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 : 4-5

Implementation period : 1 year

Authors of the program :

I Ivanova . H ., Resetnicov D . In .

g . Yakutsk , 2020 year

**EXPLANATORY NOTE**

              Foreign language lessons at preschool age develop the child comprehensively . He improves memory , intelligence , develops observation . Also, classes prepare well for his first year in general education .

              The relevance of the introduction of the English language in preschool age is due to the peculiarities of the child's psyche , easy perception and assimilation of language material , of course, provided that there are no speech therapy contraindications . She recommends starting to learn a foreign language at an early age , ie . to . a child at this age forms an accumulation of lexical and grammatical material of a foreign language in parallel with the native language .

              A child at an early age , mastering a foreign language , does not feel the huge gap between the capabilities in the native and foreign , the feeling of success it will have a brighter , than in school-age children . You should also take advantage of children's memory , such as the strength of memorization . And most of all it happens in the game .

              **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 . F ormirovanie and development of foreign language phonetic skills ( yet vocal apparatus is flexible and still valid native speech acquisition mechanisms , these skills are acquired easily and securely absorbed , so it is important not to lose time ) .

**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 . P eveloping listening skills ( listening comprehension ) and skills "speaking" ( t . E . The formation of a child's idea of a foreign language as a means of communication );

**Educational :**

It involves the formation of knowledge and skills for solving basic situational problems in English under the theme , proposed program , and in the acquisition of basic knowledge of regional studies the language is spoken . F ormirovanie and replenishment vocabulary .

              **Tasks**, solved in work with children :

              1. The development of mental functions , associated with speech processes

( perception , memory , thinking ) and personal qualities ( emotional , creative , social , linguistic ).

              2. Development of the ability to master a foreign language ( phonemic hearing , volume of auditory-speech memory , imitation skills , speed of speaking ), which can become a motivating factor for further learning a foreign language .

              3. Formation of skills and abilities of independent solution of elementary communication tasks within the proposed communication situations on the lexical topics covered .

              4. Fostering an intercultural vision of a child through the introduction of children into the world of culture of the country of the target language , correlating it with their native culture .

              5. Fostering in a child a sense of self-awareness as a person ( adequate self-esteem and early socialization of a preschooler ).

              6. Formation of interest and motivation to further study a foreign language , the desire to communicate in it .

              When developing a circle program, the basic principles of teaching a foreign language for preschool children are taken into account :

• comprehensive implementation of educational and practical goals ;
• accessibility ( from simple to complex );
• communicative orientation , creation of conditions for speech-thinking activity of children at every moment of learning , conscious knowledge of a foreign language ;

• reliance on the native language ( especially when introducing new vocabulary into the children's dictionary , when explaining games );

• clarity .

              Each of the listed principles is aimed at achieving the result of learning the acquisition of a foreign language ( at an elementary level ) as a means of communication . Based on a certain amount of vocabulary ( a complex of the lexical level ( minimum ) for each age group and topics has been developed ), grammatical and speech structures of the English language , children , thus , become familiar with the English language and the English-speaking culture .

              The activation of the introduced material occurs in stages :

              • isolation of the communicative - meaningful linguistic units : sentences , words , syllables , sounds ;

              • children's awareness of their content with the help of objective actions and quietly spoken to themselves ;

              • loud pronunciation of these units in chorus , groups , individually ;

              • consolidating them by singing to familiar melodies and addressing each other with questions , suggestions , requests .

              Game teaching methods - educational game or game for learning , during which children, in addition to mastering the language, have the opportunity to :

              • accumulate social experience , experience of communication with a teacher and with peers ;

              • learn "with your head , heart and hands ";

              • develop your independence ;

              • develop your emotional , cognitive , creative and other abilities . Group teaching techniques are designed to :

              • promote the active participation of each child in the educational process ;

              • develop a sense of belonging to the common cause of the group ;

              • create motivation in children for learning interaction and communication with each other .

              In the course of group forms of interaction, language organically merges into activity and accompanies it in a natural way .

