

## PRODUCTIVE METHODS IN TEACHING ENGLISH FOR KIDS

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### ABSTRACT

*This article discusses the features of the use of various innovative and productive methods in teaching English in secondary schools. The article of the use of innovative methods in. Currently, when choosing a method of teaching English in schools, it is necessary to take into account the personal characteristics of students, their age, interests, level of preparation, as well as the technical equipment of the educational institution.*

**KEYWORDS:** *Communication Skills, Activity, Learners' Needs.*

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### INTRODUCTION

The relevance of early learning a foreign language is dictated by the needs of society. The progressive development of interethnic communication in recent years necessitates teaching children a foreign language, especially English, starting from preschool age.

Preschool age is unique for mastering a foreign language. This is possible due to such mental characteristics of the child as the plasticity of the natural mechanism of speech acquisition, the rapid memorization of linguistic information, the intensive formation of cognitive processes, the ability to analyze and synthesize speech flows in different languages without confusing these languages and their means of expression, a special ability to imitate, the absence language barrier. Susceptibility to mastering a foreign language is at a special level up to 8 years, it is already much more difficult to start learning later.

One of the main advantages of early learning a foreign language is that young children are still learning their native language, and therefore natural learning strategies will be applied in parallel to mastering a new, non-native language. In this case, teaching children a foreign language will not be more difficult than mastering their native language. Preschool children do not have a deep knowledge of the grammar of their native language, the rules for constructing sentences and forming words, etc. It is easier for them to learn a foreign language because they do not tolerate patterns of changing cases, declensions and conjugations, they do not compare the structures of two different languages. They learn by directly speaking the language. Those children who started learning English from childhood speak much more clearly, without an accent; they understand the speech and culture of another country more. Preschool children do not have psychological barriers. Older children and adults are afraid to make mistakes, to seem ridiculous, and therefore they are often pinched and, as a rule, cannot learn from mistakes.

Learn the words, read the text, listen to the audio recording, write a letter - this is how the tasks that the tutor gave looked like. Perhaps for this reason, most adults who have studied the language for many years can read and write in English but have difficulty speaking. The success of teaching preschoolers a foreign language largely depends on the understanding of the psychological characteristics of a given age, the appropriate teaching methodology and, of course, on the personality of the teacher himself. For learning to be effective, the center must be the child himself, his motives, goals, his unique psychological make-up, i.e. child-student as a person. All methodological decisions of the teacher should be refracted through the "prism of the student's personality".

Modern methods of teaching English have changed reproductive methods to interactive ones. Today, obtaining knowledge is an interaction between a student and a teacher. The curriculum is built, first of all, taking into account the age characteristics of students. For preschoolers and younger learners, such a type of lesson as a game, travel, video, competition, and others is more suitable. An adult student prefers a classical lesson. For this age, traditional tasks are also suitable: compose a story, do an exercise, read the text, perform listening, and so on. Writing a story allows you to learn how to use active and passive vocabulary, expand vocabulary, and improve conversational speech. Doing exercises helps to learn grammatical material. Reading the text forms not only reading skills, but also immerses in the culture and traditions of the language being studied. Listening - improves understanding of oral speech.

Taking into account the characteristics of preschool age, the organization of the educational process in teaching a foreign language can be based on the following recommendations:

- conduct classes with children in a relaxed, trusting, emotionally positive environment;
- use various types of activities: cognitive and search activities, role-playing games, fairy tales, creative activity, physical activity;
- use visual, attention-grabbing materials: audio and video materials, toys, bright diagrams and pictures, etc.;
- Alternate different types and focus of activities;
- Conduct a dialogue with students, use surprise moments;
- Pay special attention not just to memorizing the material by children, but to form the desire to learn it, to form a general concept of the language;
- Pay attention to their own professional and personal self-development.

Thus, for the organization of teaching a foreign language to preschoolers, a visual-effective, subject-practical, personality-oriented, communicative-activity, emotionally-saturated support for building educational communication is of particular importance.

The main methods of teaching preschool children English:

**Associative Method** The essence of the method lies in the fact that the studied phrase or word is associated with some very vivid image, picture. That is, remembering the word apple, they imagine a delicious juicy apple. Subsequently, a vivid image makes it easy to find the right word in memory.

**Communicative method (lexical approach)** This is a method of learning a language through communication, discussion - this is how children gradually learn to think in English. You can discuss how the day went, how interesting the new book or movie was, where they went on the weekend. Thus, children learn phrases and expressions that are then easily used in speech.

Audio-lingual and audiovisual methods. With the help of these methods, oral speech is well practiced. They are based on interesting dialogues, learning which children easily learn to speak.

**Immersion Method** Children watch films; listen to songs, thus perceiving the original English speech. A good way is to communicate with a native speaker who will not be able to answer in Russian. The immersion method teaches you to think in English.

The methodology for conducting direct educational activities should be built taking into account the age and individual characteristics of the structure of the linguistic abilities of children and be aimed at their development. It is necessary to create in the child a positive psychological attitude to foreign speech, and the way to create such a positive motivation is the game. The game is both a form of organization and a method of conducting classes, in which children accumulate a certain stock of English vocabulary, memorize a lot of poems, songs, counting rhymes, etc. This form of conducting classes creates favorable conditions for mastering language skills and speech skills. The game in teaching a foreign language does not oppose learning activities, but is organically connected with it.

Also, for training, you can use videos, the purpose of which is to study English by children of preschool age using a communicative teaching method. The program material is interesting for the child, but at the same time educational. Children are included in the knowledge of the world around them, and while playing, they learn English.

Lexical and grammatical material is introduced in an entertaining way. Not only vocabulary is introduced, but also an action that can be performed with some object is clearly shown, which contributes to the rapid memorization of vocabulary and the development of elementary conversational skills in a foreign language.

Cartoons in English help to solve many problems of teaching a foreign language to kids at once:

- The child does not have the question “why learn these words”;
- He is interested in watching the cartoon, and he repeats the phrases of the characters with pleasure;
- Cartoons help the child not only learn and learn new words, but also learn the sounds of English speech;
- Repeatability - if the child liked the cartoon, he is ready to watch the same cartoon over and over again until he learns it by heart.

Videos for teaching children a foreign language need to be specially selected, it is best to put the child animated songs and cartoons for kids, designed for the age of 2-3 years. It will be much easier for a child to understand such cartoons due to the availability of topics (counting, animal names, etc.) and a calm pace.

Thus, the game in education is a game focused on the zone of proximal development, combining the pedagogical goal with the motive of activity that is attractive to the child.

The most successful methods are based on the principle of the stage-by-stage formation and development of speech action, when the simpler precedes the more complex. At all levels of material presentation, the principle of communication is implemented, i.e. everything serves to achieve a certain result in communication. The independent use of speech units should be preceded by their listening comprehension, which corresponds to the psycholinguistic patterns of speech acquisition.

When teaching a foreign language, the teacher requires not only specific language knowledge, but also an understanding of the general philological, psychological, pedagogical patterns of the child's development, as well as the ability to combine the child's general abilities, especially speech in his native language, with the development of speech in a foreign language.

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