

Студенты могут учиться в своем собственном для них удобном времени. Они могут смотреть уроки и читать столько раз, сколько им нужно, чтобы понять материал и получить помощь от учителя, когда это необходимо.

Курсы могут быть размещены в течение недели, 4 или 6 недель, основываясь на сложности предмета, чтобы дать студентам правильное количество времени, чтобы изучить материал.

Не мало важен тот факт, что после проведения вебинара остаётся запись, которую можно в дальнейшем использовать в процессе обучения. В действительности, это готовый продукт позволяет оценить собственное выступление со стороны. Главная задача процесса вебинара это держать темп и создавать атмосферу. Не легко дается на восприятие выступления докладчиков, которые рассказывают монотонно. Темп в переводе с латинского языка означает время, и, когда кто-то говорит о темпе речи, то это означает, что человек подразумевает скорость говорения. Впрочем, темп не обязательно показывает, насколько быстро или медленно следует говорить. Темп задаёт настрой занятия [3,136].

Вы можете легко предоставить студентам загружаемые инструменты, ресурсы, спецификации листов и других сопроводительных документов, чтобы легко изучить материал. Таким образом, учитывая результаты опыта использования вебинара в учебном процессе, мы пришли к выводам, что:

- мы не можем применять вебинары вместо тренингов, на которых формируются различные навыки такие как, менеджмент, взаимодействия с клиентами, работы с возражениями и т.д.;
- вебинары – эффективный вид организации обучения для передачи и закрепления знаний;
- качество обучения очного семинара и вебинара сопоставимо.

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THE IMPORTANCE OF EARLY FOREIGN LANGUAGE LEARNING

Аннотация

В статье рассматриваются вопросы раннего обучения иностранному языку, а также проблемы в организации обучения английскому языку в начальных классах.

Ключевые слова: раннее изучение языка, подходы в обучении, методика обучения английскому языку на раннем этапе.

Key words: early language learning, learning approaches, methods of teaching English at the early stage.

«Kazakhstan should be perceived worldwide as a highly educated country whose population can speak three languages: Kazakh language - the state, the Russian language as a language of international communication and English - the language of successful integration into the global economy».

N.A. Nazarbayev «New Kazakhstan in the new world».

Education in Kazakhstan should be competitive and meet the highest requirements. Saving the best educational traditions of Kazakh and provision of school leavers with international qualifications, the development of their linguistic consciousness, based on the mastering of the state, native and foreign languages is the most important strategic problem of education. One of the tasks of the school is familiarizing the younger generation to the universal, global values, the formation of children and adolescents' abilities to communicate and interact with representatives of neighboring cultures and in the whole world. Along with the Kazakh language, having the status of the state language, and Russian - the language of international communication, an important means of communication is a foreign language.

The importance of learning of foreign language is very urgent. In connection with the new concept of foreign-language education in Kazakhstan studying of English begins from the first years of training at school. "Early foreign language learning is one of the priority directions in educational policy. Early school training is the first step of training the younger school students (from the 1st to the 4th classes or from the 2nd to the 4th classes). At this very step the base of language and speech abilities necessary to them as a means of communication are founded [1, 125].

Early learning of foreign languages is a problem that causes a lot of disputes. In the course of realization of this task there are many questions concerning teaching writing, reading and grammar. And also important taking into consideration psychological and age characteristics of each child is important.

One of the problems of early language learning is the psychological and age peculiarities of a concrete child. One of the early learning problems are psychological and age characteristics of the individual child. The psychological characteristics of perception, attention, memory, imagination and thinking of younger schoolboys in educational process are advantageous to use creative thinking of children playing elements. Using specially organized games as a way of learning the spoken language in the elementary school allows teachers to formulate such speech problems in which there is a motive and purpose of the speech and actions that dictate the use of the necessary samples [2, 110]. The game encourages to master a foreign language and evokes positive emotions. During the game emotions, activities are manifested, mindset works. In English lessons at an early stage of learning it is effective to use the game forming the language skills, the game for the development of lexical, phonetic skills games such as "Snowball", "deaf phone." It is effective to use a variety of games such as: "The extra number," "teacher is mistaken" for the development of thinking and the development of intelligence.

Another problem is the contradiction arising in the study of grammatical material. The contradiction lies in the fact that at an early stage of training, students are not familiar with the grammar of their native language, in this view we have to look for ways to get acquainted with the basic grammatical structures. In teaching foreign language speaking grammar plays an important role, it is the foundation on which lexicon is based. Learning grammar and accuracy of statements, as well as the recognition of grammatical forms in speech and writing occurs through the formation of grammatical skills. There is a need for training exercises, aimed at the development of communication skills. Communicative learning of a foreign language has a positive influence on the development of human mental functions. Cleverly constructed system of exercises, training should be available to the explanations and manageable tasks. Grammatical action is held only in specific vocabulary boundaries at a certain vocabulary material. If the student can arrange grammatical phrase quickly and correctly yourself in an appropriate situation, he has some extent of grammatical skills [3, 110].

In order to solve all the problems in organizations of English language learning in the primary school, today there are various techniques and technologies in pedagogical arsenal. The most suitable and used are the followings:

1) Person-centered approach

"Learner oriented learning" - this is training, where the child's personality is in paramount importance, his identity, self-worth, personal experience of each opens, and then agreed with the content of education" [4, 96]. For the alignment of the model student-centered learning is considered necessary to distinguish the following concepts.

Multilevel approach - focuses on different levels of complexity of the program material available to the student.

Differentiated approach - selection of groups of children based on the external (more mixed) differentiation: on knowledge, ability, type of educational institution.

Individual approach - the distribution of children's peer group: performance, abilities, social (professional) orientation.

Subject-personal approach - relation to each child as a unique, dissimilarity, diversity.

The purpose of technology student-centered learning - the maximum development (as opposed to the formation of pre-defined) individual cognitive abilities of the child through the use of existing him of life experience.

2) Design methodology

The design method is an alternative to the traditional approach to education, based mainly on knowledge and mastering finished their reproduction. Work on the project must pass with flexible support for teachers, introducing him thus an opportunity to put into practice not only personal - oriented teaching, but also personality - oriented training [5, 5].

This technique allows creating conditions for development of autonomy, creativity, emotional sphere of pupils, for the education of personal and collective responsibility for the assigned work. Working on the project, the students learn to use their knowledge in practice. The design technique allows recruiting weak students on a par with the strong increase interest of students to a foreign language. The systematic application of this methodology promotes motivation, increases the effectiveness of training. Striking examples of creative projects are different scenarios festive show, slideshow, wall newspaper, album, homemade books and magazines.

Solving these and other problems is a task that must be addressed jointly by combining theoretical knowledge and practical experience to organize effective process of early foreign language learning. Despite the problems, it should be noted that the main fact – the inclusion of a foreign language in primary school teaching plan is an important practical step in the implementation of learner- oriented liberal education paradigm in the modernization of schools in Kazakhstan.

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