciation, and improves the culture of speech.

## REFERENCES

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