Relevance of the study and formulation of the problem. As the object of our research was chosen the aspect of preschool children’s psycholinguistic abilities, particularly in foreign language learning. In our opinion, among the leading educational topics which are often recently discussed in our society are the problems of improving the skills of children in their intercourse and communication. In particular, there is a prevailing view that such processes is necessary to begin as quick as possible. The possibility of contacts in the world of the Internet, travelling through far and near foreign countries make people, in fact, the whole families in Ukraine to teach foreign languages, without knowledge of which is impossible to communicate, understand and cooperate in the global business world. Thus, relevant in this sense we defined psycholinguistic abilities of preschool children in their learning foreign languages as an effective means of development.

Analysis of the recent researches and publications. The scientists (Ye.I. Passov, H.O. Kytaihorodska, V.O. Artemyov and others), psychologists (M.H. Kasparova, M.K. Kabardov, B.A. Benedyctiv, I.O. Zymnia and others) psycholinguists (J. Piaget, F. Fraisse, P. Oleron, F. Bresson, O.O. Leontiev and others), linguists (F. de Saussure, W. von Humboldt, L.V. Shirnov) emphasize that from an early age it is necessary to determine which psychological and linguistic abilities should have a child to make the process of learning effective and efficient as much as possible, with taking into account the opinion of scientists that many children have no aptitude for languages. All these factors promote the relevance of the chosen topic for a research.

The purpose and objectives of the article. Our purpose is to ground theoretically and methodologically the influence of psycholinguistic abilities of preschool children in foreign language mastering. As a task, based on the analysis of scientific sources on the topic of a research it is necessary to reveal the nature of concepts related to the aspect of psycholinguistic abilities of preschool children by means of foreign languages.

Methodology and techniques of the research: analysis of scientific literature on the problem of study, synthesis of mass and advanced pedagogical experience, observation, analysis of the linguistic competence of children connected with the intercourse and communication.

Substantiated exposition of the basic material and received results. In present conditions the development of child’s ability, starting from an early age is the most important task of every educational system. Among the basic skills and abilities that are necessary for the formation of personality, we identify speech competence of children in communication and intercourse, including foreign language. The new approach to quality assessment of children’s abilities during the pre-school education is associated with the competencies formation according to the main regulations made by the Council of Europe. Therefore, the main task of the modern kindergarten is to develop in children of the universal skills and abilities: key competencies: social, communicative, informative, cognitive, general cultural and special. These skills and abilities attached particular importance not only in Ukrainian education, but also in the European Community. Mastered them, a child can later easily adapt into the global community. In national pedagogy recently the terms «communication», «capability», «skills development», «intercourse» are also widely used, particularly in the context of the problems associated with the concept of modernization of education and in the context of assessing the quality of preschool education. According to the scientists (V.O. Kalney, S.Ye. Shyshov and others) ability is a total capacity based on knowledge, experience, values, aptitudes, achieved in the process of learning. Abilities can not be reduced to knowledge, skills and competence [Shumarova 1994]. Analysis of psycholinguistic structure of ability to associate and communicate with people, which cover cognitive, actional and personal components makes it possible to formulate a working interpretation of the term «ability of a preschooler» as a personal perceived system of knowledge and skills that came into subjective experience, has its personal meaning and universal significance, that is it can be used in various types of children’s activities in the process of solving many vitally important issues. Adoption of psycholinguistic readiness to perceive somebody’s speech as a basis for future planning of work on foreign language teaching and language development of preschool children raises the problem of development substantiation of the required, key speech abilities of a child. Communicative competence of a preschooler includes the knowledge of necessary languages, mastering ways of conveying information, capacity to listen and understand the other ones, the ability to interlingual interaction; combined knowledge and skills in verbal and non-verbal means for adequate perception and reflection of reality in different communicative situations. Also
important for the development of child’s abilities is the informational competence – aimed at developing the abilities to search, analyze and find the necessary information, as well as to organize, convert, keep and transmit it by using the real objects (TV, tape recorder, telephone, computer, etc.). This competence provides the formation of methods for getting information from different sources and its storage, skills of child’s activity concerning the information received from the surroundings in a foreign language. Communicative competence is very important in polilingual environment, such as today’s world [Shumarova 1994].

