

skills and abilities and to gain new knowledge, skills and abilities at school. The “school maturity” of a preschooler is a psychophysiological aspect of organic maturation, namely the formation of the morphological-physiological and mental system (intellectual, emotional and socio-personal). In the future it is planned to consider the psychological and pedagogical components of the readiness of older preschool children for school.

Key words: *readiness, readiness for learning, readiness for school, preparation for school, school maturity.*

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Nataliia Kokhanova

Sumy State pedagogical university
named after A.S. Makarenko

ORCID ID 0000-0002-7458-9087

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THE PROBLEM OF TEACHING A FOREIGN LANGUAGE IN PRIMARY SCHOOL IN UKRAINIAN SCIENTIFIC SPACE

The article aims to study research of domestic scientists on teaching a foreign language in primary school. It is determined that this problem is analyzed in several aspects: comparative and pedagogical, professional and pedagogical, linguistic, methodological, psychological, cultural. This article discusses the main aspects of learning a foreign language in an educational environment. The purpose of the article is to implicate the studies of domestic scientists which explore the educational process in a foreign language teaching in various aspects. In the study the methods of analysis, synthesis, generalization, induction, deduction, analogy were used. In this work we analyzed the problem of a foreign language teaching in primary school in the domestic scientific space.

The article concludes that the need to apply these approaches to learning a foreign language, improving the educational process and improving the quality of teaching arose in connection with globalization and the need to create favorable conditions for personal development and socialization in the environment.

Key words: *primary school, foreign language, teaching a foreign language, Ukraine.*

Introduction. Learning a foreign language is important in modern world and is the part of educational process of most schools. We sure that learning foreign languages helps to improve memory as well as to further understand the very concept of communication. Learning a foreign language in the context of history, politics and culture can help to follow world events from primary sources, give the opportunity to draw one’s own conclusions and form one’s position based on the most reliable information. Besides, in the professional sphere of life, the twenty-first century requires from people global knowledge that can be acquired only using various sources of information.

Problems of teaching foreign languages in primary school have been considered in the works of many native scientists. In the course of our research, the following aspects of the phenomenon under study were identified on the basis of the analysis, comparison, generalization and systematization of scientific achievements of researchers in the field of pedagogy, teaching methods of foreign languages, linguistics, philology and psychology, namely:

- comparative and pedagogical;
- professional and pedagogical;
- linguistic,
- methodological,
- psychological,
- cultural.

Analysis of relevant research. Among the works of native authors, in the context of our scientific research, the work of comparative-pedagogical character, which highlights the problems of education of different countries, occupy a special place. The educational process in Poland, Germany, Canada, Japan, the United Kingdom, the USA, New Zealand, Serbia and other developed countries has become the subject of research by Ukrainian scientists. This problem is found out in works of M. Boichenko, A. Dzhurylo, O. Zabolotna, H. Zolotareva, O. Listopad, O. Lokshyna, H. Nikolai, O. Pershukova, A. Sbruieva. The professional and pedagogical aspect is revealed in scientific works of N. Basyliak, V. Bezliudna, O. Bihych, Yu. Budas, S. Derkach, A. Zasluzhena, L. Kalinina, N. Karychkovska, O. Kozlova, M. Sidun, V. Smelianska, O. Khomyshak and others. Researchers I. Bilous, J. Brukhal, K. Harashchuk, L. Harashchuk, R. Hryshkova, R. Zhykhareva, L. Kovbasiuk, O. Kolesnyk, L. Lebedeva, T. Maslova, T. Polonska, M. Prokopchuk, N. Saienko, L. Taranenko, N. Telychko, T. Yamchynska carried out scientific investigations of a linguistic nature. Methodological aspect of teaching foreign languages was considered by such domestic scholars as I. Andrusiak, O. Bihych, N. Borysko, M. Denysenko, L. Dymytrenko, I. Koreiba, M. Kushnirov, L. Morska, S. Nikolaieva, S. Neshko, V. Plakhotnyk, S. Roman, N. Skliarenko, O. Ustymenko, O. Shalata. Psychological aspect of teaching a foreign language is revealed in the scientific works of many famous scientists, namely: L. Vlasenko, I. Holovska, I. Zymnia, O. Kaminska, O. Korotkov, O. Lozova, R. Martynova, L. Onufriieva, I. Onufriieva, L. Salimova, T. Shepelenko, I. Stanoioski, I. Chebotarivova, M. Shopina, O. Yashchuk. Many domestic scholars have considered the influence of culturological aspect on teaching of a foreign language: N. Ashytok, T. Babenko, M. Bastun, R. Hryshkova, I. Ivanova, N. Ilchyshyn, M. Kabanova, O. Kovalenko, T. Osmak, O. Savchenko, O. Tarnopolskyi, M. Chemodanova, H. Cherednychenko, T. Chykalova, N. Fedichev.

