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SUMMARY

Bondarenko Yulia, Garkavina Yevhenii, Bepalova Oksana, Goncharenko Volodymyr, Kravchenko Ihor. Forms of organization of extracurricular work of younger students and their impact on the physical development of students.

The article is devoted to the organization of extracurricular work of younger students. The influence of different forms of organization of extracurricular work of students on their physical development is analyzed. The professionalism of the teacher is to master the greatest number of forms of work and the ability to use them to solve a specific pedagogical problem with the maximum educational effect.

The solution of this important task is primarily entrusted to the education system, which requires fundamentally new approaches to education, education and preparation for the independent life of the younger generation, constant renewal of forms and methods of teaching in order to more effectively their influence on the development of the student's creative personality.

At the present stage, experts and physical education teachers are constantly working to find a rational approach to the use of time, which is taken to school physical education. It is almost impossible to improve health within the framework of physical education lessons, as well as to fully overcome increasing hypodynamia and hypokinesia. In addition, a small number of students are covered by extracurricular and extracurricular forms of physical education, so compensate for the insufficient health efficiency of the school system of physical education intended, to varying degrees, extracurricular classes, the main activity of which is active rest with the use of physical exercises, games.

Key words: *extracurricular work, forms of organization, physical development, children, younger school age.*

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GENESIS AND DEVELOPMENT OF THE ASSOCIATIVE TEACHING FOREIGN LANGUAGES

The problem of efficient foreign language teaching has been hotly debated issue since ancient times. More than four centuries ago, a great educator Ian Amos Komenský wondered at how difficult it was to learn a foreign language in the then schools, how complicated and lengthy was the process of studying even one Latin. He emphasized that the basis of primary language learning (either Latin, or any other one), should be a study of the real world. The intensive methods of teaching, which form the core of associative learning strategy, are mentioned in the article. The purpose of intensive associative learning is to assimilate maximum amount of educational material in a minimum period of studies. Associative methods (the method

of graphic associations, method of sound (phonetic) associations, complex associative method and others), which are closely interrelated with intensive methods, are described by the authors. All of them help pupils to overcome a number of difficulties in language acquisition in a fundamentally new way, help children to absorb better even the basics of their native language. A special attention is paid to the method of associative symbols. It highlights the language of movements, gestures, facial expressions, the language of our body, language of coded ideas and associations. This method improves the perception and reproduction of information, being built on the child's ability to imagine and fantasize. It allows to create an image of practically any lexical or grammatical unit by means of bright children's imagination.

Key words: *the foreign language, I.A.Komensky, the world around in pictures, the intensive methods of teaching, associative methods, the method of associative symbols.*

Formulation of the problem. The problem of efficient foreign language teaching has been hotly debated issue since ancient times. More than four centuries ago, a great educator Jan Amos Komenský wondered at how difficult it was to learn a foreign language in the then schools, how complicated and lengthy was the process of studying even one Latin.

Theoretical overview. In his fundamental work «Great didactics» Jan Komenský wrote that «things are essential, words only accidental; things are the body, words but the garment; things are the kernel, words the shells and husk. Both should be presented to the intellect at the same time, but particularly the things, since they are as much objects of understanding as are the languages». That is why he emphasized that the basis of primary language learning (either Latin, or any other one), should be a study of the real world. The exact naming of the principal objects of the world and human actions should become a basis for understanding the world and further development of pupils (Komenský, 1955).

J. A. Komenský's methodology of studying Latin is based on the principles of materialist sensationalism, which found its practical implementation in his work «The World Around in Pictures». (*Orbis sensualium pictus*), which was first published in 1658. Komenský fills his «World in Pictures» with specific content and materials accessible for senses of perception of young learners. In his book the author goes far beyond merely sensory experience. Together with images of accessible sensory experience he introduces a number of concepts that are inaccessible to the external senses, for example, integrity, justice, humanistic ideas and so on. J. Komenský prefers symbolic images to generate this kind of concepts. The images, according to the scholar, are of particular importance in teaching foreign languages, the guiding principle of which is the principle of matching the innate inclinations or

capabilities. In addition, games and visual aids are the means which can help the pupils to learn efficiently language elements from the real world. Conceptual ideas contained in the works by Komenský find their objective reflection in the studies of many contemporary scientists. However, very often the fundamental principle of matching innate inclinations, methodologically justified by Komenský, in modern interpretations is often reduced to the principle of using visual aids in teaching. J. A. Komenský considered images to be a basic aspect in teaching foreign languages. This is evident from his fundamental work «The world around in pictures». Reference to the experience of Jan Amos Komenský is valuable and beneficial for the analysis of preconditions of paradigmatic development of modern teaching projects.

