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PSYCHOLOGICAL AND PEDAGOGICAL FEATURES OF TEACHING ENGLISH IN PRIMARY SCHOOLS

Annotation. The aim of the modernization process in contemporary Kazakhstan education is to shape the personality from the socialization of an individual, who is a bearer of culture of his time and nation. According to the updated educational standard, the English language should be considered not only as a medium of instruction. Especially when learning English in the primary schools, new psychological and pedagogical approaches and methods should be widely used. In the article the competence of the subject of English studied in the primary grades was considered. Also, today was analyzed the relationship of psychological and pedagogical features in the process of teaching English to elementary schoolchildren with different approaches of the subject methodology. Emphasis was placed on the fact that the purpose of teaching English in the primary school is not only to transfer knowledge and skills in a foreign language to students, but also to form certain qualities of personality.

Keywords: primary school; English; psychology; pedagogy; methods and techniques; education; education system; school; teacher; communication; development.

Introduction

Modern society is in a state of continuous development and change. The education system in such a society also needs to change and improve to meet the needs of society and the state. And one of these ways is to bring the education system up-to-date, i.e. qualitative, innovative implementation into the established education system. Today this issue is very relevant, as most modern school teachers increasingly use psychological and pedagogical approaches and innovative methods in their lessons. It is this professionalism and high competence of teachers that help students adapt successfully to school life.

In today's world, more and more attention is being paid to learning English in primary school. There are several reasons for this. In many countries where English is a means of communication in various spheres of social life - especially in science, technology and international trade - teaching English is an important focus of public education policy. The understanding of the necessity of English in economic and social life has led to parents often demanding that their children learn a foreign language earlier than in previous years.

In some cases, the aim of early learning English at school was not only to improve speech (communication) skills, but also to make the pupil aware of cultural differences between the other country and his or her own country. Pupil's fluency in English in the primary school broadens their understanding of the international community to which they belong, shapes positive attitudes towards members of other ethno-linguistic groups and has a positive effect on enhancing pupil's mental development.



Early acquisition of English takes advantage of the child's mental and physiological characteristics such as curiosity, readiness and ability to imitate, articulation skills, and need for communication. Learning English in primary school gives the child additional opportunities for better, deeper and more comprehensive development. It promotes the development of a child's personal emotional relationship with the English language. In addition, early exposure to English allows the child to learn the language intensively over an extended period of time and has a positive impact on overall learning. The problem of psychological and methodological foundations of the construction of early English lessons in the primary school has been studied by some psychologists (I. A. Zimnyaya, Z. I. Klychnikova) and methodologists (E.I. Negnivitskaya, G. V. Rogova, L. V. Tazmina) [1; p. 5].

The experience of developmental psychology makes it possible to include English in the register of primary school subjects, as reflected in primary school pedagogy. English language is currently being given special attention in educational institutions. The teaching of English is one of the priority areas of the modernization of school education. In recent decades, considerable experience has been accumulated in domestic methods of teaching English to pre-school and primary school children. From the first lessons it is very important to arouse pupils' interest in the subject being studied, to form incentives to learn English and to promote the development of all types of speech activity.

So, the aim of our work is to identify psycho-pedagogical and methodological techniques for teaching English in primary schools. In order to achieve this goal we set the following tasks:

- To review psycho-pedagogical and methodological literature on this problem;
- To study works on the construction of English lessons in primary schools;
- Analysis of theoretical and methodological bases of conducting English lessons at the primary school.

The object of the study is the learning activities of primary school students in English lessons.

The subject of the research is cognitive abilities and individual psychological features of students that determine the emergence of learning motivation and interest in the study of English in the primary schools.

