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STRATEGIES OF FOREIGN LANGUAGES TEACHING FOR PRE-SCHOOLERS

In contemporary world, the training of pre-schoolers with knowledge of foreign languages becomes of particular importance, since pre-school institutions with qualified teachers contribute to the dissemination of quality education for early-age children.

In modern pedagogy there can be defined such strategies of foreign languages teaching for pre-schoolers as integrated technology, cooperative learning, cognitive learning, cross-curriculum teaching, goal-setting and formative assessment.

Integrated technology. For students in early childhood classrooms, using digital tools can go hand in hand with developing social-emotional skills, school readiness, and core academics. Practicing these skills while also learning the basics of navigating digital devices will serve students well for years to come, as young students who feel comfortable and confident using new technologies will be eager to integrate advanced digital tools into their work as they grow. Just as early childhood classrooms lay the foundation for academics, socialization, and school readiness, they can also provide a basis for using digital tools effectively [1].

Cooperative learning. Cooperative learning method provides many conveniences to the students. Children are socialized by gaining favour for both themselves and their friends by entering the socializing environment brought along with the cooperating in the groups. Their sense of responsibility improves and their affective developments can increase by trying to be more active with the satisfaction of contribution to others. The individual can express their opinions through discussion, criticizing and conveying and also their communication skills improve and they gain the characteristics of a democratic. With this purpose, democratic individuals that our country needs are raised. Along with providing the social development and change of the individual. The goals of the students in cooperative learning is not to better than each other but to accomplish the better together. Moreover, cooperative learning is a teaching and learning model which increases the motivation of the students, improves their thinking skills, makes the students respect each other's opinions, helps them learn to discuss between each, teaches them to become democratic individuals, prevent the teacher to be considered as the only teaching source and makes the teaching-learning environment to be entertaining for the students [2].

Cognitive strategies are one type of learning strategy that learners use in order to learn more successfully. These include repetition, organising new language, summarising meaning, guessing meaning from context, using imagery for memorisation. All of these strategies involve deliberate manipulation of language to improve learning. Classifications of learning strategies distinguish between cognitive

strategies and two other types, metacognitive strategies (organising learning), and social/ affective strategies (which enable interaction).

Cognitive learning helps children to gain such cognitive skills as asking questions, developing an increased attention span, problem solving, visual discrimination, matching, comparing, sorting, and organizing; understanding facts and fiction (or the difference between a truth and a lie); understanding cause and effect; simple reasoning [3].

Involving children in *the goal-setting* process is an excellent way to encourage them to take ownership of their learning languages. In the early stages, goal setting needs to be done in a very clear and simplistic way – for example, frequent two-way conversations with children about their progress in specific areas. Teachers can further facilitate goal setting with organizers, anchor charts and similar aids. Preschool is an ideal time to stimulate cognitive development and help preschool children gain basic communicative competencies. Preschool teachers should infuse learning goals into their lesson plans on a daily basis. Repetition of these skills will help preschool children feel confident as they go on to kindergarten. Cognitive goals incite an excitement for learning and help preschool children become proficient in simple literacy, problem solving and other basic knowledge. Preschool teachers should emphasize language development as the main goal. Language development brings learning to life for preschool children. As they develop an understanding of words, sounds, letters and concepts, the ability to communicate and ask questions is paramount. Increasing vocabulary awareness and stimulating interest in conversation should be included as a language goal for pre-schoolers. For instance, preschool teachers should encourage a love of reading and words by incorporating dedicated reading time each day; teach letter sounds by beginning and ending each class with a group rhyming song; engage in role play and dramatic play to help pre-schoolers; develop their imaginations and provide context for stories; set individualized language learning goals for each child; correct all inappropriate grammatical mistakes by repeating the correct phrases, etc [4].

Cross-cultural teaching. In contrast to the traditional teaching of subjects in isolation, teaching multiple subjects simultaneously can help students go much deeper in learning concepts and skills. Naturally, this approach asks more from the teacher. It can be easy to blend math, science, or social studies content with reading or writing. However, it is more challenging to combine all the subjects at once. Project-based learning involves children carrying out a project that ends up with a concrete result of some kind. Problem-based learning asks the teacher to guide children in developing solutions to real-world problems. In inquiry-based learning, children generate their own questions according to their curiosities or interests, which they then investigate. These methods work so well because teachers do not simply tell students what they should know, but instead they engage children in exploring and uncovering communicative information in a more meaningful way in which all the subjects come into play together.

Formative assessment is a data-gathering process used by teachers to help them customize instruction to match students' needs. Summative assessments do not always give a clear picture of what a student knows. In addition, by the time, the data is gathered, the teacher is already moving to the next objective, leaving many students

behind who have not fully grasped the previous content yet. To prevent this problem, teachers can monitor how the children are learning as they teach, using observations, questioning strategies, class discussions, exit tickets, learning logs, peer assessments, self-assessments, and slate work, among other methods. Teachers can gauge the progress of individuals, groups, or the whole class, and they can adjust the process by supporting or challenging students as needed [5].

Thus, one of the priority directions of the strategic development of preschool education is the formation of foreign language competence of future specialists in foreign language classes and the development of standards for the training of specialists in preschool education in the aspect of studying foreign languages.

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