

WAYS OF ORGANIZING TEACHING AND REQUIREMENTS FOR INCREASING SPEAKING ABILITIES IN PRE - SCHOOL EDUCATION

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Annotation: In this article described European authors' investigation results and they have analyzed the difficulties which occur when teachers such as themselves have had to cope with the teaching of English at pre-school levels.

Key words: aim, teaching, pre-school, organizing, requirement, increasing, speaking, ability.

Some authors of children's language acquisition theories are basically practitioner teachers with a great amount of experience in the field, but who have not researched long enough to scientifically base a real teaching method. However there is an increasing interest in this field which has been very productive lately.

We can start by highlighting the works of well-known authors such as Stern and Weinrib (1977), Dunn (1983, 1985), Halliwell (1993) and Aschwordy and Wakefield (1994) who have studied the peculiarities of teaching a second language at an early age. In Spain there are some remarkable studies which have been carried out by Rodríguez Sónchez and Mc Arthur (2001), Artigal, Arzamendi and Azpillaga (1996), Gólviz DHAZ, (2001) and Mur (1998).

All these authors have analyzed the difficulties which occur when teachers such as themselves have had to cope with the teaching of English at pre-school levels.

They try to offer some teaching guidelines and tips through the study of students' evolutionary characteristics, comments on the methodological resources suitable for learning the foreign language, the adaptation of children's narrative resources and the planning of those aspects which had been taken into account in the development of projects and the interventions in early language learning.

Various publications in magazines have also addressed this issue in recent years with authors such as Calero Pírez et al (1999), Ramirez Palau and Serra Santasunsana (1999), Bermudo Santacruz (2000), Jones (2000), Lypez Rodríguez (2000), Gil Fuentenebro (2000), Mercader, C. (2001), Lage Rnos and Sónchez Pírez (2001), who proposed different activities for young learners of English, depending on the age and maturity level of the child, which in most cases are usually experiences told through teachers' journals.

The work of Lypez Rodríguez (2001) on the difficulties rural schools have to adequately teach English is worth highlighting. In these types of schools children of different ages and levels must work together in the same class which instigates the development of a modular type program for the learning of this foreign language.

This author presents a method of following just one book, called «module», which would be used for the whole group of activities that are specific for each level. This investigation suggests that in rural schools, education can and must be taught in a different manner.

Kraus-Srebric (1979, in Barber 1995: 82) reminds us that most language learning courses are modelled after the needs and cognitive capacity of adults. This researcher indicates that «younger students are motivated in a different manner than adults; lessons are not developed in an intensive way». Considering the fact that most of young children's classes consist of learning to sing songs, to recite rhymes and to play games, children never really learn to use the language for communication. «If the child needs to say something which is greatly important for him when he is angry or sad, he cannot proceed to recite a poem or sing a song in order to find the sentence he needs at that moment». Therefore, he states that language should be taught from a communicative perspective. The student should be encouraged to do as many things as possible in the language. Poems and rhymes must be incorporated into the process in a way that they develop the learners' communicative skills.

Kraus-Srebric proposes using situation games, puppets and other animated toys, wearing costumes, organizing competitions, arts and crafts, and field trips.

According to Mur (1998: 5), a child arrives to school full of instincts and skills which he has already begun to use and he will continue to use them for learning his own language as well as a foreign language like in the case of English:

- Children have the ability for indirect learning.
- They have a lively imagination.
- By nature they are creative in different communication situations.
- They are able to grasp the gist of a message.
- Children love speaking.

Children from 3-4 constantly move, jump go up and down the stairs, catch a large ball with both hands, walk tiptoeing, build towers, play with puzzles, etc.

They are interested in their own body and other people's bodies. They look at their image in the mirror and enjoy disguising themselves with clothes and making up their faces. They are also able to discover which part is missing from an incomplete representation of a human figure. They know if they are girls or boys. They focus their attention and activities in the movement games.

At that age, they consolidate their personal hygiene: they are toilet trained, they are able to use spoon and fork, they drink alone, they get dressed and undressed with the help of an adult, they put their boots on the right foot. They participate in brief group activities, such as singing a song, listening to a story, playing with other children, looking to a wall chart and saying the words, playing with construction blocks, etc.

