

## Didactic Principles and Means of Forming the Vocabulary of Preschoolers in English

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**Abstract :** The article presents the basic techniques, didactic principles and means of forming the vocabulary of the English language of preschool children. Moreover, an approximate scheme for activating vocabulary, as well as illustrative examples of ways to learn a foreign language is given.

**Key words :** preschool children, foreign language, vocabulary, didactic games, the role of fairy tale.

Leading psychologists and educators have always emphasized that the fact of communication is necessary for the formation of a person as an individual. Speech development plays an important role in the formation of communication skills. Children who have developed speech skills, freely express their thoughts, feelings, can talk about their emotional state and attitude to the world around them.

Formed speech makes it even easier for the child to learn at school. Learning a foreign language helps in the formation of native speech, its correct pronunciation, and also introduces the child to the world of another culture, both language and communication. In addition to the communicative function, teaching a foreign language contributes to the development of memory, creative imagination, thinking, and broadening of horizons. When language is naturally woven into a child's daily life, he begins to use it in play, in communication with others, which is a guarantee of successful language acquisition.

At the beginning of preschool education, it is necessary to create a positive natural motivation.

Classes are organized in such a way as to gradually move to the active speech of children in the form of sentences. Before children begin to communicate and speak in a foreign language, it is necessary that they successfully master the lexical units of the language. Each lesson uses different teaching methods and skills, and the continuity of the learning stages and the sequence of the introduction of the language material ensure the strength of the assimilation of the material. We have compiled a step-by-step algorithm for the formation and replenishment of the vocabulary of preschoolers in English.

The first lessons with children can be devoted to a short acquaintance with English-speaking countries, which will take place through a meeting of children with characters from English and American cartoons and fairy tales.

The whole course of study in kindergarten is based on the teaching of vocabulary, which includes the following topics: "Animals", "Toys", "Colors of objects", "Count to 20", "Verbs of movement", "Family", "Sports", "Transport", "My body", "Products", "Seasons", "My home". The volume of vocabulary is large enough, so it should be divided into two or three stages.

When teaching preschoolers English, the first place is the use of bright colorful visualization tools. At the same time, the acquisition of vocabulary is more successful if the child sees in front of him a toy, a colorful picture and himself performs actions with it, since in this case he does not need constant translation. It is necessary to have several options in the image of an object so that the child can form several phrases with this word, using it in different structures.

We have created a sample diagram that one can use in lessons with preschoolers to activate vocabulary in English:

1. The teacher (educator) shows a picture or toys and names words. Children repeat in chorus, imitating pronunciation. At the next stage, the teacher gives the child a toy or a picture, inviting him to name a new word. Then the work goes along the chain: from child to child. Children get acquainted with this form of work at each lesson. The teacher, in addition to the new vocabulary, monitors the pronunciation, helping each child to pronounce the words correctly. The exercise ends with a choral piece: the children repeat a new word in chorus after the teacher.

Topic: "animals".

Teacher: "What is this?" (shows a toy or a picture of an animal). "This is a cat".

"What is it?" - "This is a dog".

Then the children repeat in chorus after the teacher, and then pass the toy in a circle, each one says the phrase.

Children: "This is a cat"

Children: "This is a dog"

Children: "It's a pig"

Children: "It's a mouse."

2. Children greet toys-animals, looking through illustrative material.

Good morning, dog.

Good afternoon, cat.

Good evening, mouse.

3. Children take toys out of a wonderful bag or box and give them names.

Teacher: "What is this?"

Children: "Cat", "Dog", "Pig".

4. Children take turns to name a series of pictures on any of the topics or count objects, for each correct answer the children receive a token.

5. Assignment in English (can be performed in a chain).

Teacher: "Show me the cow, please."

6. Children name those toys that they already remember and play with them.

7. The teacher puts pictures on the table or puts them on a magnetic board. The children's choir calls all the animals in English. Then the teacher asks them to close their eyes, removes one of the pictures and invites the children to guess which animal has disappeared.

Teacher: "What's missing?"

Children: "This is a cat."

8. Children give commands to toy animals.

Children: Cat, run.