Materials and methods of research

In reviewing the research work on the topic psychological and pedagogical features of teaching English in the primary schools, we turned to many scientific papers. Among them are scientific monographs and methodological works, articles of domestic and foreign scholars devoted to the topic. During the study of the topic, we used theoretical and empirical methods of scientific research. By analyzing materials on the topic, various scientific works using the methods of empirical collection, research, observation, comparing scientific works with the methods of analysis, synthesis, comparison of the theoretical method, we united similar parts into a single whole.

The developmental activity of the modern English lesson is the development of cognitive processes (observation, memory, thinking, speech, imagination) and mental abilities in all students. Mastery of basic theoretical concepts, laws of science, methods of their logical analysis contributes to intensive development of pupils' mental development. The works of scientists concerning the psychological orientation of students in language learning are discussed in detail.

The English language lesson has its own specificity because, unlike other subjects, the main aim of teaching is to form students' communicative competence. Nowadays, the global aim of learning English is considered to be exposure to another culture and participation in a dialogue of cultures. This goal is achieved by developing the ability to communicate interculturally. A distinctive feature of an English language lesson is organized teaching based on communicative tasks, teaching English communication, using all the necessary tasks and methods for this.



Pedagogical approaches to the teaching of English in the primary school have also been differentiated on the basis of scientific works.

Learning English in primary school is important because success in the later stages of the subject depends on how the learning takes place during this period. Here we have taken the concept of the English methodologist G. Palmer, who attached great importance to the beginning of English learning in the early years. He wrote: «take care of the first period, the rest will resolve itself» [2; p. 12]. This statement stresses the importance of the initial stage.

The methodological system which forms the basis for teaching English in the primary school is implemented, which from the first steps allows the teacher to enter this system and carry out the teaching and educational process in accordance with its basic provisions. As far back as 1947 I. V. Rakhmanov wrote: «...most of the methods (implying direction, education system) differ essentially from each other only at primary level, and for a higher level they either do not develop at all or differ little». [2; p. 13]. Therefore, the analysis of the scholar's works reached the fact that the initial stage of learning English allows laying the foundations of communicative competence, necessary and sufficient for their further development and improvement in the course of the discipline.

Research results

The psychological and pedagogical methods of teaching English in primary schools are understood as methods and techniques of mastering the English language, allowing laying the foundations of communicative competence, necessary and sufficient for their further development and improvement in the process of studying this subject. In this study we refer to the primary grades of general education institutions. It takes quite a long time to lay the foundations of communicative competence, as primary schools pupils have to get acquainted with the language being studied as a means of communication from their first steps. Consequently, they are used to understanding English by ear (listening), expressing their thoughts (speech) through the target language, reading, i.e. understanding independently read foreign text, and writing. They will learn to use English graphics and spelling when carrying out written tasks aimed at mastering reading and speaking or to express their thoughts in writing. After all, in order to lay the foundation for each of the above types of speech activity, it is necessary to accumulate the linguistic means to ensure the functioning of each of them at the elementary communicative level, which will subsequently allow them to move to a qualitatively new stage in their development.

The primary stage of education provides the most favorable opportunities for the formation of communicative and cognitive needs and interests of pupils, providing positive motivation for learning. The age of primary school depends on the specifics of the leading activity at this age-play allows making communicative value practically through any language units and allows realizing the communicative orientation of education at an early stage. Teaching English to younger pupils as the first link in the chain of lifelong learning creates the basis for the purposeful formation of speech mechanisms of English at the secondary and upper stages of education.

The mental process of perception is important for English language acquisition. It is in the younger grades that the transition from mixed, intermittent perception to a fragmented, meaningful, categorical depiction of objects, events, phenomena in spatial, temporal, causal relationships takes place. Mental process, which is closely related to memory and thinking, is imagination [3; p. 20]. The richness of thinking and its productivity depends on the power of imagination.

Although temperament is based on the type of nervous system and reflects the speed, tempo, rhythm and intensity of mental processes of the individual, is an innate property, yet it can be regulated. It is quite possible to teach the choleric to be reserved and gentle, phlegmatic to be agile, agile, melancholic to believe in yourself.