Aim of the article is to study the problem of a foreign language teaching in primary school in the domestic scientific space.

Research Methods. To achieve our goal, we used such general scientific methods as analysis of sources on the problem of learning a foreign language in primary school, generalization, systematization, classification, comparison and synthesis of research on the features of a foreign language teaching in primary school.

Results. Many scholars have considered the education system of Poland in different views. A. Vasyliuk made a significant contribution to the theoretical substantiation of the educational process in Poland. Researcher's achievements cover teacher training and school education reforms in Poland in different years (Василюк, 1998). According to the scientist, "in modern conditions knowledge and education become not only factors of social development, but also its foundation and most valuable tool. Modernization of the education system is a pressing necessity because of the complexity of social change and becomes not only a national but also an international priority (Василюк, 2013, pp. 207-211).

The scientific achievements of domestic scientist Yu. Talalai takes an important place in the study of the educational process in Poland. In the process of theoretical substantiation of the pedagogical foundations of teaching foreign languages at a Central European high school in multilingualism, the researcher made the conclusion that the study of English at school is a priority. The scholar states: "The educational language policy in the Republic of Poland is aimed at mastering by students of two or more foreign languages. Despite the diversity of ethnic minorities that live in the Republic of Poland, English language dominates as the first foreign language in school" (Талалай, 2017).

A teacher plays one of the main roles in a foreign language teaching. His high-profile qualities help to realize successfully a rather difficult aim to master the language as an important tool for intercultural communication during interesting and effective lessons and creating educational language environment in the learning process.

The professional-pedagogical aspect is revealed in many scientific works. Professor S. Zavetnyi sees the personality of a foreign language teacher as follows: "A foreign language teacher must possess high professional competence, which implies deep knowledge and erudition in the subject area, non-standard thinking, innovative tactics and strategies, methodologies, methods; pedagogical competence, which covers knowledge in the basics of pedagogy and psychology; knowledge of modern forms, methods, means, technologies of teaching; communicative competence, which means advanced

literary oral and written language, perfect knowledge of foreign languages, modern information technologies, effective methods and techniques of interpersonal communication” (Заветний та ін., 2008, pp. 7-8).

The qualities of a modern teacher of foreign languages were described in the research of N. Dobizha. According to the researcher, “a modern teacher faces a number of important tasks... enhancing the motivation of learning foreign languages; effective organization of the educational process on the principles of communicativeness, individualization and situational learning; establishment of a favorable psychological microclimate at the lesson, which encourages students to voluntary communication, creativity; choice of learning material that is close to the students’ interests; organization of pedagogical communication on the principles of humanistic and personality-centered approach; implant students a system of spiritual, cultural, moral and other values in their national and human understanding” (Добіжа, 2016).

Domestic scientist V. Lunina expressed the opinion that “teacher’s creative potential promotes finding and realization of original solutions, application of innovative forms of work and teaching methods, which as a result helps to improve the educational process and teaching methods of the subject. As the successful implementation of new educational ideas largely depends on the personality of the teacher, there is a need to develop his creative potential” (Луніна, 2016).

Speaking about the role of the teacher in the educational process, we consider it necessary to focus attention on the scientific works of O. Bihych. The scientist points out the formation of the methodological competence of the teacher and offers educational tools to help the teacher. The researcher states: “Thus, the tendency is teachers’ own working out of the modern means of forming methodological competence such as multimedia training means, learning sites, information and communication learning environments within the actual modular, information, communication and project technologies of teaching foreign languages and cultures” (Бігич, 2016, pp. 14-19).

S. Yablokov assures that “the future teacher should possess the qualities of an intelligent person, combine the necessary professionalism and a high level of general culture. An important condition for raising the overall level of students’ culture is the development of their general cultural competence as a personal and professional characteristic of specialists. Its formation by means of a foreign language greatly enhances access to human values” (Яблоков, 2016).

So, based on the analysis of the mentioned scientific and pedagogical sources, we have found out that one of the most important tasks of the modern

school is improving of the educational process by developing the professional competence of the teacher, mastering modern approaches and implementing of innovations in the foreign language teaching process for further intercultural communication in the context of the international paradigm.

The linguistic aspect is very important in the study of foreign language teaching at school.

