

„Актуальні питання сучасної педагогіки: творчість, майстерність, професіоналізм”

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TEACHING ENGLISH TO FUTURE SPECIALISTS IN PRESCHOOL EDUCATION

The integration of Ukrainian education into the global educational space has led to the fact that foreign language communication becomes an essential component of future professional activity. There is a need to teach children a foreign language starting from preschool age. The advisability of teaching MI to preschool children is discussed on the pages of scientific journals and at scientific conferences. The inclusion of IM in the system of preschool education of Ukraine is due to the

following reasons: the need to master IM in the modern multicultural space and the imperfection of IM teaching in the modern Ukrainian pedagogical education system.

Numerous studies of MI preschoolers' education have attracted the attention of such Ukrainian scientists as P. Beh, L. Birkun, S. Bodnar, S. Budak, N. Galskova, N. Klevchenko, V. Kolechko, O. Kolominova, N. Koltko, O. Pershukova, O. Reipolska, S. Roman, T. Shkvarina, and such foreign scientists as J. Goldenes, F. Hopkins, D. Lazer, E. Johnson, N. Dawson, M. Maglish, A. Mayer, D. Strange, K. Hastings, P. Schiller, N. Whitney. The works of these researchers proved the expediency and effectiveness of preschool English-language education of children, its positive impact on the intellectual development of the personality and the child's preparation for school. English has become the language of international communication nowadays. The authors point out that the preschool age is the most emotionally receptive for learning a foreign language, note the more intensive mental and linguistic development of bilingual children than monolingual children, express the opinion that the impact of multilingualism on the thinking and cognitive level of a child's development can only be positive, enriches his intellectual, emotional, moral, volitional sphere. The ability to express one thought in several languages makes it possible to perceive one's native language as one system among many others. Researchers note that at preschool age, children easily learn the sound form of morphemes. The child's speech apparatus is characterized by flexibility, pliability for the formation of foreign language pronunciation, and a well-developed ability to imitate. Thus, in the monograph of U. Penfieldom and L. Obertson "Speech and brain mechanisms", which is devoted to the problem of language and the brain in connection with mental activity, it is stated that the physiological reason for the success of IM training in preschool age is that in this period, the child's brain has a special ability based on imitative abilities to learn speech skills, which, by the way, decreases with age. The strategy of teaching IM based on the child's imitative abilities was developed by such scientists as T. Shkvarina [5], T. Polonska [4], N. Dmytrenko [2], V. Kaminska [3] and many others.

The purpose of this work was the implementation of a professionally oriented approach in teaching English to students of specialty 012 (Preschool Education) at the Regional College "Kremenchug Humanitarian and Technological Academy named after A. S. Makarenko" of the Poltava Regional Council. The relevance of the conducted research is caused by the reorientation of preschool education to the development of the child's personality and the need to prepare future preschool education specialists to work with preschoolers in modern conditions, which require a valuable ethical orientation in the formation of practical life skills, emotional receptivity and promotion of the development of the child's individuality [1].

In connection with this circumstance, the State Standard of Higher Education requires taking into account professional specifics when studying IM, which has led to the emergence of such a discipline as "Foreign language for professional direction" in non-language majors and, in particular, in majors for the training of future specialists in preschool education. Therefore, in the process of learning English in a professional direction, it is necessary to pay attention to students' mastery of methods of teaching English to preschoolers using modern technologies. Materials and methods. Research and experimental work on the introduction of a professionally oriented approach to the process of learning English was carried out with students of the 1st and 2nd year of full-time education.

In connection with the task, special attention in the process of learning English under the professional guidance of future preschool education specialists is given to the problems of organizing English lessons in kindergarten, as a significant opportunity for the development of the child's communicative activity, as well as to the trends of innovative development of young children with the help of computers computer games in teaching preschoolers English.

Therefore, future specialists of preschool education must be prepared to work with preschoolers in learning English, taking into account that children require constant interaction and love to play. But how to combine English lessons and fun entertainment? The kid can neither read nor write yet. As a result, the usual strategy of learning English will not work. However, no child will show a desire to sit behind

boring books and notebooks. Therefore, the only way to form preschoolers' cognitive motives and interest in learning a foreign language and the desire to use it as a means of communication should be to give these motives and interests a game orientation, since game activity at this age is leading. It is necessary to teach students to take advantage of this huge advantage of preschool age - the love of games. English lessons for a child can be made interesting, exciting, desirable, if it will be conducted in the form of a didactic role-playing game in various forms and using various methods. Although this does not mean that MI classes should be only some kind of entertainment.

The project method was used to prepare future specialists in preschool education for conducting English lessons. Projects were implemented in stages according to the standard scheme:

1. Preparatory stage: selection and discussion of the topic. Students chose and discussed topics. The teacher observed and, if necessary, made corrections and gave advice.

2. Organizational stage. At this stage, groups were formed and tasks were assigned.

3. The main stage. The search for the necessary information, its discussion, and the choice of means of implementation were carried out. Mainly preference was given to the method of project presentations. At this stage, students demonstrate their results, represent their work.

4. The final stage. At this stage, project evaluation was carried out, in which all students took part.

To create projects, both Internet resources and projects were used, which provided for the participation of children in their creation in the process of the future professional activity of students. Due to the limited number of classroom hours, the time allotted for consultations and independent work was used for the implementation of projects.

When creating the project, the students used the "Fun English" website, which combines a structured English language course with the involvement of entertaining

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games. This resource, as it says, is a unique and proven English course for children, teaching children English through games and exercises. It is designed by language learning experts for children aged 3-8 and is suitable for toddlers, preschoolers and children attending kindergarten. Its English language learning exercises keep the child engaged and familiarize him with English words, sentences, spoken language and spelling. This English course is divided into lessons, each of which covers basic vocabulary and presents words in different contexts to aid learning and memorization. Interestingly, Fun English uses male and female voices with American and English accents, using different tones and expressions, allowing preschoolers to understand the subtleties of pronunciation. Each game is unique, gives the child the opportunity to enjoy the game and learn more about the English language.

One of the projects was dedicated to children learning English using cards. Such cards can be bought ready-made, or you can make them yourself together with children with any pictures and words. In addition, students found the Learn English Kids site has a good selection of themed flashcards that can be used for games. You can print these cards in color or black and white and color them with your child. On one side of the card there is a word and an example picture with its use, and on the other side – a translation. Thus, children can take an active part in preparing an English lesson. The cards created by the students during the corresponding project were distinguished by a wide variety of thematic vocabulary (food, animals, fruits, vegetables, family members, colors, etc.). In further professional activities during pedagogical practice in kindergarten, it is planned that the child's task will be to name the depicted pictures, symbols or figures in English. The students proposed to use the game "Guess-ka" in the project, in the process of which several cards are laid out on the table, which the children have to remember in a certain time. At the end of the specified period, the children must turn away, and the presenter removes one card. The task of the players is to correctly name the card that has disappeared.

Conversations with students determined that they were satisfied with the project activity, acquired the necessary knowledge and skills in organizing English 11 lessons using Internet resources, games and cards. According to the students, the

implementation of the developed projects during pedagogical practice and in future professional activities will give them the opportunity to implement the acquired knowledge, skills and abilities in practical activities and make English lessons interesting, aimed at the development of the child's personality, the activation of the child's speech, which will contribute to her mental, intellectual and social development and preparation for learning foreign languages at school.

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