Psychologists believe the age of primary school is the most favorable period for mental development and social training of the child. The plasticity of the natural language acquisition mechanism facilitates the acquisition of a second language. Psychologists and physiologists justify the introduction of early English language instruction on the basis of pupil's natural aptitude for



languages and their emotional readiness to learn them. The susceptibility of pre-school and primary school children to the acquisition of common languages, particularly English, is usually taken into account. The duration of the sensitive period varies for researchers, but it is mainly between the ages of 4 and 8. It is at this age that children have a natural interest and need to learn new things. They become more flexible and quicker than later stages of language acquisition. With age, these abilities are gradually lost, their sensitivity to hearing sounds and their ability to imitate them diminishes, short-term memory weakens, and vision, and most importantly hearing, is weakened.

The vast majority of children aged 7-8 are guided by specific attributes of objects and phenomena in the process of learning. Therefore, when teaching English from the first grade onwards, the teacher does not rely on a ready-made conceptual, vocabulary-logical, theoretical mindset of the first-grader. Such a child's consciousness has not yet been formed.

Pedagogical factors are also important in explaining the relevance of early learning of English. Teachers support the statement that learning English helps children to orient themselves better in a world in which integration processes in all spheres of human life are changing intensively. The primary school has a special task here, as it is a question of shaping the personality of the young pupil and identifying and developing his or her abilities. It is worth noting that the idea of early learning of English is not a modern news: domestic and foreign methods have a rich heritage in this field. Early learning of English in our country was carried out in schools with profound study of English.

The main aim of English is to form communicative competence. In the junior school age a child masters a system of operations necessary for successful learning activity at the following stages. During this period, the foundation of personality is laid. When young adolescents are easily aware of language and speech phenomena, combine several concepts, implement them using the judgmental method, carry out intellectual operations using the comparison and generalization method, and master a new language together with the teacher.

The teacher should be well versed in methodological works for the optimal use of psychopedagogical features in teaching students a foreign language. The process of establishing methodological science took many decades. Initially it was only about the methodology of teaching English, but the path of its development was quite long and controversial. For a long time, the methodology of teaching English was not recognized as an independent scientific field. Methodology was also considered as applied linguistics (L.V. Shcherba), applied psychology (B.V. Belyaev) [4; p. 27]. And methodology got its name as an object of research - the process of interaction between the teacher and students in the process of students' mastering of English.

The teaching of English at primary level should have a communicative orientation. The communicative orientation is manifested in the setting of goals, the choice of content, the choice of teaching methods, and the organization of pupils' speech activity. Tasks for teaching speaking, reading and writing are formulated in such a way that in their implementation there is a communicative meaning.

Speaking about the peculiarities of the organization of speech activity in English lessons, it should be remembered that learning of primary school children is easy to organize involuntarily, as real communication situations are easily simulated in a game. The English teacher can achieve good results if he/she works in contact with the primary school teacher and measures the children's progress in English and other subjects.

The teaching process is carried out using various methods and techniques: elements of the intensive methodology, cognitive and role-playing games, staging and the game method. Each lesson and the course as a whole is built on a story basis with various role-plays, competitions and contests. The lengthiest texts, written as a polylogue in the textbook, do provide ready-made play scenarios.

An abundance of visual, auditory and motor (kinesthetic) visualization should be provided, which not only stimulates different analyzers but also mobilizes different types of memory,



including motor memory. Young children perceive the world holistically, indivisibly. Their favorite activities are drawing, painting, paper-cutting, constructing (including grammar signs), singing and dancing. Children can draw on the board or in a notebook, explain immediately what they have drawn, and describe as a riddle. In English, when instructed orally by the teacher, figures can be cut out and not only sung, but also spoken samples can be pronounced. This is useful for developing correct intonation. In doing so, it is better for children to convey the content of the songs through gestures, gestures. A more effective approach also includes the teacher's method of drawing up "code letters" by modeling sentences, as in the past.

