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STIMULATING COGNITIVE ACTIVITY OF THE FIRST
FORM PUPILS AT THE ENGLISH LESSONS

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Stimulating Cognitive Activity of the First Form Pupils at the English Lessons

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Introduction

On December 10, 2012 President of the Republic of Uzbekistan Islam Karimov signed a decree “On measures to further improve foreign language learning system”. It is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Programme for Training in the country, a comprehensive foreign languages’ teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created.

During the years of independence, over 51.7 thousand teachers of foreign languages graduated from universities, English, German and French multimedia tutorials and textbooks for 5-9 grades of secondary schools, electronic resources for learning English in primary schools were created, more than 5000 secondary schools, professional colleges and academic lyceums were equipped with language laboratories.

According to the decree, starting from 2013/2014 school year foreign languages, mainly English, gradually throughout the country is taught from the first year of schooling in the first form of lesson-games and speaking games, continuing to learning the alphabet, reading and spelling in the second year (grade).

This document serves as an important guideline in development of the new textbooks for teaching foreign languages, introduction of advanced teaching methods using modern pedagogical and information-communication technologies, education of new generation to foreign languages, cardinal improvement of the system of training specialists, fluent in these languages, creation of conditions and opportunities for wide use of information resources by students [1].

Modern psychologists and teachers have common opinion that quality of performance of activity and its result depend, first of all, on incentive and

requirements of the individual, its motivation; the motivation causes the targeted activity defining a choice of means and ways, sequenced for target achievement. The motivation is therefore the starting engine of any human activity: whether it will be work, dialogue or understanding.

Pupils without motivation simply do not exist. Cognitive activity of pupils along with operational components (knowledge, abilities, skills) includes also motivational (motive, interest, the relation) ones. The motivation is a source of activity and an orientation of the person on subjects and the validity phenomena therefore an activity comes up. The external motives lying out of educational activity can be both positive and negative. Positive motives are caused by a sense of duty before the relatives, conceptions about education as the road for mastering precious values of culture and higher education. Negative motives are caused by threat, punishment, reprimand, censure, bad assessment.

Motivation feeds and supports the perceived, real, step-by-step final success. If the success is not present, the motivation dies away and it negatively affects activity performance. Among various motives of the schoolchild the special significance belongs to cognitive motivation which is the most specific one.

Now formation of cognitive motivation is necessary, as it gives to activity of pupils special personal sense thanks to what subject studying becomes self – maintained for him. There are disinterested thirst of knowledge, uncontrollable aspiration to learn all new in the fundamentals of cognitive motivation. With such motivation the pupil easily copes with difficulties. It is necessary to confess that psychological patterns on development of motivational sphere in general and cognitive activity, in particular are studied obviously insufficiently. The pattern questions on formation of cognitive motivation, the proportion of internal and external factors of its development and ways of its formation are still remained unexplored . As a result of augmented teaching children, at times, do not aspire any more to obtain

new knowledge. Curiosity of the child thus chokes, children grow sluggish, with lack of initiative and learn to obey the adult.

Topicality of the work is the importance of studying the age peculiarities of the first form pupils and working out the methods of teaching English in the first form and stimulating cognitive activity of them.

Aim of the research is to reveal and study the most efficient ways and methods of stimulating cognitive activity of the first form pupils at the English lessons.

The tasks of the research:

- to study the theoretical foundation of the problem;
- to observe, analyse the literatures and give conclusions;
- to study age peculiarities of the first form pupils;
- to work out the methods of stimulating cognitive activity of the first form pupils and give the recommendations.

The object of research: stimulating cognitive activity of the first form pupils.

The subject of research: stimulating cognitive activity of the first form pupils at the English lessons.

Theoretical value: analyzing literatures on the problem were given some conclusions, given conclusions and opinions may be used for doing manuals, qualification works devoted to the stimulating cognitive activity of the first form pupils at the English lessons.

Practical value: worked out the methods of stimulating cognitive activity of the first form pupils at the English lessons and were given the recommendations which may be used during the process of stimulating cognitive activity of the first form pupils at the English lessons.

Chapter I. STIMULATING COGNITIVE ACTIVITY OF THE FIRST FORM PUPILS AND ITS PLACE IN THE PROCESS OF TEACHING ENGLISH

1.1. The concepts of cognitive activity and motivation

The concept of cognitive activity is multidimensional and many-sided. Activity in a broad sense is biologically caused property of the person, the special attention is given to its orientation on a certain kind of activity and ways of satisfaction. Concerning cognitive activity it means the formation learning motivation at schoolchildren and teaching them to skills of getting and using information, i.e. skills of cognitive activity which define possibility of realization of productive teaching and cognitive activity. Productivity of activity, causing positive emotions and feelings, thereby promotes preservation and hardening of cognitive interests, stimulating the further cognitive activity. Necessary condition of realization of cognitive activity is the self-control expressed in ability to regulate the behavior depending on character and activity conditions, in particular, to show strong-willed efforts in target achievement. The formed educational activity, assuming presence of ability to self-control of behavior, reflection, steady learning motivation, allows the schoolchildren to realize the cognitive activity in the adequate ways. Formation of the pupil as a subject of educational activity is impossible without a certain level of development of mental cognitive processes, first of all thinking as realization of reflection, self-control and self-estimation assumes forming operations of cognitive activity: the analysis, synthesis, comparison, generalization etc. Disorganization of educational activity skills generates decrease in efficiency of learning process and as consequence, success of teaching that brings to motivation loss in educational cognitive activity.

At school age without exaggeration it is possible to name the formation of learning motivation as one of the central and fundamental problems of modern school

as well as local and foreign psychology problem. Its importance is connected with the analysis of sources of activity of the person, incentive forces of its activity, behavior.

Throughout many years the motivation question is an object of research of teachers, scientists. The question on motivation at an initial step of learning has special importance as fundamentals to make children have desire and skills to study, are based at younger school age. The motive is a source of activity and carries out the function of prompting and sensibility. [Markova A.K. 1990; - c.192]

The motivation is an internal psychological characteristic of the person which finds expression in external displays, relating the person to world around, various kinds of activity. The educational cognitive motivation of younger schoolchildren is their active approach to study and desire realization to study well. In order to make the child to have a proof internal motivation "wish to study well", it is necessary, that everyone spoke to itself (himself): "I can! I will achieve!" It is possible to allocate five types of motivation:

1. The target motivation - is well acquired that is necessary for this activity, on what it is directed and by means of what is carried out.
2. The success motivation - if a subject "is possible", it is studied with doubled interest. The motivation considerably increases in studying foreign languages whether the prospects of using knowledge are realized not only at a class but also in out-of-class activity.
3. The regional geographic motivation – the language quickly reacts to all social changes in a life of this or that country. The morals and traditions of the country are reflected there. All it has huge value for understanding the social nature of the language.
4. The aesthetic motivation helps to transform language learning into pleasure.

5. The means of motivation considers temperament of learners and gives the chance to each pupil to express itself in a favorite kind of works. [Solovova E.N.,2008.- p.272]

There are questions on why one child studies with pleasure, and another - with indifference? What to do, make learning more fascinating and successful? The answer to these questions is the decision of a problem motivation of the schoolchild.

Motivation formation is not "rearrangement" the teacher obliges the pupil from the outside of set motives and the learning purposes. In teaching practice motives formation of the learning is a creation of such conditions at which there will be internal promptings (motives, the purposes, emotions) to the learning; comprehension by their pupil and the further self-development of the motivational sphere . The teacher thus acts not in a role of the simple observer behind how the motivational sphere of pupils develops , it stimulates its development by system of psychologically thought over methods.

Under motive which induces the schoolchild to study, it is meant not a one but a number of motives of various characters which can be broken into following groups:

- educational- cognitive (interest to the learning, aspiration to no genesis, cognitive requirement, inquisitiveness, etc.);
- direct-inducing (brightness, novelty, entertaining, fear before punishment, etc.);
- perspective- inducing (responsibility, a call of duty, etc.).

Numerous researches show that for the formation of high leveled educational motivation at schoolchildren it is necessary to conduct self-determined work. The educational cognitive motives which take a special significance among the presented groups , are formed only during active development of educational activity.

What forms of work serve for stimulation of cognitive activity of pupils, formation of learning motivation?

- didactic games and exercises;
- the pupil focused approach in training and education;
- out-of-class actions for subjects;
- creative works of pupils in different subjects;
- conducting tests subject competitions
- use of various pedagogical technologies (problem teaching, games, teaching tasks etc.);
- teaching integration (conducting integrated lessons)

In psychological context the motivation represents difficult association, "alloy" of motive forces of the behavior, opening to the subject in the form of requirements, interests, inclinations, the purposes, ideals which directly determine human activity. The motivational sphere or motivation in the broad sense of the word from this point of view is understood as a core of the person to which its such properties, as an orientation, valuable orientations, installations, social expectations, claims, emotions, strong-willed qualities and other socially-psychological characteristics "are pulled together". It is possible to assert that, despite a variety of approaches, the motivation is understood by the majority of authors as set, system of psychologically diverse factors determining behavior and activity of the person.