Specialists in glotodidactics (methods of teaching a foreign language) agree to the fact, that study of foreign languages from an early age is beneficial for the child and makes no threat to its development. Researches confirm that early learning of foreign languages has a positive effect on the development of intellectual abilities, makes a good impact on the results, which the child can later achieve in school, helps in native language learning, develops a positive motivation and lays the basis for a systematic work over the language [Protsyk 2008]. It should be noted that the process of foreign language learning must be systemic – from a preschool age up to becoming an adult. Because it is a result that depends not only on the age when someone begins his/her studying of the foreign language, but also on periods, during which the learning endure. Teachers and psychologists say that every age group learns the other languages, besides the mother tongue, specifically. Therefore, in the process of child’s abilities development, including his/her speech competence in communication the great importance makes «coordination of the didactic process with opportunities of its learning» [Protsyk 2008] in certain age periods.

In particular for the effective teaching of preschoolers and younger schoolchildren (4–8 years old) it is necessary to take into account the specificity of language development of the children of this age, paying attention to the fact, for example, that at this age children have specific mechanical memory and thinking. «The main task of the teacher during this period is to find the best possible ways to check the level of children’s abilities of a foreign language» [Arushanov 2005:51] and thus encourage preschoolers to further studying. The process of abilities, verbal skills and competencies development, including foreign language, through the environment is necessary to associate with specific objects and situations and adapt to what is covered by the child’s vision, because typical for this age is a fast forgetting along with rapid remembering and short intervals in which the child focuses his attention [Bohush 1998].

For teaching foreign language literacy and development of the child’s ability methodists recommend to use short songs, rhymes, fairy tales, proverbs, illustrations which should have simple and clear content, the questions must be short. In order to have the effective result, in training should prevail a linguistic game which is necessary to combine with active games according to the principles «Learn by playing» [Bohush 1998]. Teaching children of the senior group, it is possible to apply the techniques and practices of teaching native language as a foreign one.

Child’s speaking from an early age plays an important role in the formation of all mental functions. This is the most accurate, differentiable function of the higher nervous activity and psyche, which governs the behavior of a child and controls his/her acts, thoughts and actions. Therefore, the lack of language development, including foreign languages, imposes a «very great impact on the whole human life and especially to the overall development of the child» [Belyaev 1964].

We have noted that some children (as a percentage the exact number of preschoolers was not announced. – O. H.) hardly perceive foreign communication, so it is extremely important from the first steps to direct the education on the development of children, their verbal competence by means of foreign language, to conduct special corrective work in order to enrich, enhance and refine their vocabulary and speech. Such activity takes a considerable time; require hard individual work, the effectiveness of which depends on the interest of a child. The latest in the preschool years may provide the use of games and gaming devices. The idea of the presence of individual psychological differences in foreign language mastering is confirmed by the results of many scientific researches. The attempt to explore the psychological determinants by which one child can more successfully master a foreign language, and the other less, made the experts from different disciplines: teachers and methodologists (E.I. Passov, H.O. Kytaihrodnik, V.O. Artemov and others), psychologists (M.H. Kasparova, M.K. Kabardov, B.A. Benedyktiv, I.O. Zymnja) psycholinguists (P. Piaget, P. Fraisse, P. Oleron, F. Bresson, O.O. Leontiev), linguists (Ferdinand de Saussure, W. von Humboldt, L.V. Scherba and others). Generalization of this or that investigations testifies that in studying of the problem of ability in foreign language learning there are many unsolved questions.

The overall conclusion from these researches is the following: the persons, including children, with high ability to foreign language mastering can have in a short period of time the great achievements in getting knowledge of it; others have some problems during this process.

The nature of didactic games more than other activities are consistent with the objectives and tasks of the skills development in enrichment, activation and refinement of senior preschoolers’ foreign vocabulary. In our opinion, specially chosen system of didactic games and gaming devices with foreign language words is the most effective means of senior preschool children’s development of abilities, including: the psychological and sociopsychological deficiencies in foreign language learning.

Use of specifically selected didactic games and gaming techniques promote more effective development of children’s abilities and increase the efficiency of the process of formation of the ability in children to identify the common concepts, ability to build logical connections, classification of things, synthesis, high level of intellectual liability, large volume of associative memory and a high level of phonemic hearing.