Speaking of modern teaching technologies at primary school, which are focused on the psychological characteristics of young learners and activation of their reserves, we can not but mention the intensive methods of teaching, which form the core of associative learning strategy. The purpose of intensive associative learning is to assimilate maximum amount of educational material in a minimum period of studies.

Intensive training strategy is based on the methods of suggestopedia. Suggestopedia is a method developed by the Bulgarian psychiatrist-educator Georgii Lozanov. Suggestopedia is a specific set of learning recommendations derived from suggestology, which Lozanov describes as a «science concerned with the systematic study of the nonrational and/or nonconscious influences that human beings are constantly responding to» (Lozanov, 1979, p.53-62, 102-109). Efficiency of suggestopedic learning system is provided by its focus on the overall development of the individual, the simultaneous development of intellectual, emotional and motivation aspects. Modern psychologists and teachers-methodologists believe that suggestopedia methodology is highly effective method. The main advantages of this method for associative learning strategy are:

- assimilation of a large number of lexical items;
- possibility to develop pupils' ability to use actively the accumulated vocabulary for communication in a foreign language. Pupils easily transfer learned language samples to other situations;
- extremely strong motivation for learning can be created;
- possibility to remove psychological barriers.

Modern linguists and teachers have developed a lot of educational techniques based on the approaches offered by G. Lozanov. One of such methods is the method of Schechter, based on the emotional and semantic perception. The main idea of the method is that «individual subjective content of the statement is formed directly from the sum of meanings of linguistic units that constitute a phrase». **[Ошибка! Источник ссылки не найден.]** The main tool of implementating this method is a cluster of communication-based tasks which are relevant to the purpose of developing communicative skills. The pupils can correlate the tasks with the motives essential for them. The emotional-semantic approach is focused on the development of live speech. Training takes place in cycles, where the first cycle – oral communication and reading, the second cycle – grammar, writing and monological speech and the third cycle – specialization in speech rationing / standartization.

The intensive method of developing speech skills is defined as the «cycle/inter-cycle method». This method was developed at the University of Tbilisi in 1970-ies under the leadership of L. Sh. Gegechkori. Elements of suggestopedia were used by the method, and its peculiarity is a succession of lessons aimed at the oral speech training. The inter-cycle training deals mainly with training language phenomena (Gegechkori, 1977).

Methodology of the intensive course by L. Gegechkori assumes the sequence of cycles in speech and language training. The main attention is paid to the language training cycle, because, according to the researcher, at this stage the principle of conscious approach to language learning is intensively used. The main objective of this stage is to provide pupils with the appropriate guidance and help them use consciously those linguistic phenomena which they have apprehended mostly intuitively in communicative acts at the oral speaking stage. The methodological techniques used during the inter-cycle training are: a) drill-type exercises performed under the supervision of an instructor; b) independent work in a language laboratory.

G. Kitaygorodskaia worked out intensive methods to enhance linguistic capabilities of the individual in collective/group communication. This method of training is aimed at the formation of foreign language communicative competence drawing on the use of psychological reserves of an individual and learning activities of schoolchildren. «Modern communicative linguistics poses new challenges in methodology and considers that language should be acquired primarily as a means of communication» (Kitaygorodskaia, 1986).

Theoretical framework of the method is based on the achievements of the Russian school of psychology regarding the psychology of communication, the theory of speech activity and the use of the unconscious learning reserves (Losanov, 1979, p.53-62, 102-106).

