

FORMATION OF SPEECH ACTIVITY OF CHILDREN OF SENIOR PRESCHOOL AGE IN THE LEARNING PROCESS ENGLISH LANGUAGE

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Abstract: The article presents the pedagogical conditions for the formation of speech activity of older preschool children in the process of learning English, namely: the communicative orientation of learning English; differentiated-individualized approach to English language teaching; the presence of positive emotional stimuli of learning. The problem of formation of speech activity of preschool children is extremely relevant in connection with: the social demand for the formation of English preschool children in older preschool age, as indicated in the state standard of preschool education (variable component); growing demands on the quality of the educational process in a foreign language, the need to stimulate speech activity of older preschoolers; psychological and social readiness of an older preschool child to master the simplest communication skills in a foreign language. The purpose of the article is to present the methods of implementation of pedagogical conditions for the formation of speech activity of older preschool children in the process of learning their English. The following methods were used during the study: analysis and systematization of philosophical, psychological-pedagogical and methodological literature of systematization and generalization of data, purposeful systematic monitoring of the educational process in preschool education; theoretical modeling, comparative analysis; questionnaires; conversations, pedagogical observation; pedagogical experiment, which included ascertaining, forming and control stages; mathematical statistics. The article presents the criteria for the formation of English-language speech activity defined in the study with the appropriate indicators: motivational, semantic, volitional. A substantiated model is presented and the method of formation of speech activity of older preschool children in the process of learning English is experimentally tested, the main directions of experimental learning are outlined: organization of work with children during classes, outside them and at home (with parents). The research hypothesis is proved.

Keywords: speech activity, children of senior preschool age, learning English, sensitive period, educational process, model of formation of speech activity, pedagogical conditions, methods of formation of speech activity, preschool institution, parents.

1 Introduction

The strategy of language education is determined by the National Doctrine of Education Development in Ukraine in the XXI century on the mandatory mastery of the state and one of the foreign languages by the citizens of Ukraine. The state standard of preschool education in Ukraine defines the state requirements for the level of education and upbringing of preschool children (Basic component of preschool education, 2021). The variable part of this document provides for the teaching of English to older preschool children, provides the final indicators of children's competence in this educational area.

The problem of speech activity of preschool children (on the material of mastering the native language) was studied in domestic linguodidactics through measurements of various aspects, at the same time, despite the multifaceted research, the problem of speech activity remains underdeveloped, as evidenced by in a foreign language, the need to stimulate speech activity of older preschoolers in connection with their preparation for school and insufficient development of methods of activating children's speech in English, which does not allow to fully and effectively solve this problem in preschool institutions; psychological and social readiness of older preschool children to master the simplest skills of communication in a foreign language and the lack of methods of teaching English in preschool institutions that ensure the most effective use of age opportunities for children, most conducive to stimulating their speech activity.

The research hypothesis is based on the assumption that the formation of speech activity of older preschoolers in the process of learning English will be successful in the presence of the

following pedagogical conditions: communicative orientation of the process of learning English; differentiated-individualized approach to English language teaching; providing positive emotional stimuli for learning.

2 Literature review

We will analyze the traditions and approaches to teaching English to older preschool children in domestic and foreign theory and practice. Thus, in domestic and foreign psychological and pedagogical literature, the problem of formation of speech activity has been studied in various aspects: preschool language didactics (Bogush, 2004; Kalmykova, 1996), speech activity (Gavriush, 2004; Krutiy, 2005; Reipolska, 2004; Sokhin, 1990); communicative approach to children's speech development (Lucenko, 2002; Pirozhenko, 2002); communication as the main activity of preschoolers (Elkonin, 1984).

Thus, A. Bogush (Bogush, 2004) emphasizes that in the process of teaching preschool children their native language, speech development, educators are guided by the principle of maximum speech activity. According to the researcher, speech activity can be interpreted not only as the ability of the subject to a certain communicative act of expression, but also as the ability to understand the speech of another. These abilities depend on the degree of language proficiency and ways of using it.

The most important task of speech development at the stage of preschool childhood, according to N. Gavriush (Gavriush, 2004), is the development of coherent speech. After all, for his own personal development, successful socialization, the child must learn to communicate with others, become clear, convincing, learn to know the world through language and speech.