Aptitude and desire to teach the preschool children a foreign language determine the need for educators to make the learning effective, fast and easy. Information about individual and psychological characteristics of a child who began to master a foreign language, will allow not only to predict the future successes, but also help to find an individual approach to each pupil, so as to consolidate and deepen his/her interest in foreign languages mastering.

The problem of ability development is complex and multifaceted. Its comprehensive study is conducted on physiological, psychological and socio-psychological levels. But today we can not say that this issue in psychology is completely solved. There are significant differences in the interpretation of the concept «ability» in domestic and foreign psychologists. They continue their discussions on the role of biological and social in the structure of skills, remains unsolved issues concerning diagnosis and measurement of capabilities,
ongoing persistent search of efficient strategies for the formation and development of skills to the specific activities. Each of the authors (B.M. Teplov, K.K. Platonenkov, O.H. Kovaliov and others) gives his definition of the term, because it is not only a kind of psychological property of the individual, but the whole complex which is manifested in child’s activity. I.O. Zymnia distinguished the following linguistic abilities in mastering a foreign language: the linguistic thinking, which realizes on the basis of intellectual-mnemonic activity, the components of which are long-term working memory and thinking, in particular the ability to identify linguistic rules, as well as the «sense of language», which is defined by linguistic probability of combination of linguistic resources and display of connections and relations of objects and phenomena of the real world [Zymnia 1978]. Native researchers H.V. Eyher, H.Ya. Uzylevskiy proposed the system of ability components in foreign language learning, such as: verbal memory (long-term and operational, logical and mechanical, associative), linguistic thinking, the ability to functional-linguistic generalization, easiness in transition to a new psycholinguistic point of view (switching), flexibility of transformational processes, verbal sensory-perceptual sensitivity [citation by: Shumara 1994].

To facilitate foreign language mastery the preschoolers should have a high level of intellectual flexibility, because children are constantly faced with a continuous flow of information and require mastering of general principles of thinking, skills of mental activity, the ability to use their intelligence and creativity potential. High level of phonemic hearing allows the preschool child to perceive phonemes, avoiding mistakes; it is an important component that has a direct connection to the success in foreign language learning. As a componental part of ability to foreign language learning we take the volume of associative memory of the child. The greater is the amount of associative memory, the easier for a child is language learning.

Conclusions and prospects for further researches. Terms of forming abilities of the child by means of foreign language are mediated by the number of psychological factors and have no direct connection between the conditions and the result of child’s speech development. In this process, there is a difficulty in forming the actual competence of a pre-school child in any foreign language system, including the limitations of time and training. Speech experience of a pre-school child embraces the practical learning of the mother tongue, empirical generalizations and first of all observations of a foreign language made regardless of specific knowledge about the language. Relevant is also a thought concerning latent (hidden) training that is provided by the accumulation of sensory and speech information and experience, which make the basis of latent knowledge.

References:
ПСИХОЛОГІЧНІ НАУКИ

Атрибуція навчальної успішності, самооцінка, старанність, учбові здібності, творчі здібності.

Ключові слова: атрибуція навчальної успішності, самооцінка, старанність, учбові здібності, творчі здібності.

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ВПЛИВ АТРИБУЦІЇ НАВЧАЛЬНОЇ УСПІШНОСТІ НА РОЗВІТЮТРОВИЧІ ЗДІБНОСТЕЙ ПЕРШОКЛАСНИКІВ

Загурська І.С.
Житомирський державний університет імені Івана Франка

У статті розглядається вплив атрибуції навчальної успішності, як диспозиційної характеристики, яка формується в учбовій діяльності, на розвиток самооцінки творчих здібностей першокласників. Встановлено, що атрибуція відносно здібностей стимулює розвиток самооцінки творчих здібностей учнів першого класу. Встановлено, що атрибуція відносно старанностей зумовлює спрямованість дітей на розвиток здібностей в репродуктивних видах діяльності. Атрибуція навчальної успішності відносно здібностей стимулює розвиток самооцінки творчих здібностей учнів першого класу.

Ключові слова: атрибуція навчальної успішності, самооцінка, старанність, учбові здібності, творчі здібності.