The fundamental didactic principles of this technique are:

–the principle of individuality (directed informal communication between teacher and learners promotes motivation of pupils, their creativity, creates a positive emotional climate in the learning process);

–communication is the basis for constructing the whole teaching and learning process, that implies continuous communication;

–the principle of stage-concentrated educational material and appropriate organization of learning process (it implies mastering linguistic material and formation of speaking skills simultaneously and in parallel to one and the same communicative task);

–the principle of concentration in the selection and organization of educational material which is realized at three levels:

1) formation of communicative nucleus, i.e the initial set of phrases and the ability to use them in certain/concrete situations;

2) the level of pupils' analytical activity and ability to apply these analytical operations to the new language material;

3) the level of stable skills formation.

In the result of these levels realization communicative proficiency is formed, as well as the ability to train speech patterns with the new lexical loading, in new conditions and using new foreign language material ((Kitaygorodskaia, 1986).

The purpose of the article is to present the genesis and development of associative teaching the English language.

Presenting main material. Recent researches assert that methods based on associations in regard to the development of creative thinking of young learners demonstrate their high efficiency. They are the method of graphic associations, method of sound (phonetic) associations, complex associative method. All of them help pupils to overcome a number of difficulties in language acquisition in a fundamentally new way, help children to absorb better even the basics of their native language (Ukrainian, in our case).

N. Markova's experimental work, in which she applied an original scientific method of learning Russian, closely intersects with associative learning strategy in teaching foreign language. Its essence is to help learners to

overcome difficulties in learning language via various game-playing techniques, based on the imagery-graphic and sound associations (Markova, 2002).

The method of graphic associations suggests that when memorizing spelling of words it is just enough to draw a picture, which illustrates the word and outplay the letter you want to remember in it. The method of sound (phonetic) associations is rather beneficial when we are searching for some kind of sound correspondence between words or the endings of words, which are to be memorized, especially when the phrase or a specific word of a rhyme is apt. It has much in common with mnemonics technique.

Since ancient times mnemonic-based methods have been widely used in language learning, in general, and vocabulary, in particular. However, little research has been undertaken to study the importance of mnemonic devices in teaching foreign language to young learners. We believe that the use of mnemonic devices substantially enhances levels of retention in immediate and delayed recall of the second language vocabulary in comparison with other learning strategies.

The word mnemonic derived from the Greek word Mnemosyne, referring to the ancient Greek goddess of memory.

Mnemonics are techniques or devices, such as a rhyme or an image, that serve to enhance the storage and recollection of information contained in memory. Children who are primarily visual or verbal learners are able to create a picture, word, rhyme, or sentence that is attached to an idea they already have. By using mnemonics, a learner can develop better ways to take in information so that it will be much easier to remember. Mnemonic techniques include peg words (words associated with numbers used to remember lists of items), keywords (associating a similar-sounding word with a targeted word), acronyms (using the first letter of each word in a list to construct a word), acrostics, that is creating a sentence where the first letter of each word is the targeted information, and loci (storing information you want to remember in carefully visualized locations).

Association is a mnemonic link to some element or elements that can promote remembering or recalling the word and comprises a link to meaning, sound, sound and meaning together, structure, context, mental image, letter(s) in the word, proper names, signs and so forth.

The above mentioned methods of associative learning develop oral and written language skills, promote literacy of primary school children and thus affect mental independence, positive attitudes to learning activities and develop the ability to sort out the tasks, find rational ways of solving

problems. It is an effective way to teach young learners to study, which is one of the most important tasks of primary school ((Markova, 2002).

One of the effective associative learning strategies is offered by I. Barynkina. This strategy falls into the category of associative method of combination. The researcher concluded that the words are easily remembered, when they are accompanied with illustrations, for example, fantasy cartoon characters (Barynkina, 1999).

I. Matiuhin assumes, that the associative method of combination is the ability to sort out and link information to remember it with vivid, unusual images, images based on associative ideas. This method allows to increase the amount of the lexicon to be remembered almost twice, and develop not only mechanical memory but also imagination of primary school children (Matiuhin, 2000).

