

## **A FOREIGN LANGUAGE IN THE KINDERGARTEN**

Foreign languages are increasingly becoming part of our lives integrating the Ukrainian society with the global cultural space. Learning at least one foreign language will not only develop a child's individual speech abilities, but will also create the prerequisites for mastering other languages in the future, and foster a tolerant attitude towards speakers of other cultures.

According to many researchers (V. Bukhbinder, H. Rogova, O. Sidelnikova, I. Vronska, etc.), preschool age is one of the conditions for improving the quality of education – developing children's speech activity. Early learning of a foreign language (in preschool age) is the most sensitive. In this context, mastering a foreign language is seen as one of the conditions for improving the quality of children's speech activity. This is especially true for teaching children of senior preschool age. U. Weinreich, M. Pavlovich and other scientists see the basis for successful teaching of a foreign language to preschoolers in the specifics of psychophysiological capabilities of children of this age. Thus, according to W. Penfield, the physiological reason for the success of language learning is that during this period the child's brain has a specialized ability to learn a language which decreases with age. Today it is important that foreign language classes not only provide children with new knowledge, but also contribute to the full development and education of a creative personality. The studies of Sh. Amonashvili, Z. Futerman, L. Vygotsky focus on the central problems of the preschool age: mental and personal development, the process of language acquisition, involuntariness in the assimilation of social reality and culture. However, little research has been undertaken to study the problem of teaching a foreign language in the kindergarten.

Teaching preschoolers a foreign language is a variable component of the State Standard of Preschool Education. Children can be taught a foreign language both in the family and in an educational institution (preschool or out-of-school). The following prerequisite should be considered: only when the learning process is based on scientifically sound approaches, it will contribute to the timely socialization of the child's personality; the formation of his or her personal culture (through acquaintance with the language and culture of another people); the development of cognitive mental processes (thinking, memory, attention, imagination, sensations, perception). The key to successful learning of a foreign language by children is for teachers to take into account the anatomical, physiological and mental characteristics of children in their educational work with them. Moreover, it is impossible to correctly determine the most optimal time to start introducing a child to another language, to choose the most rational forms, methods, techniques and teaching aids, and to dose the material. That is why, it is extremely important that the formation of correct pronunciation skills begins at preschool age, and that teachers who teach children a foreign language are fluent in spoken language and have impeccable pronunciation and intonation [1].

Thus, we identified a number of positive results achieved by means of a foreign language:

- ensuring general mental development (in particular, language abilities);
- formation of purposefulness and activity;
- language development in the native and foreign languages.

Teaching a child a second language can start at different ages:

1. From birth. In this case, one of the parents, relatives, or a nanny should be a native speaker of the second language or know it perfectly, act on the principle of “one person – one language”, and constantly communicate with the child in that language without using another one.

2. From the age of three. A three-year-old child usually already speaks his or her native language, has a certain range of ideas about himself or herself and the world around him or her that he or she can rely on when learning a foreign language. He or she is also able to adequately perceive communication with a native speaker of another language or an educator (a tutor, a teacher, a governor, etc.) in the family, in a preschool or out-of-school institution, and learn to respond in a foreign language. The child can be involved in joint actions and movements with an adult, pantomime, and choral speaking. The work is based on simple speech games and game exercises of a sensory, motor, and communicative nature [2].

The key to successful learning of a foreign language by children is to take into account the anatomical, physiological and mental characteristics of children in educational work with them. Furthermore, it is impossible to correctly determine the start date of training, choose the most rational forms, methods, techniques, teaching aids, and dose the material. Children learn a foreign language practically through imitation, exercises in certain playful and everyday situations, without knowing any grammatical rules.

Objectives in teaching preschoolers a foreign language:

- to form lexical skills of English competence;
- to promote the enrichment of active and passive vocabulary;
- to activate communication skills;
- to develop monologue and dialogic speech;
- to develop auditory and visual memory;
- to foster a desire to learn English.

Principles of education:

- compliance with age peculiarities, level of physical, intellectual, and mental development;
- systematicity ensured by the thematic organization of educational material;
- accessibility of understanding of the material presented;
- repeatability of the educational process which contributes to the deepening of knowledge;
- motivational focus created by interest in learning.

All existing methods of teaching English can be divided into: the substitution method, the communicative method, the immersion method [1].

Therefore, lessons in the kindergarten should contain conversational topics, lexical items, and communicative functions that describe categories of preschooler behaviour and are repeated in foreign language lessons. The development of themes takes place with a consistent complication of communicative functions: first, the skills of greeting, acquaintance, and then handling objects, performing actions are formed.

The topics of the spheres of communication correspond to the motives of children's communication.

To conclude, the article contains tasks, methodological recommendations, and requirements for organizing the educational process of learning a foreign language in the kindergarten. The article substantiates the creation of optimal conditions for the formation of a foreign language competence using various forms of work. We can admit that learning English from preschool age is quite relevant and even necessary. There is a wide variety of methods and techniques for teaching a foreign language to preschoolers to learn English easily in the kindergarten. It has also been determined that learning English from preschool age is less traumatic and difficult for a child than at an older age, so it is better to start learning a foreign language from preschool age.

## REFERENCES

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