In their interactions with their classmates they demonstrate their first strategies of social insertion: they greet the people they know, they pay attention to the adults' requests, they play near other boys and girls and start sharing their toys, they follow the basic rules of use of objects and spaces. They imitate what other people do, they sing and dance when they hear some music.

Children from 4-5 perform their movements with more and more precision.

They walk in a line, they go down the stairs they pedal on a tricycle, they cut out and stick on simple figures, they string beads with a certain criteria. They can draw the human figure with their basic parts (head, trunk and with arms and legs), they are able to draw themselves in their usual environment (house, school) and speak aloud to direct and regulate their actions. They are able to draw themselves using habitual objects, or represent their parents, siblings, or teachers. They use symbolic and simulation games as a natural resource of expression and recreation of habitual situations which are important for them. They consolidate their hygiene habits: they can tell the difference between clean and dirty, they wash their hands and face, they hang their clothes on a hanger, they go to the toilet alone, they can get dressed, they put their dishes away, they look for a cloth to clean what they have dirtied and they are willing to cooperate with an adult and with their classmates.

They need to continuously speak to underline what they are doing, direct their actions, influence the others. They look for the adults' agreement and try to please them by repeating what they say or asking them questions about what to do and how.

Their behaviour is more and more social: they ask for permission to use toys and objects of collective use, they ask for help in case of difficulties, they help other children, they participate in collective conversation, say please and thank you without being asked to.

Children from 5-6 feel safe and autonomous in their movement they use all facilities in playgrounds, they hop and turn on a foot, they stake, they jump several stairs, they cut out shapes in a very precise way, they can write numbers and letters.

They are interested in the wall charts and the stories, they want to know what is written on them and they express their preferences about fairy tales. They can tell where their name is and they can copy different letters.

They need more and more to share their games with other children; they are interested in learning different games and social rules, they invent fantastic stories and like that someone else tells them these stories. Their symbolic games reproduce adventures in imaginary settings.

Also, they consolidate the hygiene habits and self care, and make decisions about the clothes they like to wear, what to have for lunch, their hair style, what to do at home and at school, what to play, etc.

These children enjoy speaking and explaining things to the others, such as what they did yesterday, simple jokes, they ask for the meaning of unknown words, they define words, tell a story, they are also interested by the others' opinions and stories and choose their friends among the other children; they participate in collective conversations, respecting basic rules and can verbalize and explain to the others the rules of the game or how to perform an activity. They are able to belong to a steady playgroup, planning and helping the others to attain a common goal.

In the following you can see the development of children from 0-6 taking into account the three below mentioned aspects.

In order to fully take advantage of the creative linguistic ability that children have, it is necessary to provide them with situations where:

1. The desire to communicate forces the child to find some way to express himself.
2. Linguistic situations are unpredictable and they are not situations where a child repeats sayings and expressions, but they serve as a stimulation for the child to actively create language on his own.

If we consider all the aforementioned aspects it is easy to conclude that beginning foreign language education during the stages of Early Childhood Education is very positive and not only feasible, but also recommended. In addition, it is important to present the language integrated with other subjects on the curriculum because the aim is for children to see L2 as something natural and normal. Therefore, it must not be left out or isolated from the rest of the areas of learning.

The Objectives of the English Lessons. The objectives of the English lesson are the steps to achieve the goal. The analyzed data found that the objectives of the English lessons are basically formulated in four kinds of objectives; understand what someone says, memorize vocabularies, use functional languages, and answer questions which are based on the certain themes.

Basically, the English learning in preschool is conducted for mainly developing children' oral communication skills. Hence the objectives are not yet essentially designed for learning reading and writing. Besides, memorizing vocabularies is also essential to be achieved since as Moon (2001: 121-

122) states that 'language consists of words' and 'vocabulary development is an important aspect of language development...' In the meantime, understanding instruction is a part of students' listening skills and comprehension skills. Students' ability to answer questions does not only involve students' listening skills and comprehension skills, it also needs students' speaking skills.