Another effective technique, according to I. Barynkina, is rhythmization, when information is transferred into verses and songs, lines of which are related to certain rhythm or rhyme. Practice shows that rote memorization, learning by heart (for example, the three major forms of irregular verbs) is an ineffective method that takes children a lot of time and efforts. But if accompanied by verses and expressive facial mimics and gestures, and supported with some visual aids (pictures or objects) the educational material can be remembered more efficiently. In other words, it takes a lot of effort to remember words and sentences, but being visualized these words automatically pop up in our mind when we try to recall them (Barynkina, 1999).

We believe that such mnemonic-based methods develop pupils' cognitive interests, positive attitudes, promote language development and literacy of schoolchildren, teach them to find various creative ways of solving problems. This is especially important at the initial phase of training, the main objective of which is to teach pupils to study.

R. Ibragimova suggests to implement thesaurus method of teaching primary school children by using associative word fields. The method lays emphasis on the linguistic picture of the world and leads pupils to enhancing their lexicographical culture (Ibragimova, 1999).

Another interesting and effective method of learning a foreign language is the method of mindmapping (construction of associative maps, mind maps), which was offered by the English scientist, writer and businessman Tony Buzan (Buzan, 2003). Among the translation (into Ukrainian) options of «mindmapping» the most accurate, in our opinion, is a

version of T. Vorobiova, who calls it Map of associations, since the method of constructing these maps reflects primarily associative thinking process (Vorobiova, 2014). Associative maps (mind maps) are the reflection of our mental images and facilitate cognitive processes. They connect our mental images with the net of associations that exist in our brain and memory. In childhood, the two hemispheres of the brain work together – the left is responsible for verbal, abstracted, symbolic activities, and the right serves as a synthesis center of intuitive perception (Edwards, 2001). Therefore, little children can quickly and easily memorize and learn new and sometimes very complex information using mind-mapping. Method of mind-mapping is a brain-friendly way to study, memorize and recollect educational material. Drawing a mind-map is a technique that is very suitable to elicit vocabulary. It uses associations that are very personal and unique which makes it easy to remember. It is easy to add new words so it can be used in several lessons.

Associative learning strategy in general is focused on modern innovative technologies of training. It meets new goals and tasks of teaching foreign languages at primary school observing the age and individual characteristics of young learners and their needs, among which the basic ones are: the need to play games (through game-playing activity the content of educational material is better absorbed), the need to move, the need for external impressions, cognitive needs.

Following common European recommendations on education and solving the problem of how to optimize learning and teaching of a foreign language, Lutsk scientific school has developed a new method of foreign language teaching – method of associative symbols (MAS), which is the procedural foundation of associative learning of primary school children.

The method of associative symbols highlights the language of movements, gestures, facial expressions, the language of our body, language of coded ideas and associations. This method improves the perception and reproduction of information, being built on the child's ability to imagine and fantasize. It allows to create an image of practically any lexical or grammatical unit by means of bright children's imagination. The child learns foreign word much quicker if it is associated with a particular image or action. The method incorporates associative symbols into studying a foreign language through imitation.

Over the years, creating together with children associative images in symbols for all lexical and grammatical units studied, we have attempted

to adapt this kind of body language in the process of studying the subject of English language in the kindergartens and primary school.

Using the language of movements, gestures and facial expressions we try to simulate various learning situations. For example, depicting a forest, a teacher together with children shows and overplays presented image-symbol in different situations, performing different actions with gestures: run, jump, play with the ball or with friends, gather mushrooms, berries, flowers, ride a bike; comment what we see in the forest: trees, bushes, grass, flowers, animals and so on.

The novelty of this method is that lexical material is presented not traditionally, but using the method of associative symbols which releases pupils from the constant boring memorization of new words and expressions and converts complex learning process into memorizing linguistic material for pleasure. MAS peculiarity can be manifested in the fact that it helps children to learn English in an interesting, easily accessible, entertaining way. The methodology was developed and tested using the game-playing techniques, communicative-active, socio-cultural and personality-oriented approaches to the intellectual development of primary school children.