              When assessing a child's educational achievements, the teacher answers the following questions :

 1. What did the children gain linguistically ?

 2. How has their communication behavior changed ?

 3. How has their intercultural vision changed ?

 4. What is the contribution to the overall development of the child ?

 5. What methods of learning activity did the children master ?

              By the end of the program , the child has the following achievements :

 1. Speech achievements :

              • uses his emotional , creative , social , cognitive and language abilities for verbal interaction with the teacher and children . This means , that the child is able to understand simple messages worked under the themes and understand the content of simple authentic materials ;

              • understands unfamiliar words and expressions based on visual and physical activity , gestures , facial expressions, etc .;

              • distinguishes sounding foreign speech from native ;

              • retains in memory speech chains of different lengths ( from individual words and dialogical unity to poems , lyrics and finger games );

              • Establish and maintain contact with the partner in communication ( hello , responding to greetings , thanks , calls itself , motivates to action , expresses the wish that - to do something );

              • answers questions ( about yourself : name , age , about their favorite classes , a friend , a family , on the subject of : name , quality , color , size and so on . Etc. ,. The animal : name , its characteristics - large , small , kind , wicked and t . d ).;

              • makes an elementary message (2-3 phrases ) about yourself , family members , friend , animal .

              2. Perception of foreign language and native culture :

              • feels native and " foreign " culture ;

              • distinguishes a foreign language in a native language , in a foreign language native ( compares words , sounds , attributes of holidays );

              • perceives a foreign language as a foreign language ( speech etiquette in a foreign language );

              • overcomes shyness and fear of meeting a foreign language ; • open to perception of other cultures . 3. Mastering educational actions ( teach to learn ):

              • uses various educational and communicative methods of interaction ( educational methods - the so-called multi-technique - the child learns to demonstrate knowledge of foreign words with the help of pictures , toys ; build simple grammatical structures using cubes and other building materials ; depict the habits and voices of animals ; use voice modulations , facial expressions , gestures ; perform tasks in drawings , applications );

              • uses some communication techniques : asks and asks again , asks to repeat the teacher and children in the group ; Contextual learns words and expressions and uses compensatory ways of communication ( gestures , facial expressions , playing fingers, and so on . d .) to fully understand and replace verbal statements .

              By the end of the training, children should be able to :

- to understand by ear the teacher's addresses in a foreign language , built on familiar language material ;

- answer the teacher's questions ,

- associate words and phrases with corresponding pictures and descriptions ;

- talk heart small poem , Counting , rhymes , sing songs, and so on . d .

**Equipping the pedagogical process ,**

**necessary 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**: 4-5 years ( middle preschool group ).

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

**Teaching methods :**

**Educational technologies**:

**Games**allow for a differentiated approach to students , to involve each child in work , taking into account his interests , aptitude , and the level of language training . Exercises of a game nature enrich students with new impressions , activate vocabulary , perform a developmental function , and relieve fatigue . They can be varied in their purpose , content , methods of organization and conduct . With their help, you can decide what - the same task ( to improve grammar , vocabulary skills, and so on . D .) Or a whole range of tasks : to form speech skills , develop observation , attention , and creativity, and so on . d . Some games are performed by students individually , others - collectively . Each exercise of a playful nature requires at least 5-6 minutes of time in the classroom . Individual and quiet games can be performed at any time of the lesson , it is advisable to conduct collective games at the end of the lesson , since the element of competition is more pronounced in them , they require mobility . The same exercise can be used at different stages of training . At the same time, the linguistic content of the game , the way of its organization and conduct, changes .

**Research technology -**students reach a high level of knowledge , independent activity and the development of a new problematic vision , mastering research procedures . The generalized basic model within the framework of the research is the model of learning as a creative search : from vision and problem statement - to hypothesis , their verification , cognitive reflection on the results and the process of cognition . Variants of the model of an exploratory nature are game modeling , role-playing game , visual game .

**Using intensive training elements -**the selection of methods and techniques , enable "immerse" students in a foreign environment , where it is possible not only to talk , but to think in - English . For the development of abilities of intercultural communication it is important to give students the whole range of knowledge about the culture , customs and traditions of an English-speaking country in order , so that students have an objective picture and can consciously choose the style of communication . Modeling situations of dialogue between cultures in English classes allows students to compare the features of the lifestyle of people in our country and the countries of the target language , helping them to better understand the culture of our country and developing their ability to represent it by means of English .

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

1) investigating ,

2) analyzing ,

3) open ,

4) sociable ,

5) thinking ,

6) principled ,

7) risk taking ,

8) caring ,

9) knows ,

10) 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 ensured by the rules of the game , which the 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 efforts of the child , aimed at solution of the problem ( even if these efforts do not yield positive results ).

3) A specific analysis of the difficulties , have risen to the child , and the errors committed by them .

4) Specific indications that , as a can improve the results achieved .

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 training, classes in listening and speaking are provided ( dialogical and monologue speech ).

For students this is a 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 .

