Ministry of Education and Science of the Republic of Sakha (Yakutia)

State autonomous institution of additional education

Republic of Sakha (Yakutia)

Recreation and recreation center for children "Sosnovy Bor"

Preschool educational institution "Lingua"

Program

Additional education for children

"English in games"

Subject area: Language

Children age: 3-4

Implementation period: 1 year

Program author:

Reshetnikov D. V.,

additional education teacher

Yakutsk, 2019

Explanatory note

**Relevance.**

This program and methodology of teaching English is intended for preschoolers aged 3-4 years.

Children should start teaching a foreign language no earlier than from the age of three (the age of children in the younger group of kindergarten), when the child's speech in his native language is already more or less formalized, and he speaks, albeit in very short, but correct sentences.

The program is designed for classes, the duration of which is 15 minutes, 3 times a week for children aged 3-4 years. It is most convenient to organize these classes in the morning. Children at this time are not tired and well perceive the material of a foreign language.

The lessons are aimed at the all-round development of the child, the desire to learn to speak English is achieved and grows, oral and speech skills and the ability to communicate at an elementary level are formed. Speak, not just recite poetry, sing songs and list the names of objects. Children attend classes with interest, listen and watch video content with pleasure.

Our task is to create in the child's brain an image of the basic structures of language. Since at this age the speech mechanisms have not yet fully formed, the most effective way seems to be the natural way of creating an image of the language in a child - through repeated listening to the worked out structures (audio content plays an important role in this).

The purpose of this course is to make it clear to the child that there are other countries, and in them people live who speak different languages. Engaging, captivating, capturing attention - these are the first main steps that will help the child in the future to plunge into the world of learning English with pleasure.

**Targets and goals**

**Educational:**

It is supposed to educate children of interest in learning a foreign language, the formation of skills in educational activities. Teaching a foreign language contributes to the overall development of the individual, fosters a benevolent attitude towards other peoples and countries.

**Developing:**

The main goal of early learning a foreign language is child development. Learning English contributes to the development of memory and thinking in children, the formation of speech culture. In the process of properly organized teaching of a foreign language, the child's articulation apparatus is improved. The skills of voluntary attention, purposeful perception are formed, imagination develops. The development of the child is also facilitated by his mastery of speech behavior in English.

**Educational:**

It is supposed to develop skills of independent solution of elementary situational problems in English within the framework of the subject proposed by the program, and in the acquisition of elementary regional knowledge about the country of the target language.

**Tasks:**

- introducing the child to the English language and the culture of English-speaking countries;

- motivation to independently solve communication problems in English within the framework of the topic;

- to teach elementary dialogical and monologue speech, to develop phonemic hearing;

              • development of thinking, memory, attention, imagination, will.

**Equipment of the pedagogical process required for the implementation of this program**

1. Study room

2. Tables and chairs, taking into account the age characteristics of children.

3. Sets of subject pictures and toys, in accordance with the theme.

4. Multimedia equipment with a set of demonstration materials and game tasks.

5. Handouts for each child.

6. Didactic games.

**Students age***:*3-4 years (junior preschool group).

**Term of implementation of the***additional educational program:*The program is developed for 1 academic year.

**Teaching methods:**

**Educational technologies**:

**The qualities of the student's profile, the formation of which is aimed at using educational technologies:**

              • investigating,

              • analyzing,

              • open,

              • sociable,

              • thinking,

              • principled,

              • risk taking,

              • caring,

              • knowledgeable,

              • comprehensively developing.

**Methods for measuring performance:**

Achieving success in communication is one of the main conditions for the formation of interest.

Concentration on the performance of actions is provided due to the rules of the game, which children observe, trying to solve the game communication problem.

A meaningful assessment involves four points:

1) In all cases, a benevolent attitude towards the child as a person.

2) A positive attitude towards the child's efforts aimed at solving the problem (even if these efforts did not give a positive result).

3) A specific analysis of the difficulties faced by the child and the mistakes he made.

4) Specific instructions on how to improve the achieved result.

The level of formation of speech skills and abilities is established with the help of special control tasks and is recorded in writing.

To check the level of learning, classes in listening and speaking are provided (dialogical and monologue speech).

For students, this is hidden control, that is, they do not know that their activities are specifically controlled. Control is carried out in the situation: teacher - student. The setting should be natural. Testing is carried out in a playful way.

**Forms of summing up the results of classes**:

Performance assessment forms can be:

              • -open classes for parents;

              • -participation in themed holidays.

**Thematic planning**

No.

Theme

Timing

Number of hours

My family, my small homeland

1

Greeting

December

2

2

Acquaintance

3

3

Kindergarten

3

4

Family

4

Me and my nature

1

Vegetables and fruits

2

2

Pets

2

3

Wild animals

2

4

Wild and domestic birds

2

five

Nature

2

6

Seasons

2

Images of festive culture

1

What is a holiday

3

2

Score from 1 to 3

3

3

My house

2

4

Dishes

2

five

Furniture

2

Me and my nature

1

Products

2

2

Snow

2

3

Flowers

2

4

clothing

2

five

Body parts

2

6

Riddles of movement

2

Subject world

4

Toys

3

nineteen

Colors

2

21

Transport

3

23

My city

2

24

My street

2

The world of professions

22

Professions

1 2

Images of festive culture

25

Visiting a fairy tale

12

**Total:**

**78**

**Long-term planning of classes for the preparation of children**

**to mastering English in the younger group of kindergarten**

**No.**

**Lesson topic**

**Targets and goals:**

**Activity content**

**Key competencies**

**Clock**

**Vocabulary**

**Phonetics**

My family, my small homeland

1

Greeting

teach children to say hello and goodbye in English

hello, hi, good-bye.

