



Language Teaching and Activity Efficiency for Primary School Students

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Abstract: *This article reveals the methodological features of teaching English vocabulary as the main didactic activity when working with children. Challenging yet pleasurable communicative approach promotes positive attitude toward the daily study in language learning. Pupils working in groups have comprehension activity, journal sharing, question discussion and role-playing of the characters in the books or plays. Communicative approach not only lightens classroom anxiety but also promotes pupils cooperative learning and enhances their communication abilities.*

Keywords: *children, speech activity, language learning, vocabulary learning.*

Date of Submission: 20-02-2022

Date of Acceptance: 23-3-2022

INTRODUCTION: The question of whether it is necessary and possible to teach children 6 years of age foreign languages has long been resolved positively in practice. It is known that learning a foreign language develops different aspects of the personality: memory, attention, diligence, language guesswork, erudition, discipline; makes the child more active; teaches him to collective forms of work in a group; awakens curiosity, artistry, shapes the child intellectually and aesthetically. In addition, there is a real opportunity to identify children who are capable of languages at an early stage and prepare them for further serious study of a foreign language [23].

Any language is represented by phonetic, grammatical and lexical material, and the study of this language consists directly in the development of this material by mastering the main types of speech activity. Although preschool children are taught the phonetic, grammatical and lexical aspects of English in a close relationship, based on the physical, psychological and intellectual characteristics of children of this age, it can be argued that the process of learning vocabulary is fundamental for them. Less attention is paid to the phonetic aspect of learning, since during this period children are developing pronunciation skills in their native language, which is more important than the process of improving English pronunciation [20].

Grammar is also not a priority, as even native speakers aged 4 to 5 speak with grammatical errors. Most grammatical phenomena are not explained or systematized, and their development is based on speech patterns that are used functionally to Express the speaker's communicative intent. Thus, the main focus is on language as a means of communication, rather than on a set of grammatical rules [3].

THE SUBJECT OF THE SUBJECT: Thus, at the initial level of foreign language teaching, the main emphasis is on developing children's understanding of spoken English and laying the foundations for pronunciation:

- 1) full perception develops through the constant use of elementary English words;

- 2) phrases and speech cliches are learned from songs and chants (term S. Philips);
- 3) recognition and use of simple words occurs during the game[4].

“The main material of the language is vocabulary, words. How not to build a house without bricks, and not to master the language, not having mastered the necessary number of words”. The number of words, speech cliches, and lexical topics presented for study varies depending on each training course or individual teacher program. However there are certain criteria for selecting lexical material for young children:

- 1) all words studied at this stage must mean concepts that are well known to the child in their native language;
- 2) words should have frequent use in the language and greater compatibility with each other.

It is a well-known fact that children of the study age are best able to learn words that denote specific objects that can be seen or touched with their hands, and verbs that denote movement and actions that can be demonstrated. It should be noted that the selection of lexical material when working with children 6 years old should be designed to form an active vocabulary (the simplest words of the main vocabulary of the English language) and a passive vocabulary formed on the basis of traditional English songs and chants, as well as video materials used in classes [11]. The approximate lexical topics offered for study at this stage can be represented as the following topics: the English alphabet, counting, colors, greetings, toys, animals, family, body parts, food, clothing [33].

When planning a presentation and working out lexical material with young children, it is necessary, first of all, to take into account "such features as curiosity, concrete-figurative thinking, involuntary memorization, unstable attention, rapid fatigue, love of play, the predominance of dialogical speech over monological, excessive motor activity [24]. Therefore, poems, games, and songs are actively included in the work process. Learning poems and songs, children move in time with the words, they pronounce rhymes during games, and game moments are present in all types of activities".

S. Philips highlights one such characteristic feature of young children, which confirms the importance of teaching the lexical aspect of the English language: children learn words very quickly, but they are slow enough to remember phrases. This is because words have a tangible immediate meaning, whereas the use of structures and expressions is less obvious [12]. So, for example, the request expressed by the word "Pencil!", has the same result as the phrase "Can I have a pencil?". Children learn phrases in blocks, for example, the phrase "I've got" is remembered as a single word "Ivegot", not as three different words. Thus, in order to teach children to remember phrases and structures, it is necessary to repeat them again and again in different contexts, using a different vocabulary [10].

Learning vocabulary is usually a step-by-step process. The main stages of working on vocabulary include: familiarization with new material (it includes work on the form of the word, in particular on its pronunciation); its primary consolidation (contains a certain number of exercises); development of skills and skills of using vocabulary in various types of speech activity (if we talk about preschool age, this is speaking and listening). Since children 6 years of age play activity is leading, teaching any aspect of the language, in particular vocabulary, should be based on a large number of different games[31]. This allows you to introduce and, more importantly, practice new lexical units in a fun way for a certain amount of time. Most foreign didactic books for young children contain an additional set of games, in addition to the exercises presented in textbooks [19].

The most common games are based on questions and answers. The main goal is for the child to understand the question [29]. Children can show their understanding by answering in monosyllables: Yes, No, Blue, Three. When asked, they can speak fully, but a phrase consisting

only of keywords is allowed: Red?/ Is it red? During the game, it is desirable to highlight the key words with intonation [7].