A combination of different organizational forms of psychological and pedagogical approach is acceptable in the process of teaching English in the primary schools: individual, paired, group and collective [5; p. 7]. Individual abilities of children can be developed in collective forms of learning. Thus, collective (group) solution of communicative tasks contributes to the creation of interaction, mutual support, authentic communicative environment in the lesson, because communication is a process that requires a partner. In addition, the ability to work in a team contributes to the development of autonomy. An example of such cooperation is the creation of a collective text, in which children, enriching their personal experience, move on to composing independently prepared and unprepared statements.

The teaching of English in the primary schools needs to be shaped starting with children's folklore and traditions. To this end, characters from English folk and author's tales, English songs, rhymes, and counting rhymes used by primary schools students in English-speaking countries are included in the teaching and methodological complex. Later on, authentic English children's letters, announcements, and, finally, authentic works of art in English accessible and understandable to primary school children should be considered as a teaching and methodological approach.

It should be remembered that an English lesson in primary school should be combined with a common theme, but the children's activities in the lesson should be different. Often it is necessary to change the types of work; it is advantageous to mix them with dynamic pauses, games with movement elements. However, it should be remembered that each element of the lesson is necessary for solving its general task or tasks. In primary school the foundations of oral and written communication in a foreign language are laid. A considerable part of the teaching time is spent on the formation of pronunciation, graphic, orthographic, lexical and grammatical skills.

The process of learning English vocabulary in the primary grades is carried out through several methods:

- Introduction, including introduction and explanation;
- Exercising the use of lexical units (initial consolidation);
- Use of lexical units (incorporating words into speech activities) [6; p. 11].

Acquaintance with lexical units implies revealing the form, meaning, use of a word. The use of visual aids, such as a soft toy, a picture, allows forming a visual image of the word simultaneously with the sound image while listening to a sound cassette. Simultaneously with the display of words the younger pupils have an opportunity to listen to them (in this case the sound image of these words is created). Written vocabulary consolidation, in turn, strengthens the speech-motor, auditory, visual connections of words and thus contributes to their better memorization.

Psycho-pedagogical approaches to teaching English in the primary grades aim to achieve the following objectives:

- Ensuring the development of the child's personality, speech, attention, thinking, memory, imagination;
- Creating conditions for early communicative-psychological adaptation of junior schoolchildren to the new language world and overcoming psychological barriers in using a foreign language as a means of communication in the future;
- To lay the foundation for the formation of elementary communicative competence speech, language, socio-cultural, educational and cognitive;



- To develop the ability and readiness to communicate in English;
- Formation of elementary communicative skills in the four types of speech activities (speaking, listening, reading, writing) taking into account the speech abilities and needs of younger students, as well as the skills and abilities of speaking in a foreign language.

Psycho-pedagogical approaches to teaching English in the primary grades offer opportunities for introducing younger pupils to the foreign Children's World, foreign children's folklore and samples of available fiction, encouraging a friendly attitude towards foreign peers and further foreign language acquisition.

Primary pupils should know and understand the following things when learning English:

- Learning the alphabet, letters, basic letter combinations, sounds of the language being studied;
- The rules of reading and spelling of the target language;
- To know the features of the main types of sentences and their intonation according to the purpose of pronunciation;
- The name of the country and the capital of the language to be studied; * To know the names of the most famous characters of the language to be studied;
- Names of the most famous characters in children's literature;
- Children's folklore works rhyming.