The educational motivation is defined as a private kind of the motivation included in activity of the learning, educational activity. As well as any other kind, educational motivation is defined by variety of factors specific to this activity.

First, it is defined by the most educational system, educational institution where educational activity is carried out; secondly, - the organization of educational process; thirdly, - subject features trained (an age, sex, intellectual development, abilities, level of claims, a self-estimation, its interaction with other pupils etc.); fourthly, - subject

features of the teacher and first of all system of its relations to the pupil, to business; fifthly, - specificity of a subject. [Vasileva M. M. 1988; - p.131]

1.2. Role of motivation in foreign language learning

We understand it or not, but each moment of the life we are motivated to do something: whether to satisfy physiological requirements (to eat, sleep) or spiritual requirements (to write verses, to go to theatre, to draw landscapes). If the motivation is absent in general it means that the person is dead. If the person knows that it needs to reach something, i.e., he is motivated to satisfy the requirement - it can curtail mountains. Fight will be won not by the one who is stronger on physical parameters, and the one who wishes to win more. In a team there can be talented players, but play is grey and blankly. To win, the will to win, that is, motivation is necessary. The history of wars can give many examples when outnumbering and the armed army is better lost battle as was less motivated to a victory.

The motivation problem in the learning arises in each school subject. However especially sharply there is a problem of motivation of studying foreign languages in high school. Researchers of a question of motivation cite the data about its decrease from a class to a class. It is thus remarkable that till the moment of studying of a foreign language and right at the beginning at pupils, as a rule, high motivation. They would like to express on a foreign language with contemporaries; tempting possibility to recite a poem is represented and to sing songs on a foreign language; reading, to learn about other countries. Many children see in studying foreign language something "adventure", penetration into the new unfamiliar world; attractive possibility to reincarnate is represented:" Me - speaking on a native language "," Me - speaking on a foreign language ". In a word, almost all have a desire to own a foreign language, to be able to communicate directly, through the book and correspondence. But here process of mastering foreign language begins and the relation of pupils

varies, many are disappointed. After all this process assumes the accumulation period of "a building material", a stage of inevitably primitive maintenance, overcoming of various difficulties that removes achievement of the purposes of which it was dreamt. [Zimnyaya I.L.,2003 - p. 450]

There is a question: whether the recession of motivation with all consequences following from here is the objective process to which cannot resist? Fortunately, it denies experience of the best teachers which pupils successfully seize a foreign language in demanded limits. They feel the progress and the satisfaction, therefore high motivation test from it accompanies all period of their learning, considerably supporting and enriching it.

Regarding motivation as the major spring of process of mastering foreign language, productivity providing it, it is necessary to mean the following: the motivation is the part of the subjective world of the pupil, it is defined by its own promptings and the predilections realized by it by requirements. From here all difficulties of stimulating motivation from outside. The teacher can only affect it, creating preconditions and forming the bases on which base pupils have a personal interest in work.

The teacher will do it better if he is able to imagine himself in the place of a pupil, i.e., to reincarnate in it. In this case he can not only learn motives of activity of the pupil but also from within cause, develop and correct them. An indispensable condition of such mental transformation is the good knowledge of the pupils. The teacher should imagine also all arsenals of the motivational means, all types and subtypes of motivation and their reserves. Then it will be possible to correlate precisely the maintenance of educational process on all its extent with corresponding types of motivation, i.e., to create the proof accompanying motivation forming progress in mastering foreign language. [Bim I.A.,1998.- p.330] Purposes put before a subject "foreign language", should be solved by methodically competent teacher,

owning modern technologies of teaching foreign language, knowing psychology-pedagogical features of pupils of younger school age. Beginning teaching from second form, it is very important, that processes of education and development of pupils go in the tideway of modern techniques.

As it is known, the quantity of teachers of a foreign language which have special preparation for work with kids, is insignificant. At the same time ability competently to train in dialogue on a foreign language of younger schoolchild which yet quite own communicative abilities on a native language, - a problem rather hard and responsible. The love to a subject at the given age is very closely connected with sensation of psychological comfort, pleasure, requirement and readiness for dialogue which are created by the teacher at a lesson.

The successful beginning of training to a foreign language promotes creation of high motivation to studying foreign languages. The success of training and the relation of pupils to a subject in many respects depend on that, how much interestingly and emotionally the teacher conducts lessons. Certainly, in the course of training to foreign languages of pupils of younger school age the game has great value. The more pertinently the teacher uses game receptions, presentation, the more interestingly and strongly acquires a material at a lesson.

In respect of methodical continuity it is desirable to provide smooth transition of children from one step of training to another, avoiding losses of the generated abilities and as less as possible injuring children. It is more easier if possible to reach it throughout all curriculum of teaching foreign language to adhere to the common strategy of training, providing an accurate formulation and achievement of the purposes of training of each step on interaction between them. Similar interaction is reached through programs and use of grants which consistently conduct the child from a preschool stage to an elementary school and from an elementary school to average.

In this context it is necessary to recognize the perspective manuals which are constructed on the common author's concept. The favorite and familiar textbook is the interlocutor, which "character" the child already knows well, with which it is easier to communicate. Each teacher-experimenter, proceeding from own features and also from possibilities of the pupils will creatively approach to training process but to create it should be chosen in the frame of the textbook, without breaking its principles. [Bobinskaya M.K.,2005-p.186]

1.3. Specificity of the foreign language lesson

The lesson is a basic organizational mode of study at school. It is not only important organizational, but, first of all, pedagogical unit of process of training and education, its morals, and also main principles, methods and tutorials receive a real concrete definition and find the correct decision and are embodied in a life only during a lesson and through it. Each lesson brings the specific contribution peculiar only to the decision of problems. The lesson carries out concrete function in which finds express a certain part in large-size blocks teaching material.

The lesson as the form of the organization of training has strongly taken the place at school as the basic organizational mode of study. A good lesson - business is not idle time. Art of carrying out of lessons in many respects depends on understanding and performance by the teacher of social and pedagogical requirements which are defined by school problems, laws and training principles. An important condition of carrying out of a lesson is competent statement of problems of a lesson and their successful realization. Teaching foreign language pursues realization of practical, educational and developing problems. Practical, or the communicative problem, "is aimed" at formation at pupils of the communicative competence, that is speech activity. General educational problems urged to lay the foundation for philological formation of schoolchild; to improve culture of training that is shown in specific communicative abilities: ability to begin conversation ,to support it, showing

attention, interest, to finish conversation. The considerable role is also given to educational problems. Educational value of a foreign language consists in education at pupils of the evaluating-emotional relation to the world, the positive relation to a foreign language, to culture of the people's speaking in this language. Developing problems plan ways of formation and development of motivational and emotional spheres of the person of pupils, valuable reference points, readiness for the further self-education in a foreign language. [Galskova N.D.,2000.-p.18] Foreign language lesson has the specificity as, unlike other subjects, as a teaching main objective formation of the communicative competence of pupils is put forward. Now the global purpose of mastering considers a foreign language familiarizing with other culture and participation in dialogue of cultures. This purpose is reached by formation of ability to intercultural communications. The teaching organized on the basis of tasks of communicative character, training of communications speaking another language, using all necessary for this task and receptions is distinctive feature of a lesson of a foreign language. [Galskova N.D.,Nikitenko Z.I.,1994.-p.21] the Initial stage is important also because how there is a training at this stage, the success in mastering by a subject at the subsequent stages depends. It is impossible to disagree with the English methodologist G.Palmer, who gave very much great value to the beginning in foreign language studying. So, he wrote: "Take care of the first two stages and the rest will take care of itself". Though in this statement besides an elementary step it is mentioned also intermediate, it does not remove importance of the first, that is the initial stage.

Besides, at the initial stage the methodical system taken as a principle of training to a foreign language is realized that from the first steps allows the teacher to enter into this system and to carry out teaching and educational process according to its substantive provisions. [Rogova G.V., 2000; - p.232]

As it is known, initial stage construction can be various concerning a language material, its volume, the organization; sequences in formation and development of

oral and written speech; the account of conditions in which teaching and educational process is carried out; disclosing of potential possibilities of the subject in the decision of the educational and developing problems facing to school. For this reason the initial stage in foreign language studying allows to lay the foundation for the communicative competence, necessary and sufficient for their further development and perfection in a course of studying of a subject.

1.4. Psychological bases of teaching junior school pupils to study English

Experiments of last years have confirmed that employment by a foreign language develop children, first of all, their logic thinking, lift their educational and cultural level, positive influence of studying of a foreign language and on knowledge of the native is observed. Duration sensitive, i.e. an optimum foreign language to start studying, the period psychologists treat differently, but most often they converge on the period with 4 till 8 years. Physiologists consider that there are brain internal clocks, also as there are in time stages of development of glands of internal secretion of the child. The child till 9 years - the expert in possession of speech. After that period brain mechanisms of speech become less flexible and cannot so easily to adapt to new conditions. After 10 years the child should overcome set of additional obstacles. The brain of the child has specialized ability of mastering language, but with the years it decreases. Speed and durability of storing material speaking another language at this age speaks both prevalence of mechanisms of long-term memory and the presence of inwriting (fixing material in consciousness under condition of presence of necessary stimulus and motivation).