Domestic scientists have carefully studied the process of teaching a foreign language. Their scientific explorations highlight different facets of the learning process: English language phonetics, linguistic and intercultural factors in business English language teaching, linguistic aspect of intercultural communication, interactive methods of teaching a foreign language, testing in learning English, the role of dialogical speech at foreign language classes etc.

The author of many scientific works in linguistics R. Hrishkova identified the linguistic factors that influence the process of teaching business English. The researcher points out that “the linguistic aspect of teaching English is closely linked to the use of business English for intercultural communication” (Гришкова, 2004, pp. 82-84).

Ukrainian philologist Ya. Hryshchenko affirms that linguistic aspect of foreign language teaching should have a close connection with the language teaching approach. The researcher assures that “the teacher is sufficiently knowledgeable in the field of linguistics, it will enhance the learning process of the foreign language. A foreign language teacher needs linguistic knowledge to make a conscious orientation in the subject, to understand changes in theoretical positions and approaches to language learning, to be able to correctly evaluate the latest developments in the linguistic field, and to effectively organize the process of learning a foreign language» (Грищенко, 2020).

A significant contribution into the process of teaching English in primary school was made by V. Redko. His research includes analysis of the content of textbooks for teaching a foreign language, study of linguodidactic principles of teaching a foreign language of primary school pupils, research of the cultural aspect in foreign language teaching and using games at foreign language lessons in primary school. According to the scientist, “the content of learning a foreign language is created on the ideas of mastering it in the context of an intercultural paradigm, which involves the interconnected assimilation of the language and culture of the people who communicate with it” (Редько, 2017, pp. 178-191).

Thus, as a result of the analysis of research on the English language teaching process in the context of considering of the linguistic aspect, we concluded that the urgent need to learn a foreign language taking into account

the linguistic content and all aspects of language: phonetics, vocabulary, grammar, spelling, speech (dialogue, monologue).

The methodological aspect of teaching foreign languages was in the circle of interests of scientists since the last century. Scholars emphasize the need to improve teaching of foreign languages from different sides, namely: conditions for the formation of general cognitive skills and abilities of junior schoolchildren, the formation of English-language linguistic and socio-cultural competence of students, teaching a foreign language to students with learning difficulties, means of optimizing of foreign language learning, formation of English-language competence in reading technique in primary school students.

S. Nikolaieva made the considerable contribution to studying of the methodological direction. The scientist is the author of "Methods of teaching foreign languages". She notes that "one of the important steps in improving foreign language teaching should be the development of standard curricula in foreign languages. These programs should, at a minimum, reflect the approaches, goals, content, principles, methods/technologies, means of forming intercultural competence in a specific foreign language for each of the disciplines specified in the framework program for each foreign language" (Ніколаєва, 2016, pp. 3-9).

O. Bihych made a thorough analysis of the process of learning listening and came to the conclusion that "the importance of listening as a kind of foreign language speech activity emphasizes that the level of competence in listening determines the effectiveness of competence in speaking" (Бігич, 2012).

O. Ustymenko emphasizes that the teacher should not correct students' mistakes in the process of speaking, thereby provoking fear in other students, but he has to work on the mistakes that are most often occurred (Устименко, 2013, pp. 6-7).

Thus, the methodological aspect of the study of English language teaching in primary school is based on the development of a new paradigm of education aimed at the comprehensive development of the personality and formation of competence in all types of speech activity.

The psychological aspect of learning a foreign language is revealed in the scientific works of many famous scientists. Scholars investigated psychological features of teaching listening, speaking and writing in a foreign language, psychological aspects of learning a foreign language in the first grade, psycholinguistic features of the integrated process of learning foreign languages, the role of psychology in foreign language teaching.

"Today, early foreign language education occupies an important place in the system of continuous and consistent foreign language education.

Therefore, high-quality and fundamental initial training in foreign languages in senior preschool and primary school age is the key to further formation of foreign language communicative competence of high school and university students” – Yu. Pavlovych notes (Павлович, 2014, pp. 80-82).

O. Kaminska’s research concerns the psychological peculiarities of first-graders learning a foreign language. The scientist expresses the postulate that should become the leading one for every foreign language teacher who works in primary school: “The conditions for effective foreign language learning by first-graders are the teacher’s consideration of age and individual psychological characteristics of students; formation of motivation for success; use of a humanistic oriented approach when working with children...” (Камінська, 2017, pp. 33-38).