Much attention should be paid to vocabulary learning games with cards, which are of two types: developing oral recognition-listening, developing oral reproduction-speaking [26]. It is important to provide children with a sufficient amount of listening practice before proceeding to reproduce the studied lexical units. Mediations/interventions are workouts, which enable learners to experience bridging information gaps while using the target language [16].

For example, interacting with another or others based on incomplete information; interacting with others to change their opinions; talking one's way out of difficult situation. Group Dynamics and Experiential Tasks are group activities which create opportunity for sharing personal feelings and emotions among learners [22]. For example, small groups or pairs solve problems or discuss issues, which center on topics of personal concern, sharing of self and feelings rather than general subject matter topics external to self. Problem-Solving Tasks involve learners in making decisions about issues while using the target language, enabling them to focus on the features of the activity rather than on language usage. In this type of activity, learners are involved in a "whole-task" process [32].

For example, small group discussions around topical, political or local issues; posing a concrete problem about which the group must come to a consensus, make recommendations, and arrive a policy statement [9].

While similarly "whole-task" focused, workouts which involve transferring and reconstruction information emphasize cognitive uses of language [28]. For example, following a language stimulus, often a regarding passage: transferring information from text to a graphic display such as a chart; filling in forms; providing language to complete visual display such as a cartoon or photograph; making judgment about people's motives and intentions; putting sentence elements in sequence (the strip story.)

Several classifications of communicative speaking tasks have been proposed. For example, Harmer (1982) distinguishes between communicative tasks and uncommunicative tasks in terms of their communicative purpose, communicative desire, focus, range of language, teacher role, and degree of control in material. Gower et al. (1983) classify speaking into three types: controlled activities, guided activities, and creative communication [13]. Warming-up exercises. When people have to work together in a group it is advisable that they get to know each other a little at the beginning. Once they have talked to each other in an introductory exercise they will be less reluctant to cooperate in further activities. One of the pre-requisites of cooperation is knowing the other people's names [7].

A second one is having some idea of what individual members of the group are interested in. One important use of warming-up exercises is with new classes at the beginning of a course or the school year [34]. If you join in the activities and let the class know something about yourself, the pupils are more likely to accept you as a person and not just as a teacher. A second use of warming-up activities lies in getting pupils into the right mood before starting on some new project or task [18]. In the early lessons of many language courses, pupils are encouraged to concentrate heavily upon pronunciation and grammar, while vocabulary is introduced only very slowly [27]. The idea seems to be that even if one has very little to say, that little bit should be said correctly. Pupils can worry a great deal about the machinery of language, but they worry rather little about real communicating much of anything. Under such circumstances, learners have to think about an awful lot of things in order to construct even a simple sentence [21]. They are supposed to force their mouths to produce sounds that seem ridiculous. They have to grope desperately for words that they barely know [14]. They have to perform mental gymnastic trying to remember bizarre grammatical

rules. All these challenges are a fatal distraction from what skillful speakers worry about - the message that they want to convey. If early learners have to worry about getting everything correct, they cannot hope to say anything very interesting. They simply cannot do everything at once and emerge with any real sense of success [8].

The musical activity is represented by songs and chants that help to consolidate the language material, expand and consolidate lexical units and speech patterns. When words are connected by rhythm and music, they are more emotional and individually meaningful and are better remembered [28]. Practice shows that after learning poems, rhyming, their lexical content is included in the active vocabulary of the student [30].

CONCLUSION: As for clarity, preschool children learn through the perception of the five senses and do not yet understand abstract things. For this reason, many teachers use total physical response (TPR)[5]. This means that children use gestures, facial expressions, or actions to represent what they are talking about. The younger the children, the more important it is to use TPR. This type of activity is especially recommended when learning vocabulary related to verbs of movement, although using motor exercises you can work out any lexical topic, if children already know a certain set of commands in English [15].

It should be noted that vocabulary is best remembered when the meaning of words is clearly demonstrated using pictures, gestures, facial expressions, or objects. Since preschoolers have developed mainly imaginative memory, visual aids serve not only to reveal the meaning of a word, but also to memorize it. It helps to use such aids as toys, drawings, real objects, which are shown in large numbers to children in the classroom[25]. Then the children work out these words together with the teacher, using them in the appropriate contexts to fix them in memory. In addition, the predominant type of children's creativity at an early age is drawing. Therefore, the creative potential of the child should be taken into account as much as possible in the process of teaching his vocabulary of the English language, which explains the large number of tasks for coloring, cutting and pasting, tracing on dots and others when working out the words being studied [1].

Special attention is paid to the system of exercises recommended for working out and fixing lexical material at the initial stage of learning English. In the system of exercises that develop any type of speech activity, there are two subsystems-preparatory exercises and speech exercises [2]. When teaching English to children 4 – 6 years old, we should talk about the use of preparatory exercises, since speech exercises should be conducted on texts that have significant potential in terms of solving not only communicative, but also cognitive tasks, which is impossible for the age under consideration.

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