The results of experimental studies of speech activation of young children, published by T. Naumenko (Naumenko, 1991), indicate that the speech activity of children of the third year of life depends on the duration of communication and changes in activities in which communication is carried out directly. The level of speech activity increases significantly, according to the author, in the process of unregulated communication between teachers and children, with timely change of activities depending on the interests of children. The researcher emphasizes that children's speech development is closely related to the development of thinking, as evidenced by the formation of generalizations, which is more effective when learning the names of objects, environmental phenomena, their qualities and characteristics is part of active cognitive activity of preschoolers using the sensory sphere of the child.

In the study of O. Reipolska (Reipolska, 2004) the model of foreign language teaching of preschool children in groups of different ages is substantiated and developed, which is based on the following provisions: priority of the child's individuality as an active carrier of subjective experience in a preschool institution; when planning and organizing the educational process it is necessary to carry out work aimed at identifying the level of readiness to learn a foreign language by each child, its cooperation with the teacher, joint activities of children in different age groups; differentiation and individualization of training, application of adequate methods, fascinating techniques; gradual formation of cognitive abilities and communicative competence on the basis of mastering all types of speech activity in a foreign language, the desire of older children to help younger ones.

Modern integration processes, Ukraine's entry into the European educational space, international exchange of information in various fields of knowledge significantly affect the status of a foreign language as an important means of communication. This thesis is especially relevant in connection with the transfer of the term of learning a foreign language from adolescence to senior

preschool and primary school age, which is considered sensitive to mastering foreign language communication. In the modern educational practice of Ukraine, the study of a foreign language begins in primary school with the first grade of specialized schools and with the second – secondary schools.

Given these changes in education, S. Sokolovskaya (Sokolovskaya, 2002) argues that now promising are the problems of forming a personality that would combine communicative competence; striving for creative self-expression, free, automatic implementation of versatile speech activity; would consciously relate to their language practice, would bear the imprint of the socio-social, territorial environment, traditions of education in the national culture, which creative approach and level of creative competence would stimulate the improvement of speech, development of language taste, to constant reflection in language worldview. social, national and cultural sources and the search for new effective individual and stylistic means of linguistic expression.

In the method of teaching a foreign language, the ability of children to communicate, according to S. Nikolaeva (Nikolaeva, 1996), is provided by the formation of foreign language communicative competence, the types of which are language, speech and socio-cultural.

According to M. Demyanenko (Demyanenko, 1986), the training of speech activities should be, on the one hand, differentiated (in order to create independently effective mechanisms of listening and speaking), and, on the other hand, complex. After all, such aspects as phonetics, vocabulary and grammar interact inextricably in speech. Awareness of the processes of origin and perception of speech, the author emphasizes, is associated with understanding the essence of thinking, the relationship between internal and external speech. Inner speech is used when a person thinks, reducing his thoughts to speech formulations. In other words, it has its own grammatical and stylistic structure, as well as a specific speech technique.

In the member states of the European Union at the level of ministers of education it was agreed that its citizens must speak at least two languages (according to the Barcelona model “native + two foreign”), which are spoken in EU member states (The Framework Education Programme for Elementary Education (FEP EE), 2007). This requirement is currently key for Central European education systems as well.

In “Czech Education and Europe” (Barcelona Summit. Presidency Conclusions, 2002), this requirement is argued as follows: “The ability to communicate in the official languages of the European Union and other at least two foreign languages is considered key to the development of the individual, his civic and professional level”.

Aspects of English language teaching in Central Europe are reflected in the context of preparing teachers to teach foreign languages to primary school students O. Kotenko (Kotenko, 2014), who notes that: “... At the beginning of the XXI century in particular at the pre-school and primary stages, is a separate area of activity of one of the departments of the European Commission, called the “Language Learning Policies” and ensures the preservation of the linguistic diversity of the European community and promotes the acquisition of foreign languages”.

As M. Tadeeva (Tadeeva, 2008) notes: “The first foreign language should be included as a compulsory subject in primary school curricula at the level of the first grade, then a second foreign language should also appear in the curricula. The need to study the languages of smaller European nations is also emphasized”.

Thus, numerous documents of the European Union and the Council of Europe emphasize the importance of early language learning and not only native but also foreign, mostly English as international. In the course of our research it was found that at the preschool stage the introduction of foreign languages is offered in 7 countries, namely: Bosnia and Herzegovina, the

Basque Country, Bulgaria, Catalonia, Estonia, Spain and Ukraine. The most common languages are English, French and German.