Children: Dog, bathe.

Children: Sheep, applause.

9. The introduction of the words "yes", "no" is carried out through familiarization with the question "is this a cat?" and answers "yes, it is" and "no, it is not." These expressions are easy to understand. It is necessary to monitor the intonation of the question and answer. Games can be continued with toys. You can ask the children to guess what is in the box by asking the children to ask the question, "Is this a sheep?" Until someone guesses.

10. Children memorize words by guessing what sounds a particular animal makes.

Teacher: Listen, listen. Baa-baa-baa.

Children: It's a sheep.

11. After getting acquainted with the color, the children are invited to name the color of the animals from the pictures.

Children: Green crocodile.

Crocodile green.

Children: Snowy hare.

The hare is white.

The first acquaintance with English words occurs by memorizing short rhymes, in which English words are only part of the rhymes. Gradually, as the lexical material accumulates, a transition is made to rhyming verses and songs that sound entirely in English, which help children learn the simplest everyday phrases and answer elementary questions.

For example, when studying the topic "Animals", children are offered rhymes:

Рыжий кот полез в пакет.

Что забыл там кот – a cat?

Тут кота в пакете за нос

Укусила мышка – mouse.<sup>1</sup>

Children easily memorize rhymed text containing a large number of new words and sentences.

At the same time, reading rhymed text serves as both a useful phonetic exercise and an exercise for memorizing new words.

However, the vocabulary of the verse does not pass into the active vocabulary of the child without additional work. To do this, this vocabulary must be consolidated in special exercises, specially created situations and games outside the context of the poem. The study of poems, rhymes and songs contributes to the development of speech in general, an increase in vocabulary, an improvement in pronunciation and an increase in the activity of children.

When the teacher is familiar with the verbs of movement, he may suggest doing something with him, or you can ask the children to follow his commands:

Get up, sit down, run, jump, go, swim, fly, take, dance, sing, clap, let's play.

Children are given pictures depicting the action, the teacher says the command, and the children show the desired card.

The commands are performed by a game character who confuses everything, the children correct him, showing him how to do it. To activate attention and check the degree of understanding of the material, children are asked to follow the commands only if the magic word "please" sounds at the end of the command.

The expansion of vocabulary occurs not only through the introduction of new words, but also new grammatical forms. Thus, by teaching children the use of verbs of movement (commands), they learn to understand and use the grammatical structure: "I can run." And the answer to the question is: yes, I can. No I cannot.

The teacher gives a command to the children, then offers to give him the command:

Children: Run.

Teacher: "I can run."

The teacher draws the children's attention to the new word "can" and explains the meaning of "I can", "I can". The children then take turns telling what they can do with the new structure. Thus, we consolidate the vocabulary on the topic "Verbs of motion".

In addition to basic words, the child's vocabulary includes prepositions. To do this, familiar toys and objects are laid out in different places.

Teacher: Where is the ball?

Children: The ball is on the table.

The accumulation of lexical material, the introduction of new grammatical structures can significantly expand the boundaries of the dialogue. Any vocabulary is presented in a communicative aspect. All animals and toys talk, which at the initial stage helps children not to be ashamed of their statements in English, speaking as if on behalf of the game characters. But play situations must imitate real ones, so that later children can use the accumulated speech material in everyday life.

The formation of the lexical stock serves the development of dialogical and monologue speech.

Songs, rhymes and expressive reading of poetry in English play an important role in the formation of children's vocabulary. Therefore, listening is recommended when learning new words.

From the very first lessons, children are encouraged to learn songs, poems, learn new vocabulary and correct pronunciation. Below we have provided examples of children's poetry that will help to activate the vocabulary of preschoolers.

Hello! Hello! Hello!

Hello! Hello! Hello!

I am Sue!

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<sup>1</sup> Боровикова, Е.Г. Наглядная программа для младших школьников, изучающих английский язык, и их родителей. Проблемы, поиски, решения.//Иностранные языки в школе [текст] - 2003. -№2 - С.14-17.

Hello! Hello! Hello!

Hello! Hello! Hello!

I am Jack!