Psychologists define time for inwriting till 9 years. Though this age has some restrictions to which opponents of early training like to refer: for example, the memory size at the child really is less, than at the adult, but also its language requirements too less. There are all bases to believe what exactly employment by language promote gradual increase in a memory size. Now it is possible to take for

granted that behind seeming ease of mastering the difficult processes constructed not on imitation, and on generalization, though and internally not realized stand a language material children, even in a habitat. It is established also that the child masters the second language easier, than the adult, only on the conditions of the vital dialogue for it which source for the given age is training game. Interest to possibility of real inclusion in new game provides true internal motivation of studying of a foreign language with children.

Game activity is the leader for the child from 3 till 10 years and its value is not lost in an elementary school. Training possibilities of game on a foreign language were marked by many known teachers: L.V.Vygotsky and D.B.Elkonin. The great Russian teacher Ushinsky, considered that at the correct organization of educational process teaching children to a foreign language should begin at preschool age. Ushinsky considered that the way of development of speech of the child is under construction on development of children's thinking, and it in turn, leans against concrete visions, on presentation.

Born speech function is allocated by specific abilities: the first feature consists that its activity is limited in time. During the certain period it is necessary to provide the child with necessary ability in environment - ability and ability to be trained. Through a certain time interval at the child speech, the speech mechanism is formed, and function loses the importance. Therefore during this period, when function operates, the child easily enough acquires language. Owing to fading of speech function begins impossible to assimilate process of training to a foreign language to process of mastering of speech. Therefore it is necessary to take advantage of power of speech function and not to refuse training of the child to a foreign language in the early childhood. At preschool and younger school age born speech function is for the present capable to operate and if correctly to organize pedagogical process on training to a foreign language they can extend a life of speech function.

All researchers assert that training should be focused on psycho- physiological age features of children. It is proved that special employment on a foreign language can be started with children of 4-10 years: till 4 years - it is senseless, and after 10 years - is useless to hope for positive result. Is better to begin studying foreign language at the age of 5-8 years when the native language system is well acquired, and to a modern language the realized relation was already generated. At this age more few speech stamps, are easy to reconstruct the thoughts on a new design and there are no great difficulties at the introduction into contact on a foreign language. And if the methodical system is constructed competently with lingo-didactic and the psycholinguistic points of view success in mastering by the offered limited speech material and creation of necessary preconditions for the further mastering of a foreign language it is provided to almost all children. Early training to a foreign language promotes not only to stronger and free possession to them, but also bears in itself the big intellectual, educational and moral potential.

Early teaching to languages:

- stimulates speech and general development of children and raises general educational value of elementary education, as general education base;
- acquaints with culture children of other people, forming thereby universal consciousness;
- creates favorable initial base for mastering by a foreign language, and also for the further training to language as formation of psychological barriers which arise at elementary education to a foreign language at the age of 1-11 years is prevented;
- provides possibility of earlier end of studying of the first language and connection of the second;
- improves the general abilities (ability to work with the book, reference books);

- forms special educational abilities (ability to work with the bilingual dictionary). [Vasileva M. M. 1988; - p.208]

It is necessary to notice that at competent construction of methodical system with lingo-didactic and the psycholinguistic points of view success in mastering the offered limited speech material and creation of necessary preconditions for the further mastering foreign language is provided to almost all children. The effect from foreign language lesson at younger school age will by all means positively affect development of children, culture of dialogue, will influence activization of all mental functions, will expand the general outlook of children.

Conclusion to Chapter I

In the pedagogical and psychological literature the problem of usage various methods as means of stimulating motivation in the achievement of success at younger schoolchildren English lessons is properly studied. In studying of this problem were engaged: A.S.Makarenko, Vygotsky L.S., Matjuhina M. V, Yakobson P. M, M.N.Skatkin, etc.

The motivational sphere or motivation in the broad sense of the word from this point of view is understood as a core of the person in which such properties, as an orientation, valuable orientations, installations, social expectations, claims, emotions, strong-willed qualities and other socially-psychological characteristics "are pulled together".

Cognitive motivation is defined as a private kind of the motivation included in activity of the doctrine, educational activity. As well as any other kind, cognitive motivation is defined by variety of factors specific to this activity.

Chapter II. WAYS OF STIMULATING COGNITIVE ACTIVITY OF THE FIRST FORM PUPILS AT THE ENGLISH LESSONS

2.1 Methods of stimulating cognitive activity of the first form pupils at the English Lessons

Efficiency of mastering foreign language depends not only on strategy of the trainee, but also from training strategy. The maximum effect can be reached in harmony of these strategy. The important factor, helping to reach this purpose, increase of efficiency of pedagogical influence of the teacher on pupils, their dialogue at a lesson in the conditions of full socially is psychological compatibility. Each teacher would like to make the lesson interesting and fascinating, to achieve that cognitive interest of schoolchild, their creative cogitative activity developed.

How to make the lesson interesting, fascinating and to achieve that children well and strongly acquired a language material? Having analyzed the big variety of receptions of the organization of educational activity, it is possible to apply role game, game in general, especially at the initial stage teaching.

For object in view achievement, namely development and perfection of communicative skills younger trained, at lessons it is necessary to apply game reception. As it is known, game - especially organized for the lesson, demands pressure of emotional and intellectual forces. Game always assumes decision-making - how to arrive what to tell, how to win. The desire to solve these questions aggravates cogitative activity. And if the child thus speaks on a foreign language, it opens rich training possibilities. Children over it do not reflect. For them game, first of all - fascinating employment. All are equal in game. It is feasible even to bad pupils. Moreover, the weak pupil on language preparation can become the first in game: resource and ingenuity here appear, at times, more important, than knowledge of a subject. The feeling of equality, enthusiasm and pleasure atmosphere, sensation task

fulfillment - all it gives the chance to children to overcome the shyness stirring freely to use in speech of a word of another's language, and well affects results of training. The language material is imperceptibly acquired, and together with it there is a content - "it appears, I already can speak on the same level with all".

Thus, games in educational process possess the big possibilities for the further formation and activization at trained skills of creative cogitative, cognitive activity.

Along with game reception at lessons the majority of teachers "Images" which promotes development in pupils of skills говорения, the creative initiative, recreating imagination of language ability to which the special attention here is given apply reception, is an ability to transfer images means of English language, using forms of verbal and nonverbal communications. The lexicon of pupils becomes more active , emotionally-intellectual installation on use of knowledge in a nonconventional communicative situation is formed.

Reception "Describe and represent" is one of ways of involving of pupils in process of dialogue with use of own lexicon on a foreign language. Universal, it is possible to use this reception for lexicon and grammar fastening. [Bocharova L.P. 1996; -p.27]

For development of communicative abilities songs are used. Songs are interesting to that pupils about what they speak and in what musical form they are presented. Songs motivate activity of pupils about something to inform, take an interest, that is the communications factor should win first place.

At learning of a song pupils receive the new information thanks to what cognitive activity is stimulated. For example, studying a song "" pupils learn , how parts of a body and organs of smell in English are called.

It is necessary to mention aesthetic motivation. It influences formation of positive feelings, emotions, develops imagination. All it is possible, when pupils with pleasure sing the song on a foreign language.

Use of songs promote:

- to perfection of skills of a pronunciation
- allows to reach accuracy in an articulation, rhythmic and intonation
- deepens knowledge on English language
- enriches a lexicon
- develops skills and abilities of reading and audition
- stimulates the monologue and dialogical statement
- develops both prepared, and spontaneous speech.

Moreover, the song brings into process of studying language a conviviality element, not traditional character that essential impact on emotional sphere of trainees makes. It is noticed that activity speaking another language against music promotes not only to material storing, but also takes off weariness in the course of training.

At maintenance selection it is necessary, that the teaching material was emotionally rich, was remembered. It is necessary to include in a material of lessons accurate, concrete images. If pupils do not see pictures of a public life, cultures, the countries, people acquire only verbal formulations deprived of the vital maintenance which quickly are forgotten. In work with pupils besides the manual and teacher text there is a rich possibility to use video lessons. [Galskova N.D. 2004; - p.55]

The greatest interest in teaching is caused by the communicative tasks connected with dialogue speaking another language. Children remember words if it is necessary to use them in speech. Dialogue at a lesson of English serves for them as

motive of mastering new words. Results show that communicative receptions are favorite activity of pupils at a lesson.

Despite all variety of methods and receptions in teaching English to younger schoolchild, nevertheless there were some difficulties. Teaching English to children of younger school age (1 and 2 classes) is based on their age and psychological features, namely: fast fatigue, involuntariness of attention, subconscious level of storing. Simultaneously it is necessary to carry motivational problems to the basic difficulties of development of communicative abilities, such as:

- pupils do not have not enough language and speech skills for solving the task ;
- pupils are not involved in collective discussion of a subject at a lesson some reasons;
- pupils can not stand in necessary quantity the duration of dialogue on a foreign language. Especially it concerns weak children.

