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ENGLISH LANGUAGE TEACHING AT PRIMARY SCHOOL: AGE PECULIARITIES AS THE BASIS FOR USING ICT

Using information and communication technologies (ICT) in education is a very topical issue nowadays. There are some interesting and important theoretical researches devoted to the impact of ICT in studying different subjects and to various aspects of using ICT. Such researchers as L.Baylo, N.Soroko, D.Rozshdestvenska, S. Roman, S.Deys, O.Kolominova, O. Kryvonos and others highlight some aspects of fostering educational process by involvement of IC methods. It should be underlined that most of the contemporary investigations in teaching English are connected with the problems of ICT related mainly to secondary and high school. Unfortunately, the same problem at primary school was not widely discussed in the methodological and scientific literature. This article aims to highlight age peculiarities of primary school students and to determine the feasibility of using ICT at primary school.

Children at primary school still have such features of older pre-schoolers as unstable attention and insufficient self-control, their ability to manage freely their own behaviour is weakly expressed. Mental development of primary school children (age 6-11) and the formation of their personality are socially and biologically predetermined. One of the substantial peculiarities of such development is the formation of purposefulness, improvement of psychical processes (perception, attention, memory, thinking, etc.). There is a transition from playing to learning activities as basic during this period. This is an important step in shaping a child's attitude towards learning activities as responsible, socially significant work. Learning activity gradually becomes predominant in the formation of junior students' personality. It predetermines transformation in child's psychics. Junior schoolchildren acquire new knowledge, abilities and skills with great interest. Cognitive processes develop qualitatively and quantitatively during the study. Quantitative changes consist in the increase of the speed of perception process and of the amount of the perceived objects, expanding the scope of their memorizing. Qualitative changes contain the increase of cognitive performance.

Perception of primary school children becomes an arbitrary, deliberate and categorical process, characterized by instability and disorganization. An important role belongs to images, influence of the emotional impressions and affective experiences in perception and memorizing of new information. Providing bright and understandable visual images in the educational process contribute to more effective learning.

Logical memory, which is crucial in the pursuit of knowledge, is formed under

the influence of education. Verbatim memorization and reproduction inherent in this age, have a positive value. They are an important factor in the development of arbitrary memory, vocabulary and child's speech culture accumulation. Self-control, abilities to notice and to correct errors in reproducible material are developed in the process of verbatim memorization. For example, for the school children of the second form, memorizing of the specific material increases in 28%, abstract – in 68%, emotional – in 35% [1]. During this period, students often resort to special mnemonic memory technics. Interesting, concrete and bright material is memorized faultlessly. Children of this age tend to copy, or imitate actions. That is why usage of ICT gives them an opportunity to memorize better simple authentic speech samples and new vocabulary.

In the primary school age, involuntary attention dominates. The level of concentration is low. Students are interested in all new, bright and extraordinary. They react to the strong irritants, for example, interesting and unusual accessible illustrations, audio and video materials that may be well produced through a computer.

Thinking of the primary school children transfers from emotionally-vivid to abstractly-logical. Children are thinking with shapes, colours, sounds, feelings. Their mind is brought up among visual images. Language learning at primary school should be inseparable from imagination, game and creative work.

One more important feature of this age period is an active development of speech and rapid growth of passive vocabulary – amount of words that child understands. The rate of enriching children's speech is uneven; there are phases of acceleration and deceleration in it. There are also some individual differences both in the rate of enriching vocabulary and in the breadth of its use.

The processes of inhibition at primary school students often predominate over the processes of excitement. That peculiarity creates an important physiological pre-condition for the formation of such volitional internals, as independence, self-control, restraint of undesirable behaviour.

There is further development of personality internals not only in intellectual but also in emotional, volitional spheres, in communicating with adults and peers. The sources of primary school students' emotion are learning and playing activities. Formation of feelings is assisted by reading books, authentic material perception (cartoons, audio, video), intellectual games, computer programmes and so on.

A considerable place in a lesson at primary school it is given to the actions with objects. It is important that lessons contained the elements of the game. Modern ICT suggests various kinds of games that can help children learn the curriculum considerably easier and more successfully.

The analysis of psychological peculiarities of primary school students serves as the theoretical basis for a selection and organization of both the content and the process of foreign language teaching. As we see, at elementary school it is important to interest kids in learning a foreign language, to cause positive attitude toward an object, to explain necessity and meaningfulness of a foreign language as a unique means of intercultural communication. The use of ICT contributes to a better

perception and assimilation of educational material by children, increase of cognitive interest, development of their creative abilities, making material more curious and dynamic.

LITERATURE

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