Theme: "Animals"

1. The cow says: "Moo, moo"

I have some milk for you.

2. I am big and

I am strong,

And my trunk is very long.

(The elephant)

Topic: "Toys"

My pretty doll

Is very small

I love my pretty

Little doll.

Theme: "Colors"

What color is this?

It is red.

What color is this?

It is green.

What color is this?

It is red and green and yellow.

What color is this?

It is blue.

What color is this?

It is white.

What color is this?

It is blue and white and yellow.

Topic: "Verbs of motion"

Clap, clap, clap - clap it all together

Stamp, stamp, stamp - we stamp it all together,

Jump, jump, jump - we jump together,

Fly, fly, fly - we fly together

Run, run, run - we all run together,

Swim, swim, swim - we swim together,

Climb, climb, climb - we climb all together,

Go, go, go - we walk together.<sup>2</sup>

When memorizing poems, songs, rhymes by ear, you must use the following learning algorithm:

1. Listening based on clarity (1-2 times)
2. Look for words the children know.
3. Practicing new words (choral repetition and individual)
4. Answers to questions.
5. Repetition of the text with children.
6. Independent choral performance of each child.

This sequence of work allows one to activate the auditory perception and mental activity of children, making the subsequent memorization of a poem or song more meaningful.

The step-by-step example below is also very effective in explaining and memorizing new words for preschoolers.

Theme: "Animals"

1. Listening (2 times)

Cat: Little mouse, little mouse

Where is your house.

Mouse: Little cat, little cat,

I have no flat.

I am a poor mouse.

I have no house.

Cat: Little mouse, little mouse,

Come to my house.

Mouse: Little cat, little cat,

I cannot do that

You want to eat me.<sup>3</sup>

2. Familiar words - a mouse, a cat, a house, a little, no, I can't.

3. New words - flat, want, poor, come, me, that, eat..

4. Explanation of the new vocabulary:

I have no flat – нет дома.

Poor mouse – бедная мышка.

Come to – приходи.

Do that – сделать это.

Want – хотеть.

Want to eat me – хочешь съесть меня.

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<sup>2</sup> Климентенко А.Д. Экспериментальное обучение языку детей с шести лет в школе [текст] // Иностранные языки в школе. - 1978. - 2.- С.37-47. Аркин, Е.А. Ребенок в дошкольные годы. – М.: просвещение, 1968.

<sup>3</sup> Негневицкая, Е.И. иностранный язык для самых маленьких: вчера, сегодня, завтра [текст] // Иностранные языки в школе. – 1987. - №6. – с. 20-26.

##### 5. Role-play of the dialogue.

Children develop a connection between word and object, phrase and action; they develop the habit of expressing themselves in a foreign language, which further contributes to overcoming the language barrier, which significantly interferes with the study of a second language.

The leading activity of a preschooler is a game. Therefore, it is necessary to introduce various games in the classroom. Children must learn a monologue, for this they use various games: verbal, didactic, mobile, musical, finger, role-playing, dramatic. Each of them is suitable for expanding vocabulary.

Another very important means of forming a preschooler's vocabulary is a fairy tale. The dramatization of games based on fairy tales takes place in several stages. First, the teacher reads the children a fairy tale with illustrations or using different types of theater. The children are then asked to name familiar words that they heard in the fairy tale. After rereading, the roles are assigned: "who will ...". The child is asked to answer in full. Next, scenes from fairy tales should be learned, then a fairy tale can be shown on a table theater, and only after all the children have firmly mastered the content, a fairy tale is staged where participate the children themselves, not the dolls. At the same time, the participants can switch roles so that each child learns the vocabulary of the fairy tale and can adequately respond to the call, using the appropriate replicas of situations and making the most of them in everyday situations. Dramatization of fairy tales allows one to activate the child's speech in English, using previously studied lexical material. Children have the opportunity to practice their knowledge of the language, and their interest in the language increases.<sup>4</sup>