Therefore it is necessary to consider physiological and psychological features of children and to provide such kinds of work which would remove stress and weariness. At the training initial stage to English language the gymnastics with use of a various kind of movements and dances join in a lesson. But at its carrying out the purpose to remember a language material is put before pupils.

Use of verses and rhyming allows to remember strongly the basic grammatical models and to use them in daily practice. Besides, training process turns to fascinating game that supports interest to the given subject.

The big role in maintenance and preservation of interest to a subject, development of cognitive activity, to transfer of training from teaching on management of independent teaching cognitive activity of pupils belongs to non-standard forms of a lesson. The non-standard lesson includes the diversified, emotionally-bright, nonconventional methods and receptions of training which not

simply raise motivation of training of children, but also serve development of those or other abilities: abilities to recite a poem, developing произносительные skills, to dramatize this or that situation, both literary, and vital, to sing on a foreign language, abilities to react and state the estimation in conversation, to give the information on events and the facts, to observe speech etiquette, widely to get acquainted with traditions, customs and a cultural heritage of the English-speaking countries. All activity of pupils at a lesson is subordinated the main communicative purpose of teaching of English language.

It is important, that children have been liberated, together with the teacher "created" a lesson, not only and it is not so much knowledge and possession of pupils of a language and speech material is defined by efficiency of formation of communicative skills of younger schoolchild, how many readiness and desire of children to participate in intercultural dialogue in English. It is possible, if instead of listening ,speaking, reading or writing on a foreign language, there will be lively and active dialogue with the teacher and with each other. To interest children in foreign language studying, it is necessary to organize such educational process which would cause high motivation and has provided their activity at a lesson. The listed methods and receptions promote development of wide cognitive motives at younger school age, this age is favorable for development of cognitive motives.

2.2.Games. The role of games in stimulating cognitive activity of the first form pupils at the English Lessons

The game, specific in the course of training and a kind of activity peculiar to the child, was and remains an object of research both domestic, and foreign scientists. In the XIX-th century the leading part of the intelligency, being anxious with the education of children of preschool age, called tutors and parents to use an educational

role of game. Game serves as a tutorial to language, developments at pupils the speech skills and abilities.

Game - a principal view of activity of the child of preschool age. In school training game does not disappear, it remains as a collateral, minor kind of activity along with the educational.

Basic for work of the teacher is as A.S.Makarenko's statements: "game has great value in a life of the child, has the same value what at the adult has activity, work, service. What child in game, will be that in many respects it in work when will grow".

Game at a lesson represents itself as reception of fastening of knowledge and a way of training. As well as any other kind of activity, game begins with the inducing reason (motive), pursues a definite purpose, has concrete, clear to the child the maintenance and an executive part - game actions. In game there is a necessity something to tell. It is dictated by internal desire of the child to take part in dialogue, in game action. The brilliant researcher of game D.B.Elkonin believes that game is social by the nature and direct saturation and reflection of the world of adults. Naming game "arithmetics of social relations", Elkonin treats game as the activity arising at a certain stage, as one of leading forms of development of mental functions and ways of knowledge the child of the world of adults.

Game - especially organized lesson demanding pressure of emotional and intellectual forces. Game always assumes decision-making - how to arrive what to tell, how to win? The desire to solve these questions aggravates cogitative activity of the playing. And if the pupil thus speaks on a foreign language, it opens rich training possibilities. Children over it do not reflect. For them game, first of all - fascinating lesson. All are equal in game. It is feasible even to bad pupils. Moreover, the weak pupil on language preparation can become the first in game: resource and ingenuity here appear at times more important, than knowledge of a subject. The feeling of

equality, enthusiasm and pleasure atmosphere, sensation *посильности* tasks - all it gives the chance to children to overcome the shyness stirring freely to use in speech of a word of another's language, and well affects results of training. The language material is imperceptibly acquired, and together with it there is a content - "it appears, I already can speak on the same level with all". [Vygotsky h.p. 1991; - p.400]

Game - means the activization of a lexical and grammatical material, development of skills and abilities of all kinds of activity. By means of game the pronunciation is well fulfilled, the lexical and grammatical material becomes more active, skills of audition, oral speech develop. In game powers of thinking of the child develop creative. In it decision-making is supposed: how to arrive, what to tell, how to win. Training games help to make process of training to a foreign language interesting and fascinating. The feeling of equality, enthusiasm atmosphere give the chance to children to overcome shyness, constraint, to remove a language barrier, weariness. At a lesson it is possible to bring a game element and then even the most boring employment gets the fascinating form in activity any kind. Game is one of strong motives in teaching foreign language.

Game activity in the course of teaching carries out following functions:

1) Teaching function consists in development of memory, attention, perception of the information, development common teaching skills, and also it promotes development of skills of possession by a foreign language.

2) Educational function consists in education of such quality, as the attentive, humane relation to the partner in game; the feeling of mutual aid and self support also develops. The pupil enters phrases-cliches of speech etiquette for improvisation of the speech reference to each other on a foreign language that helps education of such quality, as politeness.

3) Entertaining function consists in creation of favorable atmosphere at a lesson, transformation of a lesson into interesting and unusual event, a fascinating adventure, and at times and in the fantastic world.

4) Communicative function consists in creation of atmosphere of dialogue speaking another language, association of collective of pupils, an establishment of the new emotionally-communicative relations based on interaction on a foreign language.

5) Relaxation function - removal of the emotional pressure caused by loading on nervous system at intensive training to a foreign language.

6) Psychological function consists in formation of skills of preparation of the physiological condition for more effective activity, and also reorganization of mentality for mastering of great volumes of the information.

7) Developing function is directed on harmonious development of personal qualities for activization of reserve possibilities of the person. [Vyatutnov M.N.,1980.-p.52]

For the child game is interesting, fascinating interaction with the teacher and contemporaries in whom statements of certain type are dictated by internal requirements of game.

Certainly, it is not necessary to forget that game on foreign language lesson is not simply collective entertainment, and the basic way of achievement of certain problems of teaching at the given stage - from the smallest speech skills to ability to have independent conversation.

Requirements to game as to a way of achievement of problems of teaching:

1) it is necessary to know precisely, which skill, ability train in the given game that the child was not able to do before carrying out of game and to that he has learnt in the course of game. If in game the child repeats songs and poems, reproduces the

learnt dialogues in game it does not get new skills. If he has learnt to change words, to select the necessary word for sense, to build independently word-combination or the text or only a phrase then the child gets new skills;

2) game should put the child before necessity of mental effort, at least even the tiny. It is not obligatory to give to children of a game rule in strict formulations, it is possible to use any scheme or drawing.

As concerning the forms of game, they are extremely various.

By the form game activity is divided into:

- physical (impellent);
- intellectual (intellectual);
- industrious;
- social;
- psychological.

On character of pedagogical process following groups of games are allocated:

- 1) training, teaching, supervising, generalizing;
- 2) cognitive, educational, developing;
- 3) reproductive, productive, creative;
- 4) communicative, diagnostic, vocational guidance

On character of a game technique it is possible to divide into:

- the subject;
- the object;
- the role;

- the business;
- the imitating;
- games-dramatizations.

There are six main objectives of using games at foreign language lessons:

1. Formation of certain skills;
2. Development of certain speech abilities;
3. Training to be able to communicate;
4. Development of necessary abilities and mental functions;
5. Knowledge (in formation sphere actually language);
6. Storing of a speech material.

It is possible and necessary to include game into process of teaching foreign language from the first lessons. For example, in teaching numbers various "calculations" can be used, not simply learning them by heart, but using them during the physical exercises which are necessary for small children to relax at a lesson. In working with children of preschool and younger school age it is possible to use toys, as an introduction of a new lexical material and its fastening, and an introduction and teaching of some grammatical structures. In games of this kind we deal with one - two speech samples repeating repeatedly. Therefore from the point of view of the organization of a verbal material such game that other as verbal exercise, but, transforming usual verbal exercise into game, we avoid boredom and dispersion of attention, inevitable at routine learning, we create emotionally comfortable conditions, we raise interest to foreign language studying.

On the other hand, any game represents some situation which construction reminds drama product with the plot, the conflict and characters. The game situation

is a reflection of a situation of a real life. Thus, we create possibility of repetition of the speech sample (situation-varied exercise) in the conditions approached to real speech dialogue with signs inherent in it - an emotionality, purposefulness of speech influence. Use of games at lessons helps to solve many psychology -pedagogical problems of group, helps its participants to overcome difficulties and barriers, to develop adequate forms of behavior. Game promotes revealing of creative abilities, development of personal creative potential, lifts a self-estimation, develops ability to make independent decisions. By means of game it is possible to develop memory, attention, perception, to regulate a psychophysical condition of group, to remove aggression and psycho-emotional pressure, to master new abilities, to develop skills and simply to have a rest and fun.