Primary pupils should be able to do the following things when learning English:

- Observe, analyze language phenomena, give examples (e.g. long and short sounds, words close in meaning to the mother tongue and the foreign language being studied, short right and wrong answers, etc.);
- Apply basic speech norms in the process of dialogic communication;
- Compose an elementary monological sentence according to a sample, analogy;
- Write a text in a foreign language and insert words in it according to the learning task;
- Use the bilingual vocabulary of the textbook;

Primary school pupils should be able to apply their knowledge and skills when learning English in practical activities and everyday life. So:

- Listening to the speech of the teacher, classmates, based on the visualization of the main content of light texts of a predominantly folkloric nature;
- Participation in a simple etiquette dialogue (acquaintance, congratulation, gratitude, greeting);
- Ask simple questions to the interlocutor (who, what, when, where) and answer the interlocutor's questions;
- Talk briefly about oneself, family, friend;
- Writing short descriptions of objects and pictures;
- Reading a text aloud in compliance with the rules of pronunciation and basic intonation patterns;
- Reading out loud with full comprehension of the text;
- Independent reading (introductory reading) with comprehension of the main content of light authentic texts with accessible content and language material;
- Write a short greeting (birthday, New Year) according to the sample.

In preparing for a particular lesson, the teacher formulates objectives, not goals. After all, an objective is a goal which is given under certain conditions. Only a teacher can formulate teaching tasks, as all concrete conditions of teaching a foreign language at a lesson, in extracurricular work only a teacher knows. The most various educational actions of a teacher and educational activity of a pupil at a particular lesson get a certain logical sequence arising from the consideration of psychological regularities of assimilation of the content of education. Thus, the course of a lesson (or its separate link), the process of solving educational-cognitive or educational-communicative



task acquire a logical-psychological structure deployed for a certain time. Psycho-pedagogical approaches to teaching English in the primary grades consist of the invariable three-component structure of the lesson:

1. Actualization of basic knowledge and methods of cognitive activity;
2. Formation of a new concept and way of action;
3. Application of logical-psychological skills essentially [7; P. 13].

An English lesson in the primary grades begins with a structure component, which is the beginning of the lesson. And in the middle and upper grades, the beginning with an experienced teacher takes no more than 1 minute, in the primary grades 2 minutes or even more, as the teacher has to 'inventory' all the children. The teacher has to encourage one pupil to act, praise another with words and establish an individual relationship with each child. All this takes time. After that, the phonetic exercise lasts 2-4 minutes. As the phonetic exercise is intensive choral work on the material of rhymes, verses, songs, a number of dialogical units, a short break should be given every 25-30 seconds (to avoid tiring of the children) [8; p. 2]. The teacher can fill it with a short explanation, indicating the next phrase. In the following lessons, such pauses are much less frequent.

Conclusion

Teaching English from an early age contributes to the formation of a well-rounded, harmonious personality, develops children's linguistic abilities and ensures a strong command of a foreign language in additional education. With the help of the game method, lexical material and speech patterns are introduced and consolidated. Through play, children learn the material consciously, rather than imitating it. As for younger pupils, especially those aged 8-10, only a very small proportion of first-graders are guided by the operation of abstract concepts. The rest have great difficulty in perceiving and understanding grammatical rules given, for example, in the form of definitions, inferences. Here the game method is of great help.

A positive impact on improving the quality of knowledge has a positive impact on the optimal use of psychological and pedagogical approaches to teaching English in the primary grades. English lessons in primary school should be planned taking into account the age-specific psychological characteristics of children of primary school age. Pupils of this age have a high propensity for language acquisition. Primary school pupils easily master the basics of communication in a new language, spending less time and effort compared to pupils of other age groups. In English lessons in the primary grades, it is very important to get them interested in learning the subject so that the child has a constant desire to attend classes, gain new knowledge and enjoy their success in mastering the foreign language.

Among psychological and pedagogical approaches to teaching English to elementary school students the most effective is the game method [9; p. 6]. Due to the specifics of the leading activity at this age, play allows making communicative value of almost any language units and realizing communicative orientation of education at an early stage. Therefore, English lessons in primary school should be provided with a chain of interesting games. Teaching a foreign language at an early age contributes to the formation of a well-rounded, harmonious personality, develops children's linguistic abilities and ensures a strong command of a foreign language in additional education. Familiarization and consolidation of language material and speech patterns in the classroom is carried out through games. Through play, children learn the material consciously.