The scientist O. Chikhantsova has created a number of works concerning the role of the psychological aspect in the process of learning a foreign language. The researcher is convinced that “psychological readiness is not only a complex systemic property of an individual, it is a concentrated indicator of the success of any of his activities, a measure of his professional ability... The model of psychological students’ readiness to learn a foreign language contains the following components: motivational – a set of motives; cognitive – a system of knowledge for educational activities; gnostic – professional orientation of attention, ideas, perception, memory, thinking, abilities, knowledge, actions, operations and activities; emotional-volitional – feelings, willing processes that ensure the successful course and effectiveness of mastering foreign languages; psychophysiological – a set of personality traits of the individual that promote mobility, activity and effective learning activities” (Чиханцова, 2011, pp. 177-178).

According to the scientist Yu. Krylova-Hrek, native speakers should not teach a foreign language to Ukrainian students, and textbooks should correspond to the linguistic, national and cultural peculiarities of the learners. The scholar notes that “the principles of organization of the educational process and teaching methods should take into account the psycholinguistic features of the Slavic peoples (national, speech, language, psychological) in conjunction with classical methods and new trends in foreign language teaching” (Крилова-Грек, 2009, pp. 203-212).

Domestic researcher L. Medyanik, after a thorough analysis of the psychological and pedagogical literature, assures that the concept of “language ability” has no psychological basis. All children have abilities and should use the opportunity to learn a foreign language (Медяник, 2010).

Thus, scientists have substantiated the influence of psychological features of children on learning a foreign language, revealed the psycholinguistic features of learning a foreign language by younger students.

Quality foreign language teaching is impossible without a culturological aspect. Its task is to draw attention to the study of language, to arouse interest to the culture of the country which language is being studied. Many domestic scholars have considered the influence of the culturological aspect on teaching and learning of a foreign language. Scientific works devoted to this problem, considered culturological and axiological approaches to the formation of the future teacher, features of the formation of socio-cultural competence of primary school pupils in the process of learning foreign languages, culturological approach in education as a means of socializing the personality of the future teacher, culturological approach to teaching a foreign language professional communication, culturological approach to studying a foreign language, cultural component in teaching English as a foreign language in Ukraine.

Scientist N. Fedicheva notes: “Based on the cultural concept of teaching foreign languages, now in Europe there is a departure from absolutization of the communicative method and the purpose of language learning is to penetrate into the culture of the people to whom this language belongs, in its worldview. The issue of development of the socio-cultural component of the content of a foreign language teaching is becoming relevant” (Федічева, 2011).

Domestic researcher N. Sarnovska is convinced that “the culturological approach assumes that foreign language teaching should comply with the principles of complementarity, the ratio of components of educational activities based on the connection of professional language learning with individual needs and values of students. The culturological approach in teaching a foreign language attracts students to intercultural communication, first of all, provides acquaintance with the culture of the country whose language is studied, promotes formation of students’ respect for other cultures and peoples, readiness for business cooperation and mutual understanding, common solutions (Сарновська, 2019, pp. 189-199).

Researcher N. Sazhko emphasizes importance of the culturological approach to teaching: “The search of domestic and foreign scholars in solving this problem has led to the conclusion that the school of the XXI century should focus primarily on cultural goals, which can be achieved upon realization of a culturological approach to learning... At the modern stage the cultural approach is the basis for the implementation of innovative ideas in education,

making the culture-oriented model of educational field, based on the development of creative potential of a child” (Сажко, 2012, p. 6).

Researcher V. Hrechanyi says that knowledge of the culture of the people whose language is being studied should occupy the leading place: “Full and fruitful intercultural professional communication is impossible without knowledge of cultural realities, traditions, customs and cultural values” (Гречаний, 2015, pp. 31-33).

According to scientist T. Osmak, “professionalism of the teacher is determined by his culturological readiness, provides for diverse personal development, the formation of a humanistic pedagogical position based on the unity of professional, socio-economic and culturological training... the future teacher must become not only a recipient of cultural values, but also a researcher of cultural and educational processes on the basis of a system of relevant culturological knowledge and skills, defined by humanistic axiological orientations, and most importantly – the creator of cultural and educational environment at school” (Осьмак, 2014, pp. 89-94).

Thus, application of a culturological approach to the content of a foreign language learning contributes to the enrichment of knowledge about the national and cultural characteristics of another country, develops personal qualities, expressed in the ability to respect and accept the manifestations of another culture. Thus, teaching of a foreign language, taking into account the national and cultural specifics of the country, creates favorable conditions for effective interaction between different cultures.