According to the norms of the European Union and the Council of Europe, all young children of older preschool age must learn two languages in addition to the official language(s) of their country of residence. In England, Southern Ireland and Scotland, foreign languages are optional, English, French and German are the most commonly taught, and two foreign languages are compulsory in Denmark and Greece.

According to the recommendations of the European Union and the Council of Europe, in most countries foreign language teachers must achieve a certain level of foreign language proficiency, which in 8 countries is measured according to the scale of Common European Recommendations (CEFR). Level *C 1* is often required of teachers. However, in France and the Basque Country, level *B 2* is considered acceptable. The most active countries in the employment of teachers are Scotland, the Basque Country, England, Romania, Switzerland. All of them are taking measures to increase the number of teachers in 38 of the 48 language categories (Kotenko, 2014; Labunets, 2012; Tadeeva, 2008; Lumir, 1979).

In Poland, learning foreign languages is not compulsory in the early preschool years. However, most children start learning foreign languages in the preschool education system, these courses are designed to meet the individual characteristics of preschoolers and are designed to meet their needs. Training courses combine “play” with the appropriate language, using the latest techniques and technologies that meet the age characteristics of children. The most popular foreign languages: English, German, French.

In Hungary, the preschool education system provides instruction in the following nine languages (public schools for minorities and special bilingual institutions): Bulgarian, Croatian, German, Romanian, Ruthenian, Serbian, Slovak, Slovenian and Romani. Despite the fact that preschool learning of foreign languages is becoming increasingly popular in private (usually paid) preschools, in public institutions this practice is not yet generally accepted.

The purpose is to present a method of realization of pedagogical conditions of formation of speech activity of children of senior preschool age in the course of training of their English.

3 Materials and methods

In order to determine the state of development of the problem of formation of speech activity of older preschool children in the process of learning English, the method of analysis and systematization of philosophical, psychological, pedagogical and methodological literature was used. To determine the essence of the basic concepts of research, substantiation of pedagogical conditions of formation of English speech activity of senior preschoolers, methods of systematization and generalization of data, purposeful systematic observation of the educational process in preschool institutions are used. Clarification of the state of practical work on teaching English to children in preschool educational institutions, determination of the content of the teacher’s activity on teaching English to older preschool children was carried out by methods of theoretical modeling, comparative analysis of various programs of preschool education, teaching and methodical manuals. Identifying the features of English language teaching, determining the criteria and levels of formation of speech activity of older preschoolers was through a survey of educators and parents; conversations with children, pedagogical observation. In order to test the experimental model and methods of formation of speech activity of older preschool children in the process of learning English, a pedagogical experiment was conducted, which included ascertaining and formative stages. Methods of mathematical statistics were used for generalization, qualitative and

quantitative analysis of experimental data and identification of regularities of their change.

4 Results

The ascertaining stage of the experiment was carried out in the following areas: work with children, their parents, teachers of preschool education.

To find out the attitude of parents, caregivers and children themselves to learning English, we conducted a survey. The survey data showed that parents, educators and children themselves have a positive attitude to learning a foreign language, but desire is not a decisive factor. The main thing is the formation and development of cognitive processes, good command of the native language.

At this stage, the criteria for the formation of English speech activity with indicators were determined: motivational (children's desire to communicate in English and awareness of its role, positive attitude of preschoolers to English lessons, development of cognitive interest, children's desire to learn it); semantic (understanding of English vocabulary, mastering of English lexical and grammatical skills, logical sequence of composing dialogic and monologue expressions in English); strong-willed (persistence in solving tasks in English, development of self-esteem and self-control, manifestations of initiative).

The results of the ascertaining examination of older preschoolers made it possible to identify the levels of formation of speech activity in them:

- a *sufficient level* was found by 26.7 % of respondents in the experimental group and 25.5 % – in the control group. Children with this level always chose the right picture that matched its name; the volume of their dialogic and monologue utterances is 4 sentences each; took an active part in the proposed games, unmistakably called in English the toys hidden by the experimenter, correctly using grammatical structures; showed perseverance in performing tasks; strictly followed the relevant instructions; showed interest in the proposed tasks;
- 55.5 % of children in the experimental group and 54.9 % of children in the control group were referred to the *average level*. These children had some difficulty in using the necessary grammatical structures; the volume of their dialogic and monologue utterances – 3 sentences each; performed tasks, but sometimes distracted; sometimes there was a deviation from the instructions of the experimenter; in general, showed interest in performing the proposed tasks;
- 17.8 % and 19.6 % of children in the experimental and control groups, respectively, showed a *low level*. Preschoolers with this level of speech activity almost did not follow the instructions of the experimenter; did not perform the task completely; did not show interest in the proposed tasks; sometimes refused to perform the task at all; the volume of dialogic and monologue utterances of these children was 1–2 sentences.

Table 1 – The results of the ascertaining examination of older preschoolers

Levels	Groups	
	experimental	control
<i>a sufficient level</i>	26.7 %	25.5 %
<i>the average level</i>	55.5 %	54.9 %
<i>a low level</i>	17.8 %	19.6 %

Source: Developed by the authors.

In all six groups of children, the majority of respondents showed an average level of speech activity according to three defined criteria. This trend can be traced in the indicators of low and sufficient levels, which are almost the same in percentage.

In developing the model, program and methodology of experimental work, we proceeded from the fact that the main

specific methodological principle of teaching English is communicative orientation. It fully reflects the practical purpose of this process – mastering a foreign language as a means of communication, the acquisition of older preschool children the skills of basic foreign language communication.

At the formative stage of the experiment, the formation of English language skills in older preschoolers was carried out in the process of conducting English language classes and organizing English-language activities in everyday life, life situations, etc; there was a determination of the level of formation of speech activity in children, possible ways to correct difficulties in learning English that have arisen; provided a foreign language environment in the daily activities of preschoolers.

Teachers carried out individual work with children during the organization of life situations to master the English language. The discussion of the received data on the results of the statement and individual forecasts of educators on the researched problem was organized.

Individual homework of children in English was organized. To this end, parents were acquainted with the data of the statement, discussed possible ways of correction and formation of English-language skills, as well as made a forecast for their further development. The formative stage of the experiment involved the direct introduction of experimental methods for the formation of speech activity in older preschoolers in the process of learning English.

A model of speech activity formation of older preschool children was developed and implemented. Let's cover the content of this model in more detail. It covered three main areas of work: the formation of speech activity of older preschool children both in class and outside them; necessary work of parents with children at home. We specify these areas.

Classes have become the main form of presentation necessary for the formation of children's speech activity of linguistic material. Their organization involved teacher training – compiling notes with the formulation of the purpose of the work; selection of linguistic and didactic material, didactic and moving games, means of encouraging children, etc. It should be noted that the main goal in determining the goals of classes was the formation of English – language speech activity of preschoolers. All didactic and mobile games were subordinated to this goal, in the process of which linguistic material was presented with the help of various methods and techniques.

During the classes, the teacher stimulated children to show initiative in communicating in English, interest in its study, the maximum implementation of basic communicative activities in English, and so on. Here are some names of games that were held in class and were purely communicative, encouraging children to actively learn the linguistic material: "At the zoo", "Yes or no?", "Tell me who I have?", "Tell me who it is?", "Unexpected meeting", "Visit me!", "Toy store", "Fun chain", "Big or small", "Colored balls", "Tell me what you have, what color is it? / size?", "My favorite toy" and many others.

A noticeable variety of didactic material (demonstration and handouts) contributed to the concentration of attention of older preschoolers, their interest. The collected didactic material was distributed according to the learning situations planned for study ("Toys and animals (domestic and wild)", "Teams", "Number", "Food (vegetables, fruits, groceries)", "Colors", "Transport", "School supplies", "Seasons", "My room", "I can...", "Body parts (face, torso)", "Dishes", "Clothes", "Time", "Eating", "Our house (rooms, furniture)") was stored in the appropriate folders (illustrations, cards, pictures, posters, incentive chips, lotto, reproductions, drawings, masks, emblems, etc).

As evidenced by observations, skillful mastery of facial expressions, gestures, voice modulations, methodically correct operation of different ways of semanticization of language material, alternation of methods, techniques, forms of learning, timely and appropriate change of work with children, taking into account the general level of development of each child, knowledge of the native (Ukrainian) language gave the teacher the opportunity to ensure the most arbitrary memorization of language material, its use in the implementation of basic communication in English, and, consequently – to achieve the main goal – the formation of speech activity of older preschool children.

Working out the language material provided during the training session has become mandatory in life situations with the participation of children. We mean the organization of the use by preschoolers of lexical and grammatical material already learned in the classroom during observations on walks, in moving, didactic and plot-role games in a group during the day, on holidays, in entertainment, etc. Here are some didactic games that were used to form the speech activity of older preschoolers during the organization:

- in the group: “Ask a friend to help”, “Let’s be grateful!”, “Name what you see in English”, “Delicious food” etc;
- observations on walks (“Hot or cold?”, “What do you see around?”, “What color are the flowers?”, “Future farmers”, etc);
- moving games on walks (“Hear the team!”, “Give the team!”, “Guess who it is”, “Fast – slow”, “Merry counter”, etc).

It should be noted that a teacher should initiate a similar application of lexical and grammatical structures. When the initiators of the use of English vocabulary in life situations with the participation of children are themselves, they should be encouraged in every way, to support such initiative.

During the day, children used English vocabulary when returning from a walk, performing hygienic actions, the teacher had the opportunity to organize training for children in the use of certain vocabulary on the topic “Let’s be polite” (Give me please! Thank you! Let me help you! etc), “Bathroom. Accessories” (It is a bathroom, a soap, a towel, cold water, hot water, a mirror, etc).

Linguistic material on “Let’s be polite” (Enjoy your meal! It is very tasty! Thank you! Etc), “Food” (“Food” / a soup, a porridge, a puree, a chop, etc), “Grocery” / an apple, a pear, grapes, a tomato, a cucumber, etc/, “Drinks” / tea, juice, milk, water, compote, etc/, “Sweets” / a sweet, pastry, cake, etc) worked out during meals for children.

It is necessary to intensify the use of lexical and grammatical structures on the topics “Natural Phenomena” and “Transport” on walks. It is about observing natural phenomena and expressing children about it. For example, “The sun is shining. The wind is blowing. It is snowing. It is raining. The weather is warm / cold. The weather is nice. It is a car, a lorry, a tractor, a bus, etc”.

Moving games, morning gymnastics gave the teacher the opportunity to initiate the use of any vocabulary by children (it depends on the plan of the educator), lexical and grammatical structures on the topic “Teams”. For example: “Run! Stop! Jump! Clap your hands! Turn yourself around! Count! Right! Left! Up! Down! etc”.

During the day, children played a lot, distributing roles, building monologue and dialogic expressions, so the activation of English-speaking activities of preschoolers took place in group and individual games. It is clear that the subject of lexical and grammatical structures was extremely multifaceted, interconnected with learning situations. These are “Domestic and wild animals” (game-dramatization), “Food” (game “Shop”), “Transport” (design games) and others.

During the organization of holidays and entertainment, children were encouraged to remember a certain English vocabulary. It should be noted that such work was unobtrusive, interesting, related to the language material already familiar to children, which was introduced in previous classes. It is clear that the possible topics given by us, lexical and grammatical examples are indicative. After all, each topic can be accompanied by a number of interrelated subtopics.

However, in order to achieve better results, parents were involved, and group and individual consultations were held, where they were offered relevant information on ways to practice language material at home, recommendations for using a variety of visual aids, organizing conversations with children to increase their interest in foreign language communication. We recommended that parents offer their children to perform certain tasks at home, work assignments with elements of the use of the English language.

The developed model of formation of speech activity of senior preschoolers made it possible to involve children in playful communication in a foreign language, encouraged them to solve communicative tasks, formed a stable motivation to perform, strong-willed qualities, etc. It is clear that the formation of speech activity is possible provided that all these points are taken into account: working with preschoolers during classes, outside them and the practice of parents with children at home. However, the cooperation of teachers, children and parents was not limited to this. The experimental work provided for the gradual introduction of a model, on the basis of which the gradual monitoring of current qualitative changes in the process of formation of speech activity of older preschool children was carried out.

Thus, the proposed experimental model of the formation of speech activity of older preschoolers in the process of learning a foreign (English) language was based on certain areas of work with older preschool children, taking into account certain pedagogical conditions: communicative orientation of the learning process; taking into account the individual and age characteristics of children; differentiation and individualization of learning organized in an interactive mode; the presence of positive emotional stimuli in the learning process of older preschoolers.

In order to verify the effectiveness of the experimental work, a final section was made, the purpose of which is to generalize information about the results of the organization and conduct of the formative stage of the experiment; checking the effectiveness of experimental methods to increase the level of speech activity of older preschool children in the process of learning English; determining the prospects for further formation of English speech activity in children.

The method of the final stage of the experiment is similar to the technology of the statement: all blocks of tasks given to identify levels of English speech activity in older preschool children coincided with the tasks and indicators identified at the statement stage of the experiment.

At the stage of the final section, the dynamics of the levels of formation of speech activity of children in the control and experimental groups was traced. Comparative analysis of the results of the ascertaining and final stages of the experiment showed the possibility and effectiveness of applying the model of formation of speech activity of older preschoolers in the process of learning English.

Analyzing the comparative data of the final section in the experimental and control groups, we find that the level of formation of English speech activity in children belonging to the experimental groups is much higher (89.6 %) than found in participants of control groups (44.4 %). In 10.4 % of participants in the experimental groups we state the average level of formation of speech activity. In the control groups of such children 38.4 %. According to the results of the final stage of the

experiment, the children of the experimental groups did not show a low level of formation of English speech activity. At the same time, preschoolers in the control groups had a low level – 17.2 %.

Summarizing the results of the experiments, we state that the appropriate level of English speech activity of older preschool children is achieved by forming this quality by motivational, semantic and volitional criteria in the process of purposeful teaching English to children and systematic work outside school and at home.

5 Discussion

Numerous studies in the field of preschool foreign language teaching of Ukrainian (Budak, 2008; Reipolska, 2004) and foreign (Dulay, 1974; Gardner, 1988; Goodenough, 1926; Harris, 1975; Ionescu, 1993; Kubanek-German, 1998; Miller, 1984; Vereshchagina, 1969) scientists have proven the feasibility and effectiveness of preschool English education for children, its positive impact on intellectual development personality and preparation of the child for school.

We share the point of view of O. Dunn (1983) features of perception of children of a foreign language, for mental development of the child of preschool age fast pace and considerable intensity (there are essential qualitative shifts in processes of perception, memory, thinking, attention, imagination, arbitrary regulation of behavior, etc). Yes, the memory of preschoolers has great potential. Our study confirmed his thesis that one of the most important prerequisites for successful foreign language learning is the attention of preschoolers.

Children of this age do not yet have a stable focused attention, can not focus on one task for a long time. Given this, the main form of organization of children during the formation of speech activity were classes. The opinion of J. Trim (1997) agrees with us, the researcher emphasizes that the main form of organization of work on teaching preschoolers a foreign language is a lesson. However, the optimal number of these classes per week is from 3 (if the class is in the form of group work – with a significant number of formed subgroups of children) to 4 (if the number of subgroups is small and can be provided with each child in the teacher's schedule; if the lesson is conducted directly by the educator with children of his age group), while in our study there are three of them.

6 Conclusions

The article presents the pedagogical conditions for the formation of speech activity of older preschool children in the process of learning English, namely: the communicative orientation of learning English; differentiated-individualized approach to English language teaching; the presence of positive emotional stimuli of learning.

The criteria for the formation of English speech activity with the appropriate indicators: motivational, semantic, volitional. It is proved that teaching English to preschoolers, on the one hand, is a pedagogical process based on the interactive interaction of teacher and child, on the other – a personal-internal phenomenon.

Taking into account the essence and structure of the concept of "English speech activity" in the study developed a model and experimentally tested methods of forming speech activity of older preschool children in the process of learning English, outlined the main areas of experimental learning: organization of work with children during classes at home (with parents). In each of the above areas of study in an organic relationship was the implementation of certain pedagogical conditions for the formation of English speech activity.

The value of the obtained results is a practical methodological support for teachers of preschool education which includes:

methods and system of classes for teaching English to children, didactic and speech games, English speech situations aimed at forming speech activity of older preschool children in the process of learning English. On the positive side, it should be emphasized that the results of the study can be used by educators and teachers of English in preschool educational institutions, compilers of programs.

The conducted research does not claim to be comprehensive and exhaustive coverage of the stated problem. In future publications, we plan to explore ways of continuity in the formation of speech activity of older preschoolers and younger students in the process of learning English.

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