              **The form of the results**: Open classes twice a year . First and second stage of study : February , May .

              **Forms of organization of the educational area**

- Continuous educational activities for teaching English ( by subgroups , individually );

- Individual work with a child ;

- Phonetic gymnastics ;

- Didactic games ;

- Physical education ;

- Integrated activities ;

- Surprise moments .

- Poetic examples , rhymes .

- Games , role-playing games , performances .

- Drawing , designing , modeling ( development of fine motor skills ).

**T ematichesk th plan ation**

No.

Theme

Timing

Number - Hours

My family , my small homeland

1

Greeting

November

2

2

Acquaintance

November

3

3

Kindergarten

November

3

4

Family

November

4

Me and my nature

1

Vegetables and fruits

December

2

2

Pets

December

2

3

Wild animals

December

2

4

Wild and domestic birds

December

2

five

Nature

December

2

6

Seasons

December

2

Images of festive culture

1

What is a holiday

January

3

2

Count from 1 to 3

January

3

3

My house

January

2

4

Dishes

January

2

five

Furniture

January

2

Me and my nature

1

Products

February

2

2

Snow

February

2

3

Flowers

February

2

4

clothing

February

2

five

Body parts

February

2

6

Riddles of movement

February

2

Subject world

4

Toys

March

3

nineteen

Colors

March

2

21

Transport

March

3

23

My city

March

2

24

My street

March

2

The world of professions

22

Professions

April

1 2

Images of festive culture

25

Visiting a fairy tale

May

12

**Total :**

**78**

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

**To mastering English in the middle group of kindergarten**

**No.**

**Lesson topic**

**Goals and objectives :**

**Activity content**

**Key competencies**

**Clock**

**Vocabulary**

**Phonetics**

My family , my small homeland

1

Greeting

Repetition of the greeting topic , their difference and expansion of the child's vocabulary

hello, hi, good-bye ,

Good morning, good afternoon, good evening

[h]

Communicative , Expanding vocabulary

1

2

Continuation of the welcome theme

Goodbye

See you soon

1

3

Acquaintance

teach children to introduce themselves in English .

my name is ....

[ai]

Activity

Informative

Expansion of vocabulary .

1

4

to teach children to get acquainted in English ,  to be able to answer the question : What is your name ? To form the skills and abilities of dialogical speech .

what is your name ?

[ w ]

2

five

6

Kindergarten

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

kindergarten, baby

[k], [ei]

Informative

Activity

Informative

Expansion of vocabulary .

1

7

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

1

eight

Continuation of the theme kindergarten

tutor, doctor,

[ju:]

1

nine

Continuation of the theme kindergarten

musician, cook

[ ∫ ]

1

ten

Family

The concept of "family"

family, mother, father

[ ʌ ] , [ δ ]

Cognitive

1

eleven

Learn to name family members

Sister, brother

1

12

Continuation of the theme family

Grandm other , grand father

1

Me and my nature

1

Vegetables and fruits

teach to name vegetables in English

v egetables , carrot, tomato, cucumber

[ ә ]

Playroom , Communicative

1

2

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

o nion, cabbage, garlic

fruit , apple, banana , orange

[ ʌ ]

[ᴂ]

1

3

Pets

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

cow, horse, dog, cat

[au]

Cognitive , vocabulary expansion ,

Motor

1

4

Continued theme pets

chiken, goose etc

1

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]

Cognitive , vocabulary expansion

1

6

Continuation of the theme wild animals

Rabbit, bear

1

7

Wild and domestic birds

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

sparrow, eagle, bird,

[ ʌ ]

Cognitive - research activities , vocabulary expansion

1

eight

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

hen, duck, cock

[k]

1

nine

Nature

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

tree, flower, grass, leaf

[g]

Motor , cognitive , vocabulary expansion

1

ten

Continuation of the theme nature

1

eleven

Seasons

introduce children to the seasons

spring, summer

[s]

Fine , expanding vocabulary

1

12

Continuation of the theme "Seasons"

fall, winter

1

Images of festive culture

1

What is a holiday

To acquaint children with the concept of "holiday"

Holiday

Cognitive

1

2

Score from 1 to 20

teach children to count from 1 to 20

one, two, three , four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

[t], [ Ө ]

Expanding vocabulary

1

3

My house

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

house, door, window, floor

[au]

Communicative , motor

1

4

Continuation of the theme flowers

Snowdrop

1

five

Continuation of the toy theme

doll etc

1

6

Continuation of the toy theme

car etc

1

7

Dishes

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

cup, plate, knife

[n]

Expansion of vocabulary , cognitive

1

eight

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

fork, spoon , glass

[o:]

1

nine

Furniture

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

table, chair, bed

[ t ∫ ]

cognitive , communicative , motor

1

ten

Continued furniture theme

Sofa, board

1

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 ]

Game , motor

1

2

Continuation of the topic "products"

sugar, water

1

3

Snow

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

Snow, winter

Cognitive - research

1

4

Flowers

teach children to call the name of flowers in English .

flower, rose, tulip

[ju]

Fine , expanding vocabulary

1

five

clothing

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

dress, shirt, pants.