[h]

2

Continuation of the welcome theme

Hello hi hood-bye

3

Acquaintance

teach children to introduce themselves in English.

my name is ....

[ai]

4

continuation of the topic of dating

my name is ....

five

continuation of the topic of dating

my name is ....

6

Kindergarten

to acquaint children with new lexical units on the topic "Kindergarten"

kindergarten, baby

[k], [ei]

7

continue to replenish the vocabulary of children with new words on the topic "Kindergarten".

eight

Continuation of the theme kindergarten

tutor, doctor,

[ju:]

nine

Continuation of the theme kindergarten

musician, cook

[∫]

ten

Family

The concept of "family"

family, mother, father

[ ʌ ], [ δ ]

eleven

Learn to name family members

Sister, brother

12

Continuation of the theme family

Grandma, grandpa

Me and my nature

1

Vegetables and fruits

teach to name vegetables in English

carrot, tomato

[әe]

2

to enrich the vocabulary of children with new vocabulary units on the topic "Fruit".

apple, banana

[ᴂ]

3

Pets

introduce children to the names of pets and teach them how to use them in oral speech.

cow, horse, dog, cat

[au]

4

Continued theme pets

chiken, goose etc

five

Wild animals

introduce children to the names of wild animals and teach them how to use them in oral speech.

fox, wolf, tiger.

[f], [w]

6

Continuation of the theme wild animals

Rabbit, bear

7

Wild and domestic birds

enrich the vocabulary of children with new words on the topic "Wild birds".

sparrow, eagle, bird,

[ʌ]

eight

enrich the vocabulary of children with new words on the topic "Poultry".

hen, duck, cock

[k]

nine

Nature

form a child's idea on the topic "Nature"

tree, flower, grass, leaf

[g]

ten

Continuation of the theme nature

eleven

Seasons

introduce children to the seasons

spring, summer

[s]

12

Continuation of the theme "Seasons"

fall, winter

Images of festive culture

1

What is a holiday

To acquaint children with the concept of "holiday"

Holiday

2

Count from 1 to 3

teach children to count from 1 to 3 and back

one, two, three

[t], [Ө]

3

My house

to expand the knowledge of children on the topic "My home"

house, door, window, floor

[au]

4

Continuation of the theme flowers

Snowdrop

five

Continuation of the toy theme

doll etc

6

Continuation of the toy theme

car etc

7

Dishes

enrich the vocabulary of children with new words on the topic "Dishes".

cup, plate, knife

[n]

eight

continue to enrich the vocabulary of children with new words on the topic "Cookware"

fork, spoon, glass

[o:]

nine

Furniture

enrich the vocabulary of children with new words on the topic "Furniture".

table, chair, bed

[ t∫ ]

ten

Continued furniture theme

Sofa, board

Me and my nature

1

Products

introduce children to the names of products and teach them how to use them in oral speech.

milk, bread, butter

[i], [ʌ]

2

Continuation of the topic "products"

sugar, water

3

Snow

What is snow? What happens to him at the end of winter

Snow, winter

4

Flowers

teach children to call the name of flowers in English.

flower, rose, tulip

[ju]

five

clothing

to acquaint children with new words on the topic "Clothes".

dress, shirt, pants.

[ δ]

6

continue to enrich the vocabulary of children with new words on the topic "Clothes"

coat, skirt, shoes.

[ә:]

7

continue to enrich children's vocabulary with new color words.

white, blue, black.

[w]

eight

Body parts

teach children to name and show body parts.

body, head, leg.

[l]

nine

continue to introduce and train children in the use of vocabulary on the topic "Body Parts"

arm, eye

[a:], [ai]

ten

Riddles of movement

To consolidate in a simple, visual and effective form, knowledge about the intended purpose and functions of objects of the surrounding world

Take, up, walk

Subject world

1

Toys

teach children to name the name of toys in English.

ball etc

[o], [a:]

2

Colors

teach children to identify and name colors.

red, yellow, green

[r]

3

Transport

teach children to name different types of transport in English.

bus, train, car.

[t]

4

My city

enrich the vocabulary of children with new words related to the topic "My city"

city, beautiful, road

[s]

five

My street

expand children's knowledge on the topic "My street"

street, car, road sign

[r]

The world of professions

1

Professions

to introduce children to the words denoting professions.

doctor, teacher, tutor

[d]

2

continue to introduce new professions on the topic.

cook, nanny, musician

[n]

Images of festive culture

1

Visiting a fairy tale

develop creative and thinking abilities, creating conditions for their manifestation. Learn to take on different roles, empathize, navigate relationships between characters. Dramatization of the fairy tale "Teremok"

what a nice house! Who lives in the house? Nobody. I live in the house.

[z], [h]

Literature

Applications, if any