While functional language much involves students' speaking skills. All in all, objectives guide what specific actions should be taken in the classroom. In line with this, Cayadong (2011) explains that curriculum aims, goals, and objectives explain what is to be done and what to be achieved. These objectives are related to other curriculum components; the materials, the methods, and the assessments. The Materials of the English Lessons It is found that basically the English lesson is carried out in the theme-based teaching, in which, in the present study, the materials are selected and sequenced based on the school themes.

The English topics to be taught are determined referring to the big themes in the school. These big themes are then broken down into smaller themes or topics which are then developed by the teacher to be taught in each meeting. For instance, it is identified that for the theme 'how the world works', three sub-themes are designed; 'shapes', 'at the park' and 'vehicles'. Each of these sub-themes is to be taught in four meetings. It was found that in a year, 6 themes are provided by the school curriculum.

Cameron (2005) argues that the theme-based teaching suits the way young learners naturally learn since it is wrapped in integrated teaching. She explains that themebased teaching helps children learn the target language through its usage to carry the thematic content. She believes the benefits of theme-based teaching to be motivating, realistic, meaningful, and purposeful.

In today's globalized world, knowing English is a necessity. Therefore, introducing our children to English from an early age will provide them with great advantages in the future. English education starting in the preschool period not only develops children's language learning abilities but also contributes to their cognitive, social, and emotional development.

Early English Learning

There is a strong connection between brain development and language learning. According to Dr. Patricia Kuhl's 2011 research, "Early language learning positively affects children's cognitive development." Therefore, English education starting in the preschool period allows children to use their language learning potential to the fullest.

The Importance of Visual and Auditory Stimuli

The use of visual and auditory stimuli is of great importance in English teaching during the preschool period. As Dr. Stephen Krashen stated in his 2013 study, "Visual and auditory stimuli accelerate and make permanent children's language learning process." Materials such as pictures, songs, videos, and interactive games capture children's interest and make the learning process more enjoyable.

Age-Appropriate Activities

English teaching in the preschool period should be planned according to children's age groups and developmental levels. According to Dr. Jim Cummins' 2015 research, "Activities suitable for children's interests and developmental levels make language learning more effective." Therefore, a play-based learning approach and activities that combine daily life skills with English teaching should be preferred.

Organic Process in Language Teaching

English teaching should be presented as a natural part of life, not as a lesson for children. As Dr. Lily Wong Fillmore emphasized in her 2018 study, "The use of language in natural environments is critical

in developing children's language skills." Integrating English into daily routines helps children learn the language organically.

EduPage Kids: An Innovative Approach in Preschool English Teaching

Developed considering all these principles, EduPage Kids emerges as a groundbreaking digital platform in preschool English teaching. This application is an educational tool that allows teachers to do interactive work with their students, offers age-appropriate content, and stands out with its richness of visual and auditory materials.

Advantages of EduPage Kids:

- 1. Interactive Work Opportunity:** The application makes the learning process more fun and effective by offering interactive activities that encourage children's active participation.
- 2. Increasing Teacher-Student Interaction:** Teachers can track students' progress through the application and provide personalized feedback.
- 3. Age-Appropriate Digital Content:** EduPage Kids offers content designed according to preschool children's developmental levels and interests.
- 4. Richness of Visual and Auditory Materials:** The application appeals to all senses of children with colorful visuals, songs, videos, and interactive games.
- 5. Continuous Education Model:** Through family recommendations and homework within EduPage Kids, it supports children's English learning whenever and wherever they want and provides the necessary stimuli.

EduPage Kids offers an effective solution in preschool English teaching by bringing together all the principles we mentioned above. Through this application, children learn English in a natural process through fun activities. Teachers, on the other hand, can closely monitor their students' development and create personalized education plans according to each child's needs.

In conclusion, English teaching in the preschool period is critical for children's future success. English education that starts at an early age, supported by visual and auditory stimuli, enriched with age-specific activities, and progressing in a natural process helps children develop their language skills to the highest level. Innovative digital platforms like Edupage provide great advantages to both teachers and students by making this process more effective and fun.

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