[ δ ]

Cognitive - research , vocabulary expansion

1

6

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

coat, skirt, shoes.

[ ә : ]

1

7

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

white, blue, black.

[w]

1

eight

Body parts

teach children to name and show body parts .

body, head, leg .

[l]

Informative ; Development of the concepts of "part" and "whole" , - Expansion of vocabulary .

1

nine

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

arm, eye

[a:], [ai]

1

ten

Riddles of movement

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

Take, up, walk

Motor , cognitive , vocabulary expansion

1

Subject world

1

Toys

teach children to call the name of toys in English .

ball etc

[o], [a:]

Motor , cognitive , vocabulary expansion , play , cognitive - research

1

2

Colors

teach children to identify and name colors .

red, yellow, green

[r]

1

3

Transport

teach children to call on - English different modes of transport .

bus, train, car.

[t]

1

4

My city

enrich children's vocabulary with new words , related to the theme " My City "

city, beautiful, road

[s]

1

five

My street

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

street, car, road sign

[r]

1

The world of professions

1

Professions

to acquaint children with the words , denoting profession .

doctor, teacher, tutor

[d]

Cognitive , communicative , play

1

2

continue to introduce new professions on the topic .

cook , nanny, musician

[n]

1

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]

Motor , cognitive , vocabulary expansion , play , cognitive - research , communicative

1

**The expected learning outcome .**

              By the end of the school year, children should know 40-50 words in English , 10 ready-made speech samples :
I ... ( name ).

Me ... ( age ).

I see ...
I can ...
I love ...

I have ...

I can ...

How old are you ?
What's your name ?
Do you know how ?
Do you have ?

              Children should be able to tell about themselves , family , toy in several sentences .

**Educational - methodical support**

              Methodological support of the program . Forms of education should be aimed not at mastering as many lexical units as possible , but at fostering interest in the subject , developing the child's communication skills , and the ability to express oneself . It is important to achieve certain qualities of mastery of the material , which should allow the child with a minimum of funds , assuming the subsequent growth of linguistic units in the child's competence to use them situationally and meaningfully . Methodological support : Visual support of sensory perception of children ; Musical accompaniment of classes ; Screen - sound aids ; Play attributes ( soft toys )

              Printed tutorials :

- Alphabet .

- Transcriptional signs .

- Thematic pictures .

**List of references**

1. And . A . Shishkov , M . E . Verbovskii "English for Kids" edited by H . A . Bonk , ROSMEN , M ., 2005. 2 T . A . Leshkov "English as a gift" . 3. H . D . Galskova *,*W . H . Nikitenko, "Theory and practice of teaching foreign languages" , M ,. Iris - press , 2004. 4. L . And . Loginov , "How to help your child speak in - English" , M ., "Ñ" , 2004. 5. Sobolev . H ., Krylova . In *.*English. Techniques and tricks . 6. T . And . Izhogina , C . A . Bortnikov Games for teaching English , Rostov - on - Don , "Phoenix" , 2004.

7. Negnevitskaya E . And . Foreign language for the little ones : yesterday , today , tomorrow . IYASH - 1987.- № 6

8. Filina L . E .  A comprehensive program of teaching English for children 4-7 years old . - Volgograd :  Teacher , 2009.

9. Shtayneprays M . In . English and preschooler . English language training program for preschoolers .  - M .: TC Sphere , 2007.

10. Sholpo And . H .  How to teach a preschooler to speak - English : Textbook of English teaching methods for teachers of universities , colleges and schools in the specialty "teacher of foreign language in kindergarten . - SPb : Special literature , 1999.

11. Zemchenkova T . In . English for preschoolers . - M .: VAKO , 2008.

12. Shishkov and . A . English for the little ones . A guide for teachers and parents . - M .: CJSC ROSMEN - PRESS , 2007.

13. M . With . Sharipbayeva We study English for children 5-6 years old Methodical manual , Almatykitap baspasy , 2008.

14. M . With . Sharipbayeva We study English . ABC - notebook , Almatykitap baspasy , 2012.

15.http: //iyazyki.prosv.ru/2016/07/educational-technology/