

References:

1. Atamirzayeva E.B., Dadaboyeva F.X., Saydaliyeva M.A. Modern methods of teaching English in Namangan state university URL: <https://media.neliti.com/media/publications/333100-modern-methods-of-teaching-english-in-na-5ba4a2ec.pdf>.
2. Khaydarova U. P. Intercultural communication as a pattern of learning content in linguocultural competence URL: <file:///C:/Users/Zver/Downloads/intercultural-communication-as-a-pattern-of-learning-content-in-linguocultural-competence.pdf>.
3. Miroshnichenko O. A. Effective teaching methods in teaching English as a foreign language. URL: [file:///C:/Users/Zver/Downloads/molv_2018_1\(2\)__61.pdf](file:///C:/Users/Zver/Downloads/molv_2018_1(2)__61.pdf).
4. Wang Y.-H. Using Communicative Language Games in Teaching and Learning English in Taiwanese Primary Schools. URL: <http://ir.lib.kuas.edu.tw/bitstream/987654321/10031/2/18133851-201003-201004230090-201004230090-126-142.pdf>
5. Zhang Y. Communication Strategies and Foreign Language Learning. URL: <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.87.2984&rep=rep1&type=pdf>.

PRACTICAL USAGE CHILDREN'S OPERAS AT EARLY AGE

Любінська М.С.

*студентка факультету філології і журналістики,
Тернопільський національний педагогічний університет
імені Володимира Гнатюка
м. Тернопіль, Україна*

Parents want their children to start English early. It is a fact that the idea of teaching English to very young children is now attracting the attention of many teachers, linguists and psychologists. Interest in this subject in Ukraine has developed over the last years, individual research efforts into the setting up of formal, professional research programs. Today children start English in the first grade (6-7 years old). Lyceums and gymnasiums run courses of English beginning at the age of five. In kindergartens children are very often exposed to English from the age of three.

Most discussed questions in teaching foreign language to children. The majority likee school and are ready to do «something real». At early start in teaching English is viewed as one of the means of fostering and enhancing language training. Furthermore, pre-school childhood is considered to be a favorable period for acquiring a foreign language. Before I go any further, I would like to identify some of the most discussed questions in teaching foreign languages to very young children in Ukraine today:

*When should teaching start? And could it be harmful for the child's development?

*What kind of motivation should teaching be based on?

*Should learning be through unconscious imitation or conscious mastering of the language?

*With such an early start, can the problem of continuity be solved?

Research has identified the following views and approaches to teaching English to the very young today:

1. Effective learning of a FL by pre-school children can be achieved if we provide a conscious and purposeful system of forming FL skills (children at five are fully ready for conscious learning).

2. Learning should rely on the motivation of play; all activities must be game-like activities.

3. The development of native language skills and foreign language skills in kindergarten occurs simultaneously.

4. The use of imagery (tales, stories, rhymes, favorite characters) stimulates the acquisition of the foreign language by pre-school children.

Practical outcomes. Taking into consideration the approaches and strategies developed with young learners and relying on our personal experience with children, we came to some of our own conclusions. Effective teaching of the foreign language to the very young should be:

*conducted with varied activities, natural to the child: drawing, dancing, movement, listening to stories, drama, modeling – all, in fact, means of communication;

*organized in accordance with the child's natural need for self-expression through music .

Music has been viewed by many authors as means of fostering personal, social, communicative and linguistic competence at pre-school age. Research into the connections between the mechanisms of production and the perception of music and speech at this age shows, that they are very similar. In watching children, we see that they naturally switch from singing to talking and back. They translate music into dance. They like to experiment with rhythm, tempo and intonation in speech and music. Therefore we are convinced that music should be the leading means in the exposure of children to a FL.

Children's opera (a musical tale where story, dance, acting, singing and talking, drawing and modeling all go together) is means of combining teaching with all the natural activities of the child. The result of our research can be presented as follows:

Children's opera: music + interactional context + combination of activities familiar to children from a very early age = successful learning.

Additionally, children's opera provides the interactional context that builds phonological awareness, necessary for the acquisition of pronunciation and speech. In the interactional context, speech functions become obvious. The approach is to use opera in both languages, first Ukrainian and then in English. This immediately

produces ideas and the concept of plot. Transfer into the foreign language will then occur with pleasure and without any difficulty. This approach first produces conditioned manner and behavior in the child's native language. This manner and behavior are then easily transferable into the foreign language.