In English lessons, the teacher should develop the ability to structure students' speech logically and systematically. At this age, there is a shift towards semantic memory. To this end, English lessons use illustrations of stories or poems, work on a series of pictures reflecting the plot development of this or that content. At this age in English lessons it is necessary to specifically teach the techniques of remembering language and speech material, to allocate time and to change the ways of repetition.



Thus, the aim of our work is to determine psycho-pedagogical and methodical methods of teaching English at primary school, we have considered psychological and pedagogical and methodical works of several Russian and foreign authors on the problem and studied works on the construction of English lessons at primary school. Analyzing theoretical and methodological bases of English lessons at primary schools, we made sure that primary stage of learning occupies an important place in the system of language education, paying special attention to psychological, physiological, pedagogical and lingo didactic features of teaching English to elementary schoolchildren. This is because an understanding of these features allows the primary school teacher to avoid difficulties and to create a supportive environment for achieving the best results, taking into account the individual needs of students.

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ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ОСОБЕННОСТИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В НАЧАЛЬНЫХ КЛАССАХ

Аннотация. Целевое направление процесса модернизации современного казахстанского образования - формирование личности из социализации личности, являющейся носителем культуры своего времени и народа. Согласно обновленному образовательному стандарту, английский язык следует рассматривать не только как средство обучения. Особенно при изучении английского языка в начальных классах необходимо широко использовать новые психолого-педагогические подходы. В статье рассмотрена компетентность предмета английского языка, изучаемого в начальных классах. Также была проанализирована взаимосвязь психолого-педагогических подходов в процессе обучения английскому языку младших школьников с различными подходами предметной методики на сегодняшний день. Акцент был сделан на том, что целью обучения английскому языку в



начальных классах является не только передача учащимся знаний и умений на иностранном языке, но и формирование определенных качеств личности.

Ключевые слова: начальная школа; английский язык; психология; педагоги методика; методы и приемы; образование; система образования; школа; учитель; коммуникация; развитие.

Құлмағамбетова С.С., Әкімханқызы Н.

БАСТАУЫШ СЫНЫПТАРЫНДА АҒЫЛШЫН ТІЛІН ОҚЫТУДЫҢ ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ ЕРЕКШЕЛІКТЕРІ

Аңдатпа. Қазіргі қазақстандық білім беруді жаңғырту процесінің мақсатты бағыты - жеке тұлғаның әлеуметтенуінен өз заманының және халқының мәдениетінің тасымалдаушысы болып табылатын тұлғаны қалыптастыру. Жаңартылған білім беру стандартына сәйкес, ағылшын тілі пәніне тек білім беру құралы ретінде қарамаған жөн. Әсіресе, бастауыш сыныптарында ағылшын тілін оқыту барысында психологиялық-педагогикалық жаңа тәсілдерді кеңінен қолдану керек. Мақалада бастауыш сыныптарында оқытылатын ағылшын тілі пәнінің құзыреттілігі қарастырылып, мән-маңызы жан-жақты келтірілді. Сондай-ақ, кіші сынып оқушыларына ағылшын тілін оқыту барысындағы психологиялық-педагогикалық тәсілдердің пәндік әдістеменің бүгінгі күнгі түрлі көзқарасымен байланыстылығы талданды. Бастауыш сыныптарына ағылшын тілінен білім берудің мақсаты оқушыларға тек шет тілінде білім мен дағдыларды беру ғана емес, сонымен қатар тұлғаның белгілі бір қасиеттерін қалыптастыру екендігіне баса назар аударылды.

Кілт сөздер: бастауыш сынып; ағылшын тілі; психология; педагогика; әдістеме; әдіс-тәсілдер; білім; білім жүйесі; мектеп; мұғалім; коммуникация; даму.