In summary, it is important to notice that the lesson cannot consist of one game. At all appeal of game as modes of study the place and time of its carrying out at a lesson depend on many factors: preparations of pupils, complexities of a studied material, specific goals and conditions of a lesson and even mood of each concrete group of pupils at each concrete lesson. Use of games at foreign language lessons is of great importance and for acquisition of new skills, and for development of motivational needs of the pupil, and also promotes formation of amicable collective in a class and certainly, bring up responsibility and mutual aid of pupils as in the game they should be "one command", constantly hanging together. [Bim I.L. 1989; - p. 21]

2.3 Music, verses, songs - the perfect psychological stimulus, piercing into depths of consciousness

It is well-known that all people have the culture, the cultural wealth, the attitude, and it is reflected in their language. The teacher of a foreign language - first of all the teacher of the culture speaking another language whose problem consists in familiarizing pupils with culture of the people - the native speaker. One of the ways

of the decision is studying the literary and song heritage of the country of studied language.

In the conditions of formation humanization when the person of the growing person is in the centre of all educational and educational activity, search of effective ways and training receptions including training to a foreign language the steadfast attention of many scientists draws, of methodologists and teachers. One of such effective receptions of training - use of poetic and song materials at foreign language lessons.

Almost all teachers and the methodologists working with children at different grade levels, give the big role to poetic texts and songs at foreign language studying. Some manuals entirely are based on use of poetic texts: either authentic, or specially composed. Importance of this work is difficult for overestimating.

Each teacher, who only have started teaching foreign language is aspired to make the lessons creative and entertaining in order not to extinguish that desire and interest of younger schoolchild next years. The problem of the teacher - to achieve that interest was constant and steady. And there, where interest, there is success.

Work with English songs, verses and proverbs carries out not only educational, but also educational and developing problems, the inner world of the child enriches, expands its lexicon, helps to acquire better a lexical and grammatical material, imparts love to poetry of the country of studied language, learns to see beauty of the nature and human feelings. The poetry gives an impulse to creative imagination of children and possesses huge potential of emotional influence.

Approaches to work on verses depend on age of pupils, from their creative abilities and from what problems are put by the teacher. Many problems, such as training to phonetics, grammar, lexicon and transfer, dare in a complex. Poem or song studying occurs at several lessons more often. It depends on volume, presence of

unfamiliar words and grammatical structures. At a lesson it is possible to use songs and verses on phonetic gymnastics, for fastening, a lexical and grammatical material as some kind of a relaxation in the middle or in the end of a lesson when children have got tired also it the discharge removing stress and restoring them working capacity is necessary. Acquaintances of a song in mother tongue are very well perceived by children. If there is time at a lesson it is possible to dramatize a song or a read a verse on roles.

One of the most effective ways of influence on feelings and emotions of schoolchild is the music representing, "the strongest psychological stimulus, getting into depths of consciousness" (Levi V.) Therefore in the senior classes modern, popular songs among youth can become stimulus for conversations and discussions. It is one of kinds of speech dialogue, means of stronger mastering and expansion of a lexical stock since includes new words and expressions. Already familiar lexicon here meets in a new contextual environment that helps its activization. Songs promote perfection of skills of a pronunciation speaking another language, ear for music development. It is known that the ear for music, acoustical attention, the acoustical control are in close interrelation with development of the articulation device. It is possible to suggest for pupils to bring them on a lesson in record. It is desirable, that they were interesting under the maintenance and stimulated pupils to the subsequent discussion, statements of the relation to a song, its maintenance and execution.

To use songs and verses at lessons of English language it is necessary and it is possible. They are the most easiest to choose for classes of a younger and middle age. For classes of the senior age to select verses and especially songs it is much more difficult. However it is not an insoluble problem.

Thus, work with verses, songs and fairy tales serves as an effective remedy of mastering of a language material, development of memory, attention and creative

activity of pupils, brings up feelings of tolerance and respect for a creative heritage of the countries of studied language. [Negnevitskaya E.I., 1997-p.18]

Dramatization and performance are not identical receptions of the analysis; their inclusion in analysis promotes mastering of patrimonial and composite features of a literary work; dramatization and a fairy tale performance develops imagination, oral and written speech of pupils of elementary grades.

Specificity of actor's art consists in the following: live actor's action demands full inclusion of the executor in realization of offered circumstances. Hence, statement of the younger schoolchild in the offered roles on a foreign language makes active its emotional, intellectual, moral, social, labor experience and develops it. The primary goal of theatrical tutors consists in transforming the schoolchild into the actor, and to use means theatrically-performing art with a view of formation and development, formation comprehensively developed, harmonious, the creative person.

In application of dramatization of fairy tales at lessons of a foreign language at younger schoolchild the communicative orientation of training ceases to be the usual declaration, and becomes one of principles of educational process. Dramatization we understand as technology of training and the education, directed on development of the younger schoolchild communicative skill by means of works of art.

In the course of working out of a technique of dramatization of a fairy tale as development means of younger schoolchild's communicative skill at teaching foreign language it has been established that process of work of the teacher over fairy tale dramatization can be broken into five stages:

- reading of a fairy tale and achievement of profound understanding of words, word-combinations, offers and the text as a whole;
- work on the text of a fairy tale taking into account linguistic features of use of traditional formulas of a national fairy tale;

- work with characters on sketches, the scenario and music as a whole, performance installation;
- work on decorating, properties subjects, suits;
- display of performance and its estimation.

Dramatization creatively exercises and develops the diversified abilities and functions: speech, intonation, imagination, memory, observation, attention, associations, technical and art abilities (work on a scene, properties, suits, scenery), the impellent rhythm, plasticity etc., thanks to it expands the creative person of the child. Thanks to it the emotional sphere develops, the person thereby is enriched; the liking, compassion, a moral sense develops, ability to reincarnate in others is brought up, to lead their life, to feel their pleasure and a grief.

The fairy tale is optimum kind of a text for the given age of pupils and a grade level , allowing to involve younger schoolchild into game (with attraction of active methods of training), and educational activity.

2.4 Features of non-traditional lesson sample

Today the increasing attention is given to the person - to its consciousness, spirituality, culture, morals, and also highly developed intelligence and a mental potential. Accordingly, extreme importance, a severe need of such preparation of rising generation at which the high school would be ended by the formed intellectual persons possessing knowledge of bases of sciences, the general culture does not raise the doubts, abilities independently and flexibly to think, initiatively, creatively to solve vital and professional questions.

At schools there should be the constant search, which purpose - to find new forms and the receptions, allowing to merge in uniform process work by training, to development and education of pupils at all grade levels. It is necessary for collective

of teachers of schools to realize the concept which assumes necessity of maintenance of pupils strong knowledge of a material of the program with simultaneous realization multifunctional developments and formations of the person of each trainee - taking into account its individual abilities and possibilities.

Ways and methods of realization of these principles should be in significant degree creative, nonconventional and at the same time effective.

Nonconventional forms of English lesson are realized, as a rule, after studying of any theme or some themes, carrying out functions of the training control. Such lessons pass in unusual, nonconventional conditions. Similar change of habitual conditions is expedient, as she creates holiday atmosphere at summarizing of the done work, removes the mental barrier arising in traditional conditions because of fear to make a mistake. Nonconventional forms of a lesson of a foreign language are carried out at obligatory participation of all pupils of group/class, and also realized with indispensable use of means of acoustical and visual presentation. At such lessons it is possible to reach the most different purposes of methodical, pedagogical and psychological character which can be summarized as follows:

- the control of knowledge, skills and abilities of pupils on a certain theme is carried out;
- business, working atmosphere, the serious relation of pupils to a lesson is provided;
- the minimum participation at a lesson of the teacher is provided.

Methodically highly effective, realizing nonconventional modes of study, developments and education of pupils are a lesson - performance, a lesson - a holiday, a video lesson, a lesson - excursion, a lesson - interview and other forms of employment.

ICT and the Internet at foreign language lessons

The Internet possesses enormous information possibilities and not less impressionable services. No wonder, as teachers of a foreign language have estimated the potential of the Internet global network. But first of all it is necessary to remember didactic problems, features of cognitive activity of the pupils, the caused definite purposes of formation. The Internet with all resources is an implementer of these purposes and problems.

Therefore first of all it is necessary to define, for what decision of didactic problems in practice of training of a foreign language there can be useful resources and services which represents a world web.

The Internet creates unique possibilities for foreign language studying, using authentic texts, to communicate with native speakers, i.e. he creates the natural language environment.

At first we will recollect features of a subject "foreign language". The Main objective - formation of the communicative competence which provides formation of ability to intercultural interaction. Presently this purpose is the most demanded pupils.

It is necessary to note one more feature of a subject "foreign language". To train speech activity it is possible only in dialogue, lively dialogue.

Preparing for the next lesson, it is important for a teacher to keep in mind didactic properties and functions of each selected tutorials, being clear in the mind, for the decision of what methodical problem this or that tutorial can appear the most effective.

Concerning the subject of our discussion - the Internet it is also important to be defined, for what purposes we are going to use its possibilities and resources. For example:

- for inclusion of materials of a network in the lesson maintenance;
- for independent information search of pupils within the limits of work on the project;
- for liquidation of blanks in knowledge;

Using information resources of the Internet, it is possible, integrating them into educational process, more effectively to solve variety of didactic problems at a lesson:

- to improve ability of audition on the basis of authentic sound texts of a network the Internet;
- to fill up a lexicon, both active, and passive lexicon of the modern language;
- to form steady motivation of activity speaking another language.