Demonstration of the approach. Usually, frequently occurring vocabulary is quickly learned by children, but it does not always matter whether they use it naturally and appropriately, as at this age they are not very experienced in the acquisition and activation of new vocabulary in their native language. For example, if we take as a context as opera, Goldilocks and The Three Bears, there is scene where Goldilocks meets and talks to the house. Using this approach, we should first explore the situation in Ukrainian an: What did Goldilocks tell the house? How did it greet her? What do people usually say when they meet? How do they move and look? The children would then act out the parts of the house and Goldilocks, after which they will be prepared to perceive the same situation in the new language. Music, with its emotional nature, makes exposure to a new language desirable, interesting and as we observed, easy for children. Movement, «decorations» and singing will serve as reference points, which make learning effective.

Using children's opera gives the opportunity to teach communication from the very first class. A top-down perspective allows children to focus their attention on the interactional dynamics of the communication process. This approach allows from the very first lesson to introduce authentic language in stretches of discourse. Characters from opera greet, request, agree and question, which makes the new language natural and communicative from the very beginning.

Some ideas about the methodology. Music furthers the natural self-expression which makes the child move naturally while using the language. Thus, kinetics (or body language) goes together with speech and speech goes together with kinetics. Melody sets the tempo and aids fluency. This is what authentic language requires. Melody provides the keys for the child's selfcontrol. Everyone has experienced this process: begin a melody and the words swim out from the memory. Consequently, when we ask the pupils to draw or model, we switch on the tape with the music from the opera and children, of course, unconsciously repeat it.

The very young, especially, need to express themselves from the very first lesson: singing and speaking out, dancing and acting with decorations they have prepared. This is inspired by the magical force of music and the sound of a new language. In this way, the question of continuity in teaching communicative is resolved.

To sum up, teaching very young children are not solely a preparatory phase. It is rather an important process of immersing a child in the ocean of real speech. She will then be bathing with pleasure in the waves of melodies and rhythm and will float to the surface, purposefully and consciously, with the teacher, who enjoys the process as well!

References:

1. Biboletova M., Trubaneva N. Enjoy English (Teacher's book), 2004.

2. Buzchinsky V. The Methods of Teaching pronunciation culture to children. 2002.

3. Opera Is a Class Act! URL: https://www.educationworld.com/a_curr/curr380.shtml.

4. Teaching English to children: using children's operas at early age. URL: <https://cyberleninka.ru/article/n/teaching-english-to-children-using-children-s-operas-at-early-age>.

THE IMPORTANCE OF TEACHING VOCABULARY VIA TEXT

Марковська М. В.

*студентка факультету філології та журналістики,
Тернопільський національний педагогічний університет
імені Володимира Гнатюка
м. Тернопіль, Україна*

The formation of communication skills is a complex and time-consuming process. In order to make students' speech correct and understandable, teachers must give them some knowledge, develop the ability to use words in context, use lexical, grammatical and other means of a foreign language. Language has four competencies: reading, speaking, writing and listening.

Students who have successfully mastered these competencies in the learning process can easily express their thoughts and ideas in a foreign language, as well as perceive the speech of others. Thus, communicative competences mean that the speaker is able to build his speech in accordance with all the requirements and rules of a particular language, is able to communicate seamlessly in the communication process.

There are many theories about when to start developing communication skills in children. Most scientists agree that the best time to do this is preschool. Children between the ages of 3 and 5 are not yet able to understand the rules of the language. They are just beginning to learn about the world around them and the lives of people in it.

However, children at this age tend to assimilate new information, even if they are unable to understand or comprehend it. Most often, this process is associated with the game as the main activity. The game can and should be used as one of the main ways to learn new vocabulary (both native and foreign language) in preschool and primary school age.

According to Adger, textbooks on child development often claim that by age five or six children have already mastered the grammar of their native language, and that although they expand their vocabularies in school and add literacy skills, for the most part children have acquired language before they go to school [2, p. 7].

Thus, children begin to form speaking competence. Later, after mastering reading skills, students will be able to find words that are already known to them