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Methodology for teaching young learners to read and listen

Teaching a foreign language in elementary school usually begins with the development of listening skills (listening to information) and speaking a foreign language. From the primary sound perception of words of a foreign language (listening), students go to the primary sound reproduction of these lexical units (speaking). Learning to perceive non-native speech by ear, the children need to understand that in order to cope with the task at hand, they will have to use not only the knowledge of some foreign words, but also call for help all their knowledge about the world around them, the ability to predict, about what will be discussed in the proposed text, use the intonation and gestures of the interlocutor as a clue [1].

At the initial stage of education, children simply need the ability to hear foreign speech. Conversation in the classroom in a foreign language lesson, when the teacher gives and explains the task encourages, praises the students for the achieved result, and is the main source of listening material. By repeating lesson the classroom vocabulary necessary for conducting the lesson, we will be able to achieve an increase in the lexical units of a foreign language, which will be understandable to children and perceived by them as an integral part of everyday communication in the lesson.

First, students are offered texts based on familiar material, no more than 3 phrases. Gradually, the volume of texts increases, they may contain unfamiliar words (but not more than 1 per text), the sound of which practically coincides with the corresponding Kazakh words or words whose meaning is clear from the context [2].

It is especially important to use visualization in the first year of study, which is due to the psychological characteristics of children of primary school age. Their attention is still very unstable, so the bright, emotional presentation of the material

allows you to keep it longer. The use of pictures, toys, facial expressions, gestures and other entertaining means develops figurative and associative memory.

There are not only similarities between listening and reading, but also interaction. Thus, mastery of oral speech makes it easier to understand what is being read: auditory perception, as a rule, is superior in productivity to perception when reading; therefore, language material is better understood and consolidated not when reading, but when using oral speech.

Reading makes listening easier only if the readable text is spoken to oneself with the correct pronunciation and fluent tempo. Therefore, only correct, uninterrupted reading contributes most to listening.

When teaching English to pupils of 3 grades, there are certain requirements for the preparation of schoolchildren and certain educational tasks are set [2]. We selected from them only those that are related to the topic of our research. Among the educational tasks, the following can be noted:

- to conduct and maintain an elementary dialogue: etiquette, dialogue-demand, dialogue-motivation;
- briefly describe and characterize the object, picture, character;
- talk about yourself, your family, a friend (within the scope of the 3rd grade);
- briefly convey the content of the heard / read text;
- express attitude to heard / read;
- understand the basic information heard / read (small texts and messages based on the studied speech material, both in direct communication and in the perception of audio recordings);
- extract specific information from what you read;
- verbally or non-verbally react to what you hear;
- understand by ear different types of text (short dialogues, descriptions, rhymes, songs);
- use contextual or linguistic guesswork;
- ignore unfamiliar words that do not interfere with understanding the main content of the text;

- answer questions in writing.

We have developed a set of tasks aimed at developing listening and reading skills in English lessons in addition to the exercises available in the People's book and in the Activity book. When developing it, we took into account the theoretical conclusions of our research, the state educational standard of primary general education. This complex includes preparatory exercises for the development of probabilistic forecasting skills and for the removal of psycholinguistic difficulties before listening to the text, speech exercises aimed at comprehending the content of the perceived message, control exercises.

Each module consists of two texts, one for developing listening skills, the other for controlling, and tasks for them. The method of working with audio text takes place in three stages, the first is pre-text, and it discusses unfamiliar vocabulary, builds hypotheses on the topic of future listening, according to the title, illustrations [3-4].

For example, *Ex. 1. Look at the picture and try to guess what the text is about.*



It will be difficult for you to understand the following words so write down their translation:

Go up – жақындау,

To become – болу, атану,

To turn – айналу.

For example, Ex. 2. Fill in the gaps. Hi. I have lots of (1) _____. And this is my (2) _____ - a (3) _____. It's name is Rob and it does everything I (4) _____. Let's try it. Rob, sit down. See, it's (5) _____. Rob, stand up. See, it's (6) _____. Rob, jump. It's (7) _____. Rob, stop. See, it's stopped. Now, rob, take my (8) _____. Drink it. Look, it's (9) _____. The bottle is empty. Oh, my goodness, what is 50 happening to Rob? The water is coming out. My (10) _____ is

wet. Everything is wet. Mom, the water is coming out from the Rob. Now it doesn't work.

The selected assignments relate to different parts of listening and reading and complement each other. If we talk about speech exercises performed during listening, and control exercises performed after listening, then students have visual support, which helps them to more deeply and clearly understand the meaning and some individual details of the text. Post-listening follow-up exercises help learners to logically summarize the information they hear.

Thus, we believe that this should be the set of exercises for the formation of listening and reading skills and abilities, and properly organized work with it can give quick and effective results in teaching listening and reading as a type of speech activity.

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