

Psychological Bases of Teaching a Foreign Language Injunior School Age

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Abstract: At present, the formation of cognitive motivation is necessary, as this gives the activities of students a special personal meaning, due to which the study of a subject acquires an independent value for it. The article highlights these ideas as the psychological basis for shaping the motivation of young school students to learn a foreign language.

Keywords: pedagogy, primary education, motivation, psychological basis, foreign language teaching.

Introduction

Modern psychologists and educators agree that the quality of the performance of an activity and its result depend, first of all, on the motivation and needs of the individual, his motivation; it is motivation that causes purposeful activity that determines the choice of means and methods, ordering to achieve the goal. Motivation is therefore the triggering mechanism of all human activity: be it work, communication or understanding.

Students without motivation to learn simply do not exist. Any cognitive activity of students, along with operational components (knowledge, skills, and abilities) also includes motivational ones (motive, interest, and attitude). Motivation is a source of activity and orientation of the individual to objects and phenomena of reality, as a result of which activity arises. External motives that lie outside the educational activity can be both positive and negative. Positive motives are due to a sense of duty to their loved ones, ideas about learning as a road to mastering the great values of culture, to getting an education. Negative motives are caused by threat, punishment, reprimand, censure, bad evaluation.

Main part

Experiments in recent years have confirmed that foreign language develop children, first of all, their logical thinking, raise their educational and cultural level, there is a positive the impact of learning a foreign language and knowledge of the native. Duration sensitive, i.e. most favourable for starting the study of a foreign language, period, psychologists interpret differently, but most often they converge on the period from 4 to 8 years. Physiologists believe that there is the biological clock of the brain, just as there are stages of development in time endocrine glands of the child. Child up to 9 years old - specialist in possession speech. After this period, the brain mechanisms of speech become less flexible and cannot easily adapt to new conditions. After 10years, the child has to overcome many additional obstacles.

The child's brain has a specialized ability to acquire language, but within decreases with age. The speed and strength of memorizing a foreign language material at this age is explained as the predominance of mechanisms long-term memory, and the presence of imprinting (imprinting of material into consciousness, subject to the presence of the necessary stimulus and motivation).

Psychologists determine the time for imprinting up to 9 years. Although this age there is some restrictions that opponents like to refer to early learning: for example, a child's memory capacity is indeed smaller, than an adult, but his language needs are also less. There is everything reason to believe that it is language classes that contribute to the gradual increasing the amount of memory. At present, it can be considered proven that behind the seeming ease of mastering the language material by children, even in natural environment, there are complex processes built not on imitation, but on generalization, although internally unconscious. It has also been established that a child acquires a second language more easily than an adult, only under conditions vital communication for him, the source of which for this age is an educational game.

Interest in the possibility of real inclusion in a new game provides true intrinsic motivation learning a foreign language by children.

Game activity is leading for a child from 3 to 10 years old and her meaning is not lost in elementary school. Learning features of the game many famous teachers noted in a foreign language: L.V. Vygotsky and D.B. Elkonin. The great teacher Ushinsky believed that with proper organization of the educational process teaching children a foreign language should begin at preschool age. Ushinsky believed that the way development of a child's speech is based on the development of children's thinking, and it in its turn, relies on specific visual images, on visibility.

The innate speech function is endowed with specific abilities: the first feature is that its activity limited in time. It is in a certain period that it is necessary to provide the child with the necessary skill in the environment - the skill and the ability to learn. After a certain period of time, the child speech, the speech mechanism is formed, and the function loses its significance.

Therefore, during the period when the function is active, the child is quite easily learns the language. Due to the extinction of the speech function, it becomes impossible like the process of learning a foreign language to the process of mastering speech.

Therefore, it is worth using the power of the speech function and not refuse to teach a child a foreign language in early childhood. In preschool and primary school age inborn speech function is still able to act, and if the pedagogical process of learning a foreign language, they can lengthen life speech function.

All researchers argue that learning should be focused on the psycho physiological age characteristics of children.

It has been proven that special classes in a foreign language can be started with children 4-10 years old: up to 4 years old - meaningless, and after 10 years old - useless to hope for a positive result. The best place to start learning a foreign language at the age of 5-8 years, when the system of the native language is well learned, and the new language has already formed a conscious attitude. It is in this there are still few speech stamps at the age; it is easy to rearrange your thoughts on new design and no great difficulty in making contact on foreign language. And if the methodological system is built correctly with linguodidactic and psycholinguistic points of view, then success in mastering the proposed limited speech material and creating necessary prerequisites for further learning a foreign language provided for almost all children. Early foreign language teaching contributes not only to a stronger and more free possession of it, but also carries in itself a great intellectual, educational and moral potential.

Early language learning:

- stimulates the speech and general development of children and increases the general educational value of primary education as the foundation of a general education;

- introduces children to the culture of other nations, thereby forming universal consciousness;
- creates a favorable initial base for mastering a foreign language, as well as for further language learning, since it prevents the formation of psychological barriers that arise during the initial teaching a foreign language at the age of 1-11 years;
- provides an opportunity to complete the study earlier the first language and the connection of the second;
- improves general skills (ability to work with a book, reference books);
- Forms special training skills (ability to work with bilingual dictionary). (M.M. Vasilyeva, 1988: 208)

It should be noted that with a competent construction of a methodological system from a linguodidactic and psycholinguistic point of view, success in mastering the proposed limited speech material and creating necessary prerequisites for further learning a foreign language provided for almost all children. The effect of learning a foreign language in primary school age will certainly have a positive impact on the development children, the culture of communication, will affect the activation of all mental functions, and expand the general horizons of children.

Conclusion

Favourable period of the most intensive formation motivational sphere is primary school age. In accordance with psychological studies of motivation in teaching a foreign language teacher's efforts should be directed to the development of internal motivation for the teaching of schoolchildren, which comes from the activity itself and has the most motivating power.

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