Inclusion of materials of a network in the lesson maintenance allows pupils to understand better a life on our planet, to participate in joint research, scientific and creative projects, to develop inquisitiveness and skill.

Video lesson

To seize the communicative competence in English, without being in the country of studied language, business rather difficult. Therefore the important problem of the teacher is creation of real and imagined situations of dialogue at a lesson of a foreign language with use of various working methods.

Not less important it is considered familiarizing the schoolchild with people cultural values - the native speaker. In these purposes authentic materials, including video films have great value.

Their use promotes realization of the major requirement of a communicative technique - to present process of mastering by language as comprehension of live

culture speaking another language; an individualization of training and development and motivation of speech activity of trainees.

One more advantage of a video film is its emotional influence on pupils. Therefore the attention should be directed on formation at schoolchild of the personal relation to the seen. Video film use helps also to development of the various parties of mental activity of pupils, and first of all attention and memory. During viewing in a class there is an atmosphere of joint cognitive activity. In these conditions even the inattentive pupil becomes attentive. To understand the film maintenance, it is necessary for schoolchild to make certain efforts. So, the involuntary attention passes in any, its intensity influences storing process. Use of various channels of receipt of the information (acoustical, visual, motor perception) positively influences durability fixation of regional geographic and language material.

Thus, psychological features of influence of educational video films on pupils promotes an intensification of educational process and creates favorable conditions for formation of the communicative competence of pupils.

Practice shows that video lessons are an effective mode of study.

Lesson-holiday

Rather interesting and fruitful form of carrying out of lessons is the lesson-holiday. This form of a lesson expands knowledge of pupils of traditions and the customs existing in the English-speaking countries and develops at schoolchild of ability to the dialogue speaking another language, allowing to participate in various situations of intercultural communications. [Kolesnikova I.E.]

2.5 Assessment as the means of motivation for studying foreign language by junior school pupils

Ability of first form schoolchild correctly estimate itself or the schoolmate, performing work in steams, groups is individually important not only at lessons, but also after them. "New state standards on foreign languages assume:

- objective estimation of the educational achievements;
- possession of skills of the control and an estimation of the activity;
- the account of opinion of associates at self-estimation;
- estimation of the contribution at performance of the group task.

To teach children to estimate is necessary from an elementary school when estimation process is one of effective factors of successful teaching. Estimation is important for all participants of educational process:

- parents wish to see successes and failures of the child;
- the teacher wishes to see progress of the pupil;
- it is necessary for pupil to feel the success;
- the administration wishes to know results of teaching.

Thus, the problem -inability of younger schoolchild to estimate himself and his schoolmates - is actual and significant.

Younger schoolchildren wish to be positively estimated on each lesson, it is necessary for them to see own progress and simply to receive a praise of the teacher.

How to make estimation process more effective, motivating pupils on the further successful training, how to make, that children were not afraid to be estimated?

As teachers we are responsible for successes of children before pupils, their parents, and school administration. Besides, to know that is able and our pupil knows it is necessary also for ourselves.

Traditional testing and formal estimated system (exhibiting of estimations) are not ideal for younger schoolchildren. Estimations can negatively affect their self-estimation, motivation and the relation to studying of English language. The special system of estimation which would take into consideration their ability to creativity, love to games, singing, learning of rhyming, love to role games and thirst of activity, system which would be based on their specific psychological features, cognitive development and areas of interests is necessary to kids. Such system should be positive and directed on the pupil.

It is impossible to forget that estimation is important for all participants of educational process:

- teachers wish to see efficiency of their methodical receptions and also that it is necessary to improve for achievement of the best results;
- it is necessary for children to see the progress and achievements;
- parents should be well informed about successes and failures of the child;
- the school administration wishes to know results of training at younger school.

It is possible to tell that estimation is a measurement of activity of the pupil by different ways, diagnostics of its problems and the successes made in the benevolent form [Ledneva V. S. 1998; - p.226.].

The problem of teaching foreign language in an elementary school is especially actual in connection with the issue of the decree and the acceptance of the new basic curriculum which assumes modernization of language formation. Development of

communicative abilities in reading occurs at each lesson and comes to the end with the decision of any language problem, and estimation of results of mastering the given kind of speech activity is an indicator of success of each pupil.

All participants of educational process estimate the activity of each other: teachers through supervision, games, tasks, etc.; children - through a self-estimation or a group estimation; parents through conversation with teachers and children; administration through visiting lessons and acquaintance with children's works.

If to take into consideration that the motivational purposes is more important than substantial ones at initial teaching stage it becomes clear that first of all the subject to estimation belongs to the substantial part of language than the literacy of its use by children. Estimation of traditional language abilities (listening, reading, speaking, writing) as well as grammar, lexicon and pronunciation are necessary to make together with other problems. And additionally it is necessary to estimate how quickly and qualitatively younger schoolchildren use a foreign language for communications.

In estimating children, it is necessary to use variety of estimated tools and approaches. The teacher should be qualified enough skillfully to combine all kinds of estimation in the most effective image. [Vygotsky J.C., 1991; - p.400.]

Proceeding from psychological features of younger age group accents in estimation are displaced [by Galskova N.D. 2004. - p.49]:

- the informal
- self-estimation
- group (or an estimation of the schoolmate)
- the formal

Let's consider each estimation kind separately.

Informal estimation is a system of supervision and data gathering that from itself the pupil in normal conditions of training represents.

The purpose of informal estimation is noticing even small progress and to try to strengthen it by a praise and support. It can be made in different ways:

- not to stint an oral praise at good results;
- to give friendly written comments in working writing-books;
- to give color figures with words "it is good!", "it is excellent!" and others;
- to give small gifts (calendars, labels, sweets etc.);
- to draw or stamp cheerful or sad faces ;
- to create a portfolio.

Portfolio - one of the most popular ways of estimation of younger schoolchildren. Successful works, children's achievements in the form of reading and writing, cards or small gifts, a photo, results of tests, audio and video recordings are presented there. The portfolio perfectly informs parents, children and teachers, and also estimates the personal contribution and progress to language studying. This document belongs to the child, and he independently decides what there to put, i.e. the portfolio promotes participation of the child in an estimation of the work. Performance of these simple recommendations helps the teacher to estimate accurately an educational situation in a class. It takes away a lot of time, but is worthy of it. Informal estimation bears the latent character and consequently does not frighten children and helps to avoid stress which is inevitable marking estimation.

Self-estimation is the estimation held by the child, on purpose to measure own success.

This kind of estimation is especially important for the given age owing to following reasons:

- it provides children's psychological safety and an autonomy;
- it is a necessary component of the concept which assumes training during all life since in the future the majority of today's pupils, working independently, will be compelled to estimate itself and the competence correctly and fairly. Self-estimation is important not only within the precincts of school, but also for all adult life. Use of scales of a self-estimation can help teachers and younger schoolchild to make procedure of estimation transparent, clear, objective and painless. The teacher and the pupil together have chance to estimate achievement, to compare an estimation, to analyze it and to understand the defects.

The purposes of self-estimation are the following:

- to present to children a full picture of their achievements;
- to show personal and teacher's estimations coincide;
- to generate the correct relation to estimation.

Some teachers consider that pupils in an elementary school are too small to estimate the progress, but actually they have good mechanisms of a self-estimation. Only it is necessary for teacher to discuss criteria of estimation with the pupil, to enter them in the list and to start to work - result will not keep waiting long, the self-estimation will be exact and adequate.

Group estimation (or estimation by schoolmates) is a process of estimation each other during fixed activity.

The child at school is not isolated, it constantly communicates with classmates during and after a lesson. It is very important to schoolchild to know what each schoolmate thinks about him and how he estimates by.

Carrying out such kind of estimation pupils:

- study in interaction, aspiring to one purpose;
- learn to respect and accept opinion of other person;
- become partners that reduces to a minimum negative aspect of competitiveness;
- start to trust each other;
- feel more protected, than working alone.

Formal estimation is an exhibiting of estimations in the presence of certain criteria in conditions which provide estimation of individual linguistic and communicative knowledge, abilities, skills in this field.

Sooner or later, but children should get acquainted with formal system of estimation. The purpose of the teacher is to make it cautious, playing and discussing school estimations. For younger schoolchild it is better to transform an estimation from figure into a word [Tsukerman 1999; - p.79.]. And children will prompt to the teacher these words. We should not forget that children want to be estimated, instead of being punished. And if all of them have to be criticized it is necessary to do it friendly, correctly, by means of a feedback [Molli A. 2003. - p.30.]. Last can be done in different ways:

- individually with each child;
- with group of children;
- with the whole class;
- in the short written form;
- in benevolent conversation.

The feedback helps children to analyze strong and weak sides without serious consequences for the child.

At teaching English children of 7-8 years the direct control of educational actions, skills and abilities of pupils is necessary .

