LEARNING ENGLISH SPEAKING AT THE INITIAL STAGE

Annotation: In this article highlights of learning English speaking at the initial stage.

Key words: learning, English, Speaking, initial stage.

Every year, in many parts of the world, a significant number of people are called upon to teach English to those whose mother tongue is not English. Their students can be children or adults; and range from those who already have some knowledge of English orally or in writing to those who do not know a single word. The article is written to show that at the initial stage there are many different ways of teaching conversation to children and adults.

The mother tongue of those who intend to do so is usually English, but for some of them English is a foreign language that they may or may not know. But in any case, they find themselves in an unfamiliar job. They rarely receive special training in English as a living language and as a means of direct communication. If their students already know a little English, the teacher often resorts to reading books and makes his students read - with or without translation. Or, if the goal is to speak, they are content to continue the "conversation" with their students. In the latter case, such teachers are confused.

Different methods of teaching through conversation are usually unknown to them, and like veterans who have previously worked in this field, they use oral learning through a process of trial and error. Learning can be a challenging prospect, especially when it's a monolingual group and you don't know anything about their language, or it's a multilingual group, and the only common language is English that you're tasked with teaching them.

However, not only can you teach beginners only through English, but it can also be one of the most useful levels of learning. Swiss psychologist Jean piaget
and his colleagues demonstrated that children in primary school are usually at a specific operational stage of cognitive development. This means that they learn through experience and through manipulation of objects in the environment. Children in primary school usually learn in practice. If this principle were to be extended to the teaching of English, it would mean that children in language classes should be active and not passive; they should participate in activities of which the language is a part; they should work on meaningful tasks and use the language to accomplish those tasks.

Therefore, when a teacher wants to teach children to speak, he should not only show them how to do it, but also give them tasks and practical exercises. This principle, which comes from the work of the Russian psychologist Lev Vygotsky, suggests that children need not only practical or direct experience, but also experience when they interact and learn from others, both adults and other children. In terms of language classes, it is implied that children should use the new language with each other and with the teacher. Another conclusion may be that a teacher, as someone who knows more English than children, should interact with children in English, using a language that is directly related to the activities that children are engaged in.

Therefore, when a teacher wants his children to talk, he should use not only the method of asking questions, but also such methods of group work or work in pairs to teach them to talk to each other in informal situations. Language acquisition involves cognitive work on the creative construction of the rules of language. Therefore, the teacher should not be afraid of children's mistakes when they speak and experiment with a new language, it is a natural and inevitable part of language learning. Language acquisition occurs through social interaction, through the use of language with others in authentic conditions of communication.

Language develops as speakers try out the language they find in situations with others and how others respond to their efforts. The interlocutors work together to be understood and understand each other. Therefore, one of the methods of
teaching speaking is to give children tasks to talk to each other more than with the teacher. These principles imply a communicative approach to language learning, which is focused on the involvement of couples and small groups studying in authentic communicative situations and in problem solving and information activities. They offer an approach in which the teacher uses English both to present and monitor activities and to talk to children when they work together. Thus, these principles help the teacher who wants his children to speak English to focus on a communicative approach in learning.

The problem with most teachers is that when speech is based on classroom activities, the emphasis is on production rather than accuracy of grammar or pronunciation. We need to be mindful of the learner's needs, from a language focus on accuracy to a communicative focus on interaction, meaning and fluency. This means that when performing an activity or game, make sure you have a goal that focuses on giving children the opportunity to develop their speech skills. Keep in mind, however, every strategy or technique you use, make it meaningful to the child and useful for their development of fluency and accuracy. In the end, it is well known that when two people who do not know each other's language find themselves in daily contact with the need to communicate through speech, each of them soon becomes able to use the language of the other with sufficient skill. For this purpose, we believe that the topic of the article is one of the main topics of teaching English, because it is very important to teach oral English at the very beginning of the lessons to continue learning without complex problems.

Learning a foreign language from a psychological point of view is a "complex process of formation of a new speech system in the cerebral cortex, which begins to coexist and constantly interact with the already developed system of the native language, experiencing its interfering influence". Researchers and teachers have noticed that children are most susceptible to learning a foreign language at the age of 3 to 10 years, which allows the teacher to conduct lessons with primary school students effectively, getting a visible result: "Special classes can be started with
children 3-10 years, up to three - meaningless, after ten - it is useless to hope for a quick positive result, which is possible only for a small part of students, those who have communicative and linguistic abilities above average».

Youth will remember without any effort all the new, unexpected, bright, but may miss significant, "serious" details of the taught material. The researchers note that only the third class attention can be maintained continuously throughout the lesson. With normal development in a child during primary school, all the properties of attention, except for switching, become almost the same as in an adult. At the same time, switching attention in younger students is even better developed than in adults, which is explained by the mobility of nervous processes

In the process of teaching children need bright images, frequent change of events and activities, otherwise they quickly get tired because of their age characteristics. In the process of learning a foreign language, many analyzers are used: visual - for the perception of visual material, auditory - for the perception of oral speech, some exercises require the participation of touch.

In my opinion, pronunciation training should be the first step in mastering a foreign language. Often the student can understand and translate the text, but it is not able to read it correctly because of the banal ignorance of letter combinations and reading rules, as well as the embarrassment that is caused by this ignorance. Due to the large number of students in English language groups in schools, the possibility of effective pronunciation training may be questioned. After all, this requires a really great work of the teacher, who will pay attention to each student and turn the process of working on phonetics into an exciting experience.

On the recommendations of the J. B. Vereninov, students imagine the vowel as if it were animate, and the author devotes each sound special educational song, the transmission character of the sound

The described method of teaching phonetics to children of primary school age is not the only one, however, it is one of the few that includes techniques with which it is possible to really interest and captivate children. Such phonetic classes
do not require much time from the teacher, and will be effective provided the correct implementation of the proposed ideas in life.

Teaching a foreign language to younger students requires special skills of the teacher, because it is a huge responsibility. It is important not just to know a foreign language, but also to be able to teach it, love your job, be tactful and responsible.

References: