ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ОСОБЕННОСТИ ОБУЧЕНИЯ ДЕТЕЙ МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА В УСЛОВИЯХ АНГЛОЯЗЫЧНОГО ЛАГЕРЯ ОТДЫХА

ПСИХОЛОГО-ПЕДАГОГІЧНІ ОСОБЛИВОСТІ НАВЧАННЯ ДІТЕЙ МОЛОДШОГО ШКІЛЬНОГО ВІКУ В УМОВАХ АНГЛОМОВНОГО ТАБОРУ ВІДПОЧИНКУ

PSYCHOLOGICAL AND PEDAGOGICAL FEATURES OF TEACHING PRIMARY SCHOOL AGE CHILDREN IN THE CONDITIONS OF ENGLISH-STUDY CAMP

Introduction

In the current conditions of Ukraine's development, restructuring education system is a vital process. The school is at the stage of transition to a new understanding of tasks, problems, and implementation of new methods and approaches in teaching. One of the urgent problems of pedagogical theory and practice development is activation of students' cognitive efforts, because it depends on the effectiveness of learning: conscious and strong acquisition of knowledge, transformation of knowledge into beliefs, development of interest in learning, independence of thought and practical actions.

Cognitive activity is a personality trait that manifests itself in its attitude to cognition and presupposes a state of readiness, desire for independent activity aimed at assimilation of individual social experience, accumulated knowledge and ways of activity. Means for activating cognitive efforts are as follows: creation of problem situations, application of interactive methods, collective form of work, cognitive games, project work, etc.

Cognitive activity can be considered a preparatory step to independence. It involves initiative, search for different ways to solve educational problems without participation of adults and outer help. The future child activity, his ability to sort out difficult life situations depend on the development of independence.

Early school age is characterized by certain features of cognitive interest, namely: imitation (randomness, inconsistency or short-term interest to superficial facts only), common features with personal life experience, lack of focus on one thing (simultaneous interest in many different things, different areas of knowledge that have no connection), focus on the immediate result.

The influence of extracurricular activities on the formation of educational and cognitive interests of primary school children

Extracurricular activities have a positive effect on the formation of educational and cognitive interests. Initially, students show interest in learning new facts and phenomena. After that, they get interested in their connections, which students explore on their own while learning the material. Younger students are in dire need of increased mental activity, which encourages cognitive interest. Therefore, when learning a foreign language, it is necessary to give students the opportunity to develop not only language skills, but also to create conditions for perception of educational material in their own way, because the modern educational process has changed, and therefore, any knowledge can not be taught "by pattern".

The world of perception has radically changed as well. Students are fully immersed in the Internet culture, which allows them to use information technology and online communication easily. Perception of information is due to cognition through the prism of freedom and a combination of different formats other than the template ones. The creation of new teaching methods outside the usual school curriculum opens new perspectives for the development of children and youth. We are talking not only about clubs and sections, but also about summer recreation camps, the priority of which is the recovery of children. During the rest, new information is most easily assimilated, which gives new opportunities for learning.

Sumy State University students who worked as counselors in the camp "Univer" and teachers who provided pedagogical support, on the basis of Sumy State University, developed an algorithm for composing exercises for studying in the English-language camp, taking into account the psychological and pedagogical components, direct influence on behavior and perception of information during rest period. It is proved that assimilation of information directly depends on the conditions under which the child receives it, so learning during the holidays has prospects for Ukrainian younger generation development.

English-language camp as the latest form of learning a foreign language

English-language camps are a relatively new direction in the study of English, already widespread in European society, and gaining prospects in Ukraine. On the basis of Sumy State University, the camp "Univer" has been operating for several years. It was planned that the first shift, lasting 14 days, would be aimed at learning English. The total course of English study lasts for one recreation shift, namely for three weeks (twenty-one days) although teaching English itself is planned for fourteen days according to psychology and pedagogy

features. Therefore, the whole single rest shift of twenty-one days is arranged in the following way as to English study:

1) The first three shift days are dedicated to children's psychological adaptation to the Univer Camp daily routine rather than to English study itself;

2) No days off are dedicated to English study; therefore two Sundays and Saturdays are not used for English study;

3) All other fourteen shift days are used for English study.

Nevertheless, the above-mentioned estimated principles for arranging English study days can be revised, especially if English is taught by camp counselors themselves rather than by invited teachers or students undergoing a camp practical training. In terms of teaching English itself, all children resting at the Univer Camp are divided into three age groups: those of 6-10, 11-14 and 15-17 years of age. All groups can be further subdivided in case of necessity.

English is taught for the given groups by providing them with vocabulary for relevant topics of everyday talking and understanding English people. The vocabulary topics themselves are chosen by arranging a certain English-study curriculum for the next rest shift. [3, 4]

Table 1

General Schedule for Camp Daily Routine

7:00 – 7:15	Opening the Day
7:15 – 7:45	Morning Exercises
8:00 – 8:50	Washroom Routine
9:00 – 9:45	Breakfast
10:00 – 11:00	English Study
11:00 – 12:00	Art Project
12:00 – 13:00	Sport Activity
13:00 – 13:45	Dinner
14:00 –15:30	Nap Time / Quiet Activities and Free Play
15:30 –16:30	Nature Walk
16:30 – 17:00	Snack Time
17:00 – 19:00	Outdoor Playground Activities
19:00 –19:45	Supper
20:00 – 22:00	Optional Evening Activity (Movie Night, Disco)
22:00 – 7:00	Sleeping

Special games and exercises were worked out for every camp activity:

chants for performing exercises (*Sunshine!!! Wake up, wake up! And move the air to the top! Make a boogie to the right, make a boogie to the left. Take two steps up to the front. Clap your hands and sing it loud.*);

other topical chants (*Wash your hands before you eat. A good health rule. That is hard to beat.*

For better work, for better play eat three good meals every day. Always tasty dishes we have, in the canteen we are well behaved.

I eat apples. Crunch, crunch, crunch! I eat sandwiches. Munch, munch, munch! I eat lollipops. Lick, lick, lick! And I eat ice cream. Quick, quick, quick!

Rather go to the dining room, there we will make a boom.)

exercises and commands for them;

speaking and memorizing games for training phonetic skills and studying vocabulary (Snow Ball, 3-Litre Jar, Word Classes, The Compass Name Game, Edible-Inedible, Lexical Chair, Card Games (flags for countries), Simon Says, Where Is It Growing?, What Is Superfluous?, Find a Tree);

songs and poems for learning and practicing vocabulary (certain poems or songs whose topic is associated with studied words can be used for memorizing and practicing current vocabulary, which significantly improves children's interest for learning new topics).

Algorithm for composing exercises for English camp students

Preparing for a camp shift, it is necessary to differentiate the levels of children's English proficiency. Taking into account the European recommendations on language education, the algorithm for composing exercises for learning a foreign language in the camp should be based on the following principles: general linguistic range, sociolinguistic correspondence, grammatical correctness, spelling control, phonological control, lexical control, lexical range.

However, in order to determine the exact level of child's language proficiency, it is necessary to conduct a series of tests, which takes enough time, but without determining the level, it does not make sense to start learning. Therefore, the solution to this dilemma can be exercises and tasks in the first days of the children's stay in the camp, selecting which, it is necessary to take into account all the options for the course of events. Of course, during the shift period the indicators will change, so the first days of adaptation cannot be considered decisive ones.

Once you have measured the level of English for children, you can begin to apply elements of learning. It was found that children aged 7 to 12 are most interested in learning English through games and interactive exercises - for example, the game "Who am I" or "Just Dance Now". Using the method of visualization, younger students learned new words. Very popular are visual puzzles. In this simple language game, children guess the mystery word based on two or three pictures. The pictures are the clue to the puzzle. so the students are to identify them first, then combine the words to get the answer. For example, the pictures of an "ice" and a letter "T" will create the word "iced tea" if combined [2].

Students aged 13 to 15 prefer more traditional methods of learning a foreign language, but do not lose interest to non-traditional ways of learning lexical or grammatical material. During the day, the counselors spoke mostly foreign language with the children who had a sufficient level of English [1].

The following algorithm of learning elements for one day, based on the preferences of children, was compiled: lexical warm-up - lexical-grammatical assault - teamwork - consolidation of acquired knowledge. This is a basic algorithm that can be supplemented if necessary, but only if the situation requires it. For the younger inmates of the camp, it will be appropriate to reduce the chain of learning elements.

Based on the situation, it is appropriate to vary the stages at the discretion of the counselor. It is important to see the children's reaction and take it into account. If a camp event is planned for a certain thematic day (for example, the team game "Two Ships"), then during the training you can remove the element of collaborative work to avoid monotony.

Practical experience has shown that holding games such as Who I Am in the English-language camp Univer has gained the greatest popularity among primary school children, as not only the traditional version of the game has been used, but also the interactive one. With download of the application to the gadget, the process of learning a new vocabulary has accelerated, and interest to it has enhanced. Gadgets can even be actively used in learning during thematic shifts. For example, ability of Internet connection provides access to videos and tasks completion, applications for language learning download, as well as interactive online boards usage [1].

With the help of collaborative work, preparations were made for camp events. It is important to note that the counselor's participation was only in the management of the organizational process, and all the work, from creating the idea, distribution of roles, to writing the script, was done by children. After studing the results of children's self-reflection, it became possible to prove the effectiveness of this approach to learning.

Thus, a successful algorithm for introducing elements of learning for English speaking camp students must meet linguistic, grammatical, spelling, phonological and lexical requirements, as well as be adapted to children's needs, knowledge, skills and abilities, as the camp's priorities are rest from school life and creating conditions to promote the development of children as individuals.

The system of exercises of educational and cognitive orientation for the students of the English-speaking camp

There are reproductive, receptive, productive and communicative exercises. Some are aimed at receiving and providing information, and others at the formation of skills. Without knowing the level of children's language proficiency, it is impossible to develop skills and abilities. Therefore, starting to get acquainted with children, you need to pay attention to the feedback, the ability to express and build thoughts in English correctly.

The first person with whom the child meets in the camp, is a counselor, who is responsible for 60% how the child perceives his new circle of communication. The other 40% falls on the atmosphere in the camp, roommates, meals, entertainment and other stuff. After meeting the counselor, it is necessary to give the child some time for acquaintance with his neighbors. After that, the counselors have to organize the first meeting-acquaintance in the group [1].

The first day of acquaintance is always a special day, a day of stress, for both children and teachers. Some creative ideas may involve everyone into the camp schedule easily. First day activities help you get to know each other and familiarize both parties with camp life. So introductions games are great not only to engage children into the first day activities, but also to warm up camp events and clubs activities [3]. The most efficient communication games turned out to be as follows:

1. Candy Introductions Game

This game is great to spark deeper connection based on students' characteristics. Arrange for some different candies, associate each with a character trait, and ask the group to pick out five, one of each.

Then they can reveal things about themselves according to what each candy is about. It can be played best in a group of 10 to 12.

2. Paper Roll Game

Pass the paper roll to the first person and give the group to take as much tissue as possible.

After everybody has taken their share, tell children that for every square of paper they tore off, they have to say something about themselves.

3. Categories

An ideal game for large groups of children.

Divide people in equal groups, and let them find out 5 or 6 similarities among themselves, excluding physicality and clothes.

The group that finds all six from every member first, wins.

4. Word Search

Using your children's names as hidden words, create a word search with the help of a puzzle maker and place a copy on each desk. Let the exercise begin; engage learners in searching for their names and that of their groupmates.

During the task, you realize that learners get fascinated and this will boost their conversation as they solve the puzzle.

5. Connection Stories

This is an icebreaker for small groups, preferably 6-8 people.

Each group has to share a funny/memorable story using events that can also relate to their own experience.

The group with the best story can win the game.

6. Identity Circles

Identity Circles is a valuable game for an in depth personality assessment.

The members sit in two concentric circles and face each other, pairing up with the person in front of them. Using at least 10 cards each; write your identity.

After discussing traits with your partner, you have to tear up one card, which is of least value to you.

Then rotate in your circle and discuss why you tore that one trait with the new partner.

7. Interview Games

The aim of this game is to collect maximum information with precise and direct questions conducted one on one.

8. Lost on Deserted Island

This game is a wonderful way for team building, promoting cooperative attitude.

With 4 to 6 members each group struggles hypothetically to survive on a deserted island, where every person has one object that can help them in this situation. Creative and imaginative methods get the most points.

Each pair has one interviewer and one subject; the former asking 3-4 well designed questions that uncover interesting facts from the latter, within a set time limit. Both partners get the chance to be interviewed [2].

9. Angel

is the most popular ball game for kids in between events. The rules of the game are as follows: the facilitator throws the ball to the participant, taking turns to give the name, surname, profession, hobby, etc., and the participant must catch the ball with the correct word that corresponds to reality.

The advantage of this game is an unlimited number of participants; the counselor does not have to be the leader. In addition, the game is easily converted to the English version, so it is more interesting for children, because in addition to finding out the necessary information, in parallel there is a memorization of English equivalents [1].

The need for thematic vocabulary is compensated by varying this game through using the required lexical units. For example, if you need to memorize a word, the leader, throwing the ball, each time names new variants of probable equivalents, one of which is correct. Children have an incentive to give as many correct answers as possible, not just to have fun.

"The counselors also had the task of preparing thematic plans in advance. The daily work plan was designed to saturate it not only with entertainment but also to include elements of learning. [1] Most of the days were thematic: "Uni unites you in 'Univer'", "Hobbies", "Olympic Day", "We are united", "We are protectors of our environment", "Journalist's Day", "Profession", "My MummyLand", "Friends Day", "Univer Camp Day", "Health".

A list of exercises of different levels is selected for each topic. Camp students were asked to create an everyday album during the whole shift. This type of activity develops not only their creativity, but also mental activity, as all records were made in English, handouts (grammar tables, songs, proverbs, useful phrases for everyday speech) were set aside on a special sheet by children themselves for each thematic day.

Conclusions

Given the peculiarities of primary school age children development, the study of ways of cognition, perception and information need further consideration.

We offer the creation of a new Internet space (educational platforms for extracurricular activities), due to which the education of children will reach a new level. We consider a promising task to create an application that does not contain scattered grammatical or lexical material, but will be able to identify the level of language proficiency, generate appropriate exercises, select games or interactive classes methodically reasonably.