Conclusion. The main purpose of foreign language teaching at primary school in terms of the method of associative symbols is to form elementary foreign language communicative competence, developing abilities necessary for learning the minimized scope of knowledge. It allows young learners to acquire skills sufficient enough to be engaged in verbal contact with another communicant, to join the dialogue, receive and impart elementary information related to the topic of communication. In addition, the defined tasks contribute to the in-depth and comprehensive development of every pupil's individuality, realization of their personal experience, mastering the fundamentals of foreign language communication specificity.

Methodological challenges of MAS are:

- to expand the language capabilities of pupils within a communicative framework;
- to make the process of learning a foreign language desirable, interesting, fascinating and thereby generate a positive attitude to learning;
- to approximate the process of learning a foreign language to unconstrained communication;
- to attract verbal communication experience in the native language and transfer it to communication in a foreign language and vice versa;

– to cultivate positive character traits, moral standards and culture of communication;

– to acquaint pupils with sociocultural peculiarities of the countries, the language of which they study.

To achieve this goal teachers ought to develop a positive motivation for learning a foreign language, to establish partnership relations with pupils that will ensure sustained interest to learning. Motivation promotes the emergence of satisfaction and interest to cooperative activities.

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- Воробйова, Т. В. (2014). Формування креативних здібностей молодших школярів у процесі розв'язування навчальних завдань (дис. ... к.п.н.: 13.00.09). Тернопіль (Vorobyova, T. V. (2014). Formation of creative abilities of younger students in the process of solving educational tasks (dis.... Ph.D.: 13.00.09). Ternopil).

АНОТАЦІЯ

Гусак Людмила, Пріма Раїса. Генезис і розвиток асоціативного навчання іноземних мов.

У статті представлений генезис і розвиток асоціативного навчання іноземних мов ще з часів великого педагога Яна Амоса Коменського. Він наголошував, що вивчення мови іноземної мови (чи латиської, чи будь якої іншої) повинно базуватися на природному матеріалі з використанням образів. Саме положення Коменського стали основоположними для асоціативних методів навчання іноземних мов, які тісно пов'язані з інтенсивними методами навчання, метою яких є освоєння якнайбільшого об'єму навчального матеріалу за найкоротший період. У статті описані асоціативні методи навчання

(метод графічних асоціацій, метод фонетичних асоціацій, метод асоціативних полів, комплексний асоціативний метод та інші асоціативні методи), які забезпечують реалізацію цієї мети. Ці методи допомагають учням переборювати труднощі у процесі засвоєння іноземної мови. Особлива увага приділена у статті методу асоціативних символів. Цей метод покращує сприйняття і відтворення інформації, базується на здатності дітей фантазувати і творити. Він дає можливість дітям разом з учителем створювати образи великої кількості лексичних одиниць і граматичних явищ за допомогою багатой дитячої уяви.

Ключові слова: іноземні мови, Коменський, інтенсивні методи навчання, асоціативні методи навчання, метод асоціативних символів.

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СУЧАСНІ ПІДХОДИ ДО ФОРМУВАННЯ ЧИТАЦЬКОЇ САМОСТІЙНОСТІ МОЛОДШИХ ШКОЛЯРІВ

У статті розкрито сутність поняття «читацька самостійність» молодших школярів. Розглянуто низку сучасних підходів до вирішення проблеми формування читацької самостійності учнів. Установлено залежність ефективного формування читацької самостійності молодших школярів від урахування їх вікових та індивідуальних особливостей, взаємозв'язку між реальними можливостями учнів і вимогами, які ставить перед ними суспільство. Методологічну основу становлять теорії самоаналізу і розвитку особистості. Проведена дослідна робота засвідчила, що сформована читацька самостійність сприяє становленню інтересу учнів до книжки, формує вміння повноцінного сприймання літературних творів.

Ключові слова: читацька самостійність, молодші школярі, формування, інтернет-ресурси, позакласне читання, урок, сприймання, літературні твори.

Постановка проблеми. Реалії сьогодення вимагають від особистості сформованості навичок самостійності, що є однією з передумов її інтелектуального і духовного розвитку, формування високих естетичних ідеалів, активної життєвої позиції. Художня література виступає засобом виховання такої особистості. Проте сучасні учні в умовах поширення інтернету втрачають інтерес до читання книг. Все менше молодших школярів, які відвідують бібліотеки або читальні