A preschool child, listening to a fairy tale and feeling the existence of a fantastic hero as a real one, sympathizes with him. The ability for empathy and imagination gives rise to independent creative activity of children - fantasy. When working with a fairy tale, the teacher can rely not only on the experience of children, but also on their imagination. A fairy tale is a poetic fiction, although this does not deny its connection with reality, real life, which determines the nature of its plot, images, narrative details, and its content. Fiction in a fairy tale is built, as a rule, on a completely definite basis, based on reality. Each fairy tale paints realistic pictures of life. Behind the adventures of fairy-tale heroes, human destinies are born, believable stories, fairy-tale conflicts convey complex everyday and social relations. The author of the tale tells the young listener about the difficult choice of an honest path, about the bitterness of loneliness and the joy of friendship. In a fairy tale, children are faced with such complex phenomena and feelings as life and death, love and hate, betrayal and deception. The form of the depiction of these phenomena is special, fabulous, accessible to children's understanding, but the moral meaning remains true.

The tale provides ample opportunities as a meaningful basis for learning. At the early stage of training, the developmental aspect is leading, since in the first year of training the foundations of many of the most important abilities are laid and their initial development is carried out. A fairy tale is an excellent material for solving developmental problems; children need fairy tales, since they are a necessary tool for personal development.

One of the most important tasks of the developmental aspect is the formation of motivation. It is in the preschool period that the teacher should form a stable motivation to learn a foreign language. A fairy tale, which is always interesting for children with its meaningful basis, greatly contributes to the creation of motivation for mastering a foreign language. A foreign language allows a child to penetrate into the fascinating plot of a fairy tale, to get acquainted with the country's folk heroes. The script for a lesson based on a fairy tale immediately attracts the attention of children. A fairy tale in a foreign language enables the teacher to make volunteers out of children in search of knowledge.

In preschool age, a significant place is given to the cognitive aspect. At this age stage, the child develops and realizes a cognitive interest in the culture of the country of the target language. A rich source from which a child can draw this knowledge is a fairy tale that reflects the cultural heritage of a particular country. Learning based on a fairy tale provides an opportunity to study elements of a nationwide culture. The socio-cultural component is always clearly expressed in fairy tales. Interest in everything new among preschoolers allows them to use in the classroom and apply regional and geographical information. In English lessons, using a fairy tale as a teaching material, preschoolers develop and realize a cognitive interest in a foreign language culture. Children gain knowledge about the culture of the country of the target language (information from history, geography, life of peers, about life, traditions, interests, about music, painting, symbols, clothes, holidays, hobbies). Songs, poems, counting poems, various games, and a fairy tale serve as the basis for teaching communication in a foreign language.

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<sup>4</sup> Негневицкая, Е.И., Никитенко, З.Н., Ленская, Е.А. Обучение английскому языку детей 6 лет: Методические рекомендации в 2-х частях [текст] – М.: просвещение, 1993.

The tale is effectively used in solving problems of the educational aspect. Teaching speech based on a fairy tale forms in children an idea of a foreign language as a means of communication. A fairy tale is an excellent tool for mastering various skills and communication skills in the target language.

When using a fairy tale, the process of forming conversational skills is aimed at developing readiness for communication, at using a foreign language as a means of communication. The fairy tale promotes the inclusion of children in the communication process. On the substantive basis of a fairy tale, various situations of play role-based communication, plot-based role-playing games, dialogues can be built. Thus, a fairy tale is a suitable material for using it as a meaningful basis for preschool education. No other material has as educational potential as a fairy tale. First, it contributes to the formation of motivation to learn; secondly, it increases the educational and upbringing possibilities of a foreign language; thirdly, it is an excellent tool for teaching a foreign language.<sup>5</sup>

Thus, before children begin to speak and communicate in English, they need to master the basic lexical units of the language. During the game, the child does not set educational tasks, but as a result of the game he learns. Play is one of the most effective teaching methods, the use of which makes a foreign language a favorite subject for preschoolers. Games should be interesting, uncomplicated and lively, contribute to the accumulation of foreign language material and consolidate previously acquired knowledge.

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<sup>5</sup> Шишкова, И.А., Вербовская, М.Е. УМК «Английский язык для малышей» [текст]. – М.: 2002.