These years interest to language is put, achievements of pupils are very mobile and individual, the periods of dynamical development of speech abilities can alternate with rather unproductive periods of study [Galskova N.D. 2004. - p.49; Azarova S.N. 2005. - p.80.] At the same time, knowledge on a foreign language included in a grid of hours of an elementary school, should be estimated in the intervals of school hours fixed by the curriculum. In number of schools marks are not exposed at all that facilitate a problem of the teacher of a foreign language.

In these cases of the most adequate can be recognized the system of substantial estimations developed by S.A.Amonashvili. She allows to develop at pupils the correct relation to study and the teacher, and at the teacher enough objective relation to children.

The basic characteristics of system of substantial estimations are:

1. The benevolent relation to the pupil as to the person;
2. The positive relation to the efforts undertaken by the pupil for the decision of a task in view when its diligence is estimated;
3. The concrete analysis of difficulties and the errors admitted by it;
4. Concrete instructions on how it is possible to improve the reached result during the following attempt.

The similar approach to the control and an estimation of abilities of pupils is focused on their successes, encouragement, support which are accompanied by quite concrete actions of the teacher and the pupil, directed on improvement of quality of

training. At the same time, at an estimation of concrete achievements of pupils in different speech abilities (for example, reading) the teacher can be guided by quantitative and qualitative parameters, such as volume and character of texts for reading and others. Parameters give the grounds to judge desirable and achievable level of the communicative competence of pupils at the given stage. [Huang, Qian., 2012]

Conclusion to Chapter II

The maximum effect in efficiency of mastering foreign language depends not only on strategy of the trainee, but also from training strategy. Confessing the leading part of motivation in teaching foreign language, it is necessary for the teacher to be clear in mind about ways and receptions of its formation in conditions of the given educational institution. To make the lesson interesting, fascinating and to achieve cognitive interest of schoolchild each teacher can use games, songs, verses and video lessons. Using Internet is also crucial as inclusion of materials of a network in the lesson allows pupils to understand better a life on our planet, to participate in joint research, scientific and creative projects, to develop inquisitiveness and skill.

In order to motivate pupils to further successful learning it is crucial to assess them. To teach children to estimate is necessary from an elementary school when estimation process is one of effective factors of successful teaching. Estimation is important for all participants of educational process: parents, the teacher, the pupil, the administration.

All participants of educational process estimate the activity of each other: teachers through supervision, games, tasks, etc.; children - through a self-estimation or a group estimation; parents through conversation with teachers and children; administration through visiting lessons and acquaintance with children's works.

Chapter III. EXPERIMENTAL PEDAGOGICAL RESEARCH AND PERFORMANCE ON STIMULATING COGNITIVE MOTIVATION OF THE FIRST FORM PUPILS AT THE ENGLISH LESSONS

3.1 Observation and analysis of English teachers lessons

I observed the English classes of some teachers for some time at school No 141 in Sergeli District. The classes were taught by different English teachers in that period. I observed almost all the English classes in this school.

The teaching procedure of the English classes in one period was as follows:

1. Warm up
2. Review what was taught in the last period
3. Key words and today's topic sentences
4. Games
5. Review what was taught in this period

This teaching procedure is typical in most English classes of the school.

During the English classes, all pupils were sitting and listening. As mentioned above, language universities provide their future English teachers with training. Although teacher A and teacher B were from the same language university, their teaching methods were different. Teacher A was more qualified than teacher B in teaching children English. This might have something to do with their personality and their teaching experiences. Teacher A has been teaching English in school for more than three years, while teacher B has only been teaching for one.

They taught different classes in this school and on different days. Because of their different teaching qualifications, while they were teaching, the concentration of the students was different.

The teaching method of teacher A was more interesting. When she played games in the class, she divided students into two groups. She drew interesting cartoon figures on the whiteboard for the group that gave the right answers. When students started chatting during the class, she erased the drawing on the whiteboard, which belonged to the group of the students who were chatting. This caused the students to stop chatting and provided a more controlled teaching atmosphere. She knew how to catch the children's attention in order to have them concentrate in class. Although the class size was big (35 pupils), she could still keep students quiet and interested in class.

Although teacher B also used games in class, she could not keep the students' concentration. Fifteen minutes after the beginning of class, the students started to feel uneasy. Some pupils chatted, and others took out their own things to play with. When it comes to teaching, the most important element is pupil concentration. If pupils are chatting, they are not learning. Since teacher B could not achieve this, we could easily ascertain that the children would learn better with teacher A than teacher B. I think the problem here is the class size which was too big. It was a big problem. Although the teachers did not teach much in each period, they always tried to allow the pupils to repeat the sentences frequently. However, the class size was so large that the pupils could only repeat as a group. The pupils could not practice individually and, therefore, their mistakes in pronunciation could not be corrected individually either. Some pupils would not realize that their pronunciation was wrong if teachers did not correct them.

Because of the time limit, it only allowed four or five pupils to practice individually per day. I noticed that most of the time the pupils, who were picked to read, either did not know how to read the particular word or were unable to pronounce it correctly. The teacher did not even let the pupils try a few times until they could read correctly. If children continue to speak with the wrong pronunciation, they will keep the wrong pronunciation in mind. It would

be difficult for them to change in the future. A famous Japanese violin educator, Shinichi Suzuki, said, if parents sang the wrong tunes to children 10 times, children would need to listen to the right tunes more than 10 times in the future in order to sing the song correctly. I think it is also the same for pronunciation.

The idea of using English in class is good, but this way the English teachers had to use more body language in order to let pupils understand what they meant. The teacher's body language had to be good enough so that the pupils could guess what the teachers were trying to say. However, during the observation, I noticed that teacher B did not explain well using her body language. So poorly in fact, that during the games, most of the children did not know how to play. For example: in one game the pupils had to jump to the correct number card. There were ten number cards (from one to ten) on the floor. Two pupils were picked each time to compete. The one who jumped on the right number card first would be the winner. Most pupils did not know how to play when they were picked for the game. For most groups, the pupils just stood there with a dazed, dumbfounded expression on their faces.

To summarize, the size of the English class in this school was too big which is a leading problem I think. In order to promote the quality of school English classes, the class size should be reduced.

The next observation was held with other three English teachers who have different qualifications at school No 141 in Shayhantaur District. Teacher C and D were interesting and changed their activities often, so that the children did not feel bored. Most of the children concentrated in class. The atmosphere in class was joyful. On the contrary, teacher E taught too slowly and was consequently quite boring. The English class in this school lasted only 40 minutes in each class. Because teacher E taught too slowly during the class, she did not even have time to let pupils repeat new words as a group for a few times, let alone practice individually.

Moreover, the class, which teacher E taught, was a class of 30 students. Also, teacher E did not speak loudly enough, so the students could not hear her voice

clearly.

The pronunciation of teacher E was adequate. For a foreign language teacher of young children, incorrect pronunciation is a very serious problem.

In the English classes, teacher C let pupils sit in a circle on the floor. I think it was a good method for the pupils to see the teacher as well as other ones. In addition, when they play games, they also have more room for action. In teacher E's class, she let the students sit on chairs in four rows. I do not think this is a good seating plan. For example, in one game teacher E put the English letters A, B and C on the floor. The pupils, who sat in the third and fourth rows, could not see the letters on the floor. Therefore, they could not concentrate in class so they simply amused themselves.

Teaching English songs is a good way to teach young children English.
Teacher

C and teacher D sometimes played tape recorders, sang songs and danced with the children. However, in their classes, almost none of the children knew how to sing the songs. I think it would be better if the teacher read the text of the song once at the beginning and let students repeat after her sentence by sentence. After that, when they sing with the tape, students will find it more fun.

The three English teachers in this school have one thing in common. They gave every pupil a candy at the end of each class as a reward. Children like candies so I think children will like the English class more than ever because they are given candy. I believe that candy can be used as a stronger motivator in learning English. In my opinion the efficient way to reward the pupil with a candy is when the teacher can ask each pupil a question. After the pupil answers the question, he or she may get a candy. If the pupil cannot answer the question, the teacher can tell the pupil the right answer and ask the pupil to repeat it. When the pupil repeats the correct sentence, he or she may have a candy. It gives a chance for individual practice and review at the end of class. Some pupils, who do not like to open their mouths during the class, will also try to say something in English because they want to have candies.

3.2 My own experience

All the activities that were used in this thesis were motivating for students. There is, however, something more in them than just the content: they have to be done in the right mood, with energy, with belief that they work. The role of the teacher is essential. S/he is the person that influences everything in lessons.

The question of motivation of pupils is far more complex than it can seem. I taught them for six months and after this time I have found out that what works in one class does not have to work in the other. The teacher should have a kind of intuition, feeling insight to choose the appropriate motivating methods for the particular class.

I have been also a student for four years now, so I can judge motivation from the angle of learners, too. Teachers that were enthusiastic and forced me somehow to do activities in lessons, e.g. by asking me questions in a lesson, motivated me for learning even when the subject itself was not interesting for me. On the other hand, passive teachers that only spoke in a monotone tone, broke my motivation to learn even with subjects that were close to me. The reason why I passed all the exams successfully and stand now at the end of my diploma thesis is clear: my long-term goal to get the authorization for teaching worked. The individual exams and credits were some steps, short-term goals to achieve the main aim.

In order to make my classes more lively and vivid I tried to use games, handouts (from Magic book for kids) and teaching video classes. Here are some of them.

Theme: “**Colours**”

1. Rainbow

On each pupil’s school desk are colored pencils (felt-tip pens).

The teacher states a game condition: Children, you, probably, noticed that when it rains there is the sun after it and there is a multi-colored rainbow. So, let’s also

draw such rainbow. But there is one condition: you draw colours of a rainbow in such order as I now will tell in English. We begin with the bottom arch:

blue yellow green
red orange brown

2. Guess, What Color Is It?

On a board - multi-coloured paper tags. One of pupils goes to a board, specifying in certain colour. Another pupil stands at this time with back to a board. After the instruction is given with the first pupil the second pupil turns back and tries to guess the colour:

Pupil 2: Is it green?

Pupil 1: No, it is not.

Pupil 2: Is it red?

Pupil 1: Yes, it is.

3. The Forest of All Colors

The task: to draw summer wood.

- What colour are the trees?

- What colour is the sky?

4.Snowball

The teacher explains children that in the spring and in the summer various flowers are blossomed.

Teacher: What colours are the flowers in summer?

Pupil: They are red, green, yellow, white...

Then pupils speak one after another:

Pupil 1: The flowers are red.

Pupil 2: The flowers are red and white.

Pupil 1: The flowers are red, white, blue.

Pupil 2: The flowers are red, white, blue, dark blue.

Theme: “**Animals**”

1. At the Zoo

On a table of the teacher - the small closed obstacle in the form of a circle.

The teacher regretfully says that for some reason all animals have run up.

The task: to help workers of a zoo to collect animals.

Teacher: Let's help them gather the animals!

Each pupil withdraws a toy and naming an animal, puts it in the simulated zoo.

2. Guess What the Animal is?

The class shares on two commands. Each command thinks of an animal, and another guesses and on the contrary.

- Is it a tiger?

- No, it is not.

- Is it a squirrel?

- No, it is not.

3. Guess

The pupil thinks of an animal and describes it. Other pupil should guess under the description, about what animal the speech is there.

Theme: "Parts of the Body"

4. Whose Tail is this?

To prepare cards with the image of parts of a body of different animals.

The task: to help to understand an animal, where their parts of a body. It is possible to make the following introduction: "Children, our animals have big trouble - the witch has taken everything so they cannot fly, jump, see, hear. Let's help them to find "spare parts".

Teacher: Whose tail is this?

Pupil: It is a pig's tail.

Teacher: Whose ears are these?

Pupil: These are hare's ears.

Theme: "**Food**"

1. Robin Wants to Eat

Robin-reels is very hungry. He wishes to eat. On a board - the poster, on which there is Robin's picture to whose mouth flies everything : plates, spoons, tables, bread, meat etc.

The task: to choose from this "stuff" all eatable and to name in English.

2. My Menu

On a board there is the big poster (menu)

The task: by the sample to make the own menu. Whose choice will be richer – that is a winner.

3. What is there in the Basket?

The teacher holds a basket filled with vegetables (or fruit). Children need to guess what is in a basket.

4. Guess the Fruit

“Behind the back the teacher holds fruit (berry) or a picture of fruit. It is necessary for children to guess what is there in hands of the teacher, asking questions: “ Is it sweet? Is it red? Is it big? ”.

Theme: “**Clothes**”

1. My Clothes

Pupils recollect subjects of the clothes and list them.

The winner is who names more of it.

2. Dress the Doll!

Pupils divide into two commands. It is necessary for each command to dress a doll. Children put on one subject of clothes, naming it aloud. That command which faster dresses the doll will win.

3. Choose the Right Clothes!

On a table of the teacher - different clothes for dolls (it is possible to use pictures).

The task: to choose those clothes which correspond to a season named by the teacher, and to name it.

The teacher appoints one of pupils as a "bus driver". The pupil walks around a class and shows cards (with the studied lexicon) to other pupils. If pupils name a word correctly, they "stick" to him, keeping for a waist ahead of the standing pupil.

Game on attention (figures)

The given game trains very well skills of pupils calculation. It is necessary to carry out following tasks:

- to name numbers which divide into 2, 3
- to count through one
- to name all even numbers
- count in back order

Wake up!

The purpose: to fix lexicon on a theme.

On a table the hare "sleeps". It needs to be waken up. For this purpose it is necessary to touch parts of its body and to name them.

The teacher: Look, children how strong our hare sleeps! Let's wake it up!
Who wants to wake our hare? Touch the head! Touch the nose!

Seasons.

The teacher suggests someone to conceive any season from pupils and to describe it, without naming. For example:

It is cold. It is white. I ski. I skate. I throw snowballs.

Pupils try to guess: Is it spring? Is it winter?

The one who correctly names the season wins.

Pack the bag .

All class participates in game. Volunteers are welcomed.

The teacher: we will help Buratino to gather to school.

The pupil takes subjects being on a table, puts them into a bag, naming each subject in English:

This is a book. This is a pen (pencil, pencil-box)

After completing my classroom observations and conducting classes, I came to such conclusions that:

1. The textbooks of school are usually designed so that pupils learn every English letter with vocabulary and a rhyme. The English teachers taught the rhyme with activities and the children loved the rhyme and activities. During my classroom observations, I found that most children could remember the rhyme and the activity very well. When they recited the rhyme, they always did it with loud and joyful voices, utilizing the activities.

Rhymes help children learn English.

I found the English teaching materials of this school are generally adequate. The teaching materials also include interesting tapes, so that the children can listen at home to review what they have learnt in class.

The school teachers work continually to improve their teaching materials. From that, I think the quality of English teaching materials poses no problem for school English classes. The most important problem for school English classes is the quality of English teachers. If teachers are interested in the job and want to spend time preparing and improving their teaching, children can benefit from that. On the contrary, if they are not interested in teaching children English and do not prepare well for their teaching, children's interest in English will decline. A child's first English teacher is important as children may love English because they like the teacher. If the children's

first teacher is inadequate at best or detrimental at worst, the children may dislike English now and in the future.

Conclusion

In the given final qualification work one of the prominent aspects existing in a technique of teaching foreign languages is considered as stimulating cognitive activity (motivation) of younger schoolboys.

Cognitive motivation is systematic. It is characterized by an orientation, stability and dynamism. Cognitive motivation, representing a special kind of motivation, is characterized by complicated structure. Such characteristics of cognitive motivation, as its stability, communication with level of intellectual development and character of educational activity are essential.

Admitting the leading part of motivation in teaching foreign language, it is crucial for the teacher to conceive ways and approaches of its formation in the conditions of the given educational institution. Formation of motives is, first of all, creation of conditions for display of internal promptings to the learning, comprehension by their pupils and the further self-development of motivational valuable sphere. Thus, at mastering the culture of speaking language it is indifferent what motives induce the pupil to realize an activity.

To stimulate motivation in teaching pupils to foreign languages at school it is crucial to take into account the age and psychological features of pupils. The leading part in development of pupils belongs to their interaction and peculiarities of their own educational activity. Correct selection of teaching communicative tasks, the thought over formulation of a teaching material allow to optimize interaction process teaching the foreign language as well as development of their personality.

To stimulate an adequate motivation various methods and ways are used: verbal, demonstrative, practical but the leading part today is given to researches and

investigations. Formation of strong motivation of the learning is promoted by games in their active use at lessons.

Use of specified methods and approaches is effective in case if pupils' interest to foreign language learning decreases, it is possible to stimulate their cognitive interest, to inspire them somehow. The spirit of knowledge, spirit of communication and collectivism are close to all children, and it is necessary for them to express itself in creativity, imagination, game, competition.

Thus, summing up present work, it would be adequate to tell that formation of cognitive motivation (activity) to foreign language study is promoted by use of active methods of teaching as: problem-based, research, games and use of ICT.

In summary I wish to cite "A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on a cold iron." (Horace Mann, <http://www.motivateus.com/teach1.htm>)

Summary

The present qualification work under the title of “Stimulating cognitive activity of the first form pupils at the English lessons” dedicates to actual problem in teaching English and foreign languages as motivation of pupils of the first form. One can get information about ways, methods, and principles of teaching English in this grade.

The qualification work consists of introduction, three chapters, and conclusions to each chapter, summary and bibliography.

Chapter I discusses the concepts of cognitive activity and motivation, role of motivation in foreign language learning, specificity of the foreign language lesson and the psychological bases of teaching junior school pupils to study English.

Chapter II describes the ways and methods of stimulating cognitive activity of the first form pupils at the English lessons , reveals the importance of games, music, verses, songs, being the perfect psychological stimulus, piercing into depths of consciousness, demonstrates features of non-traditional lesson sample, enlightens an assessment as the means of motivation for studying foreign language by junior school pupils.

Chapter III has practical approach to the study. The experimental pedagogical research and performance on stimulating cognitive motivation of the first form pupils at the English lessons, observed and analyzed on my own experience were done.

In order to summarize chapters the conclusion is given to each one. The received results of the research, presented in summary reflect outline of the work. Bibliography represents main sources of the investigation.

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