Conclusions. Thus, we can say that there is a large amount of research on every aspect of a foreign language teaching in primary school in domestic pedagogical science. We convinced ourselves that scientists esteem every aspect deep and wide. Researches who regards comparative and pedagogical aspect placed greater focus on the difference of the Ukrainian educational system and educational systems of Poland, the USA, Great Britain, Germany and other developed countries. Professional and pedagogical studies deal with forming the communicative and professional competence of future teacher. Linguistic aspect places greater emphasis on phonetics of English language, linguistic aspect – on intercultural communication, role of oral speech and testing in the study of English. Studies of methodological content focus on methods of forming a foreign language competence in different kinds of practice. Psychological aspect is presented in such forms as psychological features of learning foreign language, psychological aspects of learning a foreign language in the first grade and senior high school students. Culturological approach to learning is the main idea of the research in cultural

aspect. We deduced that every aspect is important and necessary for the successful learning of a foreign language of primary school pupils. Instead, there is no comprehensive study of this problem, which requires further scientific research.

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РЕЗЮМЕ

Коханова Наталия. Проблема обучения иностранному языку в начальной школе в отечественной науке.

Статья направлена на изучение исследований отечественных ученых по преподаванию иностранного языка в начальной школе. Определено, что данная проблема анализируется в нескольких аспектах: сравнительно-педагогическом, профессионально-педагогическом, лингвистическом, методологическом, психологическом, культурологическом. В данной статье рассматриваются основные аспекты изучения иностранного языка в образовательной среде. Цель статьи – привлечь внимание к исследованиям отечественных ученых, исследующих образовательный процесс в обучении иностранному языку в различных аспектах. В исследовании использовались методы анализа, синтеза, обобщения, индукции, дедукции, аналогии. В данной работе мы проанализировали проблему обучения иностранному языку в начальной школе в отечественном научном пространстве.

В статье сделан вывод о том, что необходимость применения данных подходов к изучению иностранного языка, совершенствованию учебного процесса и повышению качества обучения возникла в связи с глобализацией и необходимостью создания благоприятных условий для развития личности и социализации в современном мире.

Ключевые слова: начальная школа, иностранный язык, обучение иностранному языку, Украина.

АНОТАЦІЯ

Коханова Наталія. Проблема навчання іноземної мови в початковій школі у вітчизняному науковому просторі.

Стаття спрямована на вивчення досліджень вітчизняних учених щодо викладання іноземної мови в початковій школі. Визначено, що проблема аналізується в різних аспектах: порівняльно-педагогічному, професійно-педагогічному, лінгвістичному, методологічному, психологічному, культурному. У даній статті розглядаються основні аспекти вивчення іноземної мови в освітньому середовищі. Мета статті полягає в огляді праць вітчизняних учених, які досліджують процес викладання іноземних мов у різних аспектах. У дослідженні використовувалися методи аналізу, синтезу, узагальнення, індукції, дедукції, аналогії. У цій роботі ми проаналізували проблему викладання іноземної мови в початковій школі у вітчизняному науковому просторі. Незаперечним є факт, що розглядаючи проблему навчання іноземної мови в початковій школі, слід ураховувати не лише якість знань учителя, але також необхідність використання знань з педагогіки, психології, культури, методології, лінгвістики. Це значить, що професійний розвиток особистості повинен включати різні підходи до збільшення рівня розвитку майбутнього фахівця в різних аспектах. У статті зроблено висновок, що необхідність застосування окреслених підходів до вивчення іноземної мови, удосконалення освітнього процесу та підвищення якості викладання виникла у зв'язку з глобалізацією та необхідністю створення сприятливих умов для розвитку особистості й соціалізації в навколишньому середовищі.

Ключові слова: початкова школа, іноземна мова, викладання іноземної мови, Україна.

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Людмила Максименко

Сумський державний педагогічний
університет імені А. С. Макаренка
ORCID ID 0000-0002-8481-6925

Ангеліна Мирна

Національний університет «Запорізька політехніка»
ORCID ID 0000-0001-5639-1934
DOI 10.24139/2312-5993/2020.07/168-179

ОРГАНІЗАЦІЙНО-МЕТОДИЧНІ УМОВИ ФІЗКУЛЬТУРНО-ОЗДОРОВЧИХ ЗАНЯТЬ ІЗ ФЛОРБОЛУ ДЛЯ ДІТЕЙ 5-6 РОКІВ В ОСВІТНЬОМУ ПРОЦЕСІ

Головною проблемою модернізації дошкільної освіти є забезпечення цілісного педагогічного процесу, орієнтованого не на окремі якості особистості, а на організм