

Несмотря на то, что гидронимы и оронимы считаются устойчивыми топонимами, которые отличаются долговечностью, на Дальнем Востоке этого не произошло. Вслед за англичанами, уже в 1859 г., к берегам современного Приморья пришли русские моряки и заменили большинство британских топонимов на русские [5]. Тем не менее, некоторые названия географических объектов, данные английскими моряками, на карте сохранились, например, мыс Брюса, мыс Песчаный, остров Лисий и др.

Таким образом, изучив теоретический материал о топонимике, мы проанализировали дальневосточные топонимы из англоязычной книги Дж. Тронсона «A Voyage to Japan, Kamtschatka, Siberia, Tartary, and Various Parts of Coast of China, in H.M.S. Barracouta» (Лондон, 1859) по видам, структуре и способом передачи на русский язык. Сравнительный анализ показал, что преимущественное место в повествовании занимают гидронимы, но имеются также ойконимы и оронимы. Если населенные пункты существовали на дальневосточных берегах России и до прихода британцев, то многие морские и прибрежные объекты оставались неописанными и потребовали названий, данных им моряками британского флота. Переводчик достаточно четко придерживался принципов перевода имен собственных, используя транслитерацию, транскрибирование или дословный перевод, учитывая особенности русского и английского языков.

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Рубрика: Методика преподавания английского языка

УДК 372.881.111.1

ОСОБЕННОСТИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В ДОШКОЛЬНОМ И ШКОЛЬНОМ ВОЗРАСТЕ

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В статье рассматриваются особенности преподавания английского языка с учетом физиологических и психических особенностей детей дошкольного и школьного возраста, как, в

зависимости от возраста, развивать личность студентов, стимулировать познавательные и творческие способности, обеспечить студентов необходимым набором компетенций, а также некоторые особенности подготовки к Единому государственному экзамену по английскому языку.

Ключевые слова: *методика преподавания английского языка, психические особенности дошкольников и школьников, физические особенности дошкольников и школьников, подготовка к ЕГЭ по английскому языку, обучение аудированию и говорению.*

FEATURES OF TEACHING ENGLISH IN PRESCHOOL AND SCHOOL PERIODS

The article considers the peculiarities of teaching English taking into account the physiological and mental characteristics of preschool and school-age children, how, depending on the age, to develop the personality of students, stimulate cognitive and creative abilities, provide students with the necessary set of competencies, as well as some features of preparation for the Unified State Exam in English.

Keywords: *methods of teaching English, mental characteristics of preschoolers and schoolchildren, Physical characteristics of preschoolers and schoolchildren, preparation for the Unified State Exam in English, teaching listening and speaking.*

In recent years, the number of people learning English has increased vastly. The importance of knowing a foreign language has become obvious to many people. The age of students has also changed. Nowadays, parents tend to start teaching their children a foreign language as early as possible, that is, in the preschool period. For successful teaching, it is necessary to identify how it is possible, depending on the age, to develop the personality of students, to stimulate cognitive and creative abilities, to form a personal motive in students, interest in learning, to provide students with the necessary set of competencies, to study the psychological characteristics of the personality of graduates in preparation for the Unified State Exam.

We can see some features of early childhood and preschool age. At the age of two, the child enthusiastically looks for difficulties, and overcoming them causes positive emotions, which can be used in teaching (for example, a competitive form of studying). The leading activity of a child by the end of early childhood is a play and productive activities (drawing, modeling, designing), it is important to imitate an adult and work out movement stereotypes [2, p.16-29; 4, p. 39-73]. During the crisis of three years, the child needs to be given a lot of freedom in learning, and this freedom eventually transforms to play activities [3, p. 23]. At 3-4 years old, a child is attracted to bright, interesting pictures, attention on which he can hold up to 8 seconds

Children under five years old learn new information in the process of interaction with adults, and independent learning for the child (viewing cognitive programs, etc.) is less effective. Many experts believe that it is better to start learning a foreign language at the age of four to seven, when the system of the native language is already well understood by the children and they are conscious for the new language [1, p. 37-40; 2, p. 74-75; 7, p. 41-43].

Older preschoolers show an interest in different ways of expressing thoughts, in language as a way of communication, and therefore it is important to form colloquial speech at this time. Perception at this age is associated with the operation of objects that need to be used in training [11, p. 58-62].

For children of six and seven years old, fairy tales and riddles are interesting, which are able to hold the attention for up to 12 seconds. In the sixth year of life, it is recommended to use techniques that increase working capacity, the development of mental activity, curiosity, the formation of elements of purposeful attention, arbitrary memory and imagination, the initial forms of conscious control of their behavior [11, p. 92]. Preschoolers tend to have meaningful memorization, which must be properly directed. Objectively, the child is ready for school if he has: curiosity, brightness of imagination, the child's attention is already relatively long and stable.

During the period of primary school age, reflection, self-regulation and an internal plan of action appear [6, p.9-13]. And therefore, it is important for the teacher to ensure that students are training to fully answer the questions and present arguments. For this age, from the very beginning of training, it is necessary to develop a certain tradition of communicating with children in English: greeting, saying goodbye, using the forms of etiquette accepted in a foreign country. This will make it easy to set up children to communicate using a foreign language.

At this age, the level of development of visual and auditory perception is high and the teacher should use this. Memory is characterized by a bright cognitive character and it is easier for children to remember the material on the basis of clarity, and frequent changes of actions will be effective during training [8, p. 131-134].

We can review some specifics of the development of teenagers and high school students. At this age, the desire to be like someone else is characteristic, and the teacher can become a great example for the student during this period. An important step is the graduation from school, and it is especially acute for students of the eleventh grades because they will have to pass the Unified State Exam. In this case, teacher mustn't threaten the students with negative consequences in case of failure on the Unified State Exam, this will only develop a defensive reaction in them to avoid failure [10, p. 126-127].

The considered psychological features of development are directly related to the methodology of teaching any language, including a foreign one. The language competence of a person and the ways of language perception in different age groups differ and require careful attention of a teacher in order for the teacher to be able to teach the language in an accessible way for a pupil.

Each school program is based on graduate competencies. According to the requirements of the secondary school educational program, the competences of graduates are:

1. Achievement of foreign language communicative, linguistic/linguistic, socio-cultural, educational and cognitive competence.

2. Development and education of students' understanding of the importance of learning a foreign language. In connection with the requirements of the Unified State Exam, the educational program should contain: speaking, listening, reading, writing, vocabulary, grammar, socio-cultural knowledge and skills. The teacher must be competent in the requirements of the Unified State Exam and build the educational process with a focus on these requirements.

With regards to listening and speaking training, we consider these sections of the exam to be very voluminous in preparation, because they fully reflect the student's ability to communicate freely in English, which is the most important point of the assessment – «Solving a communication problem».

The technology of teaching listening in school is based on certain principles:

1. Listening should be considered as a relatively independent skill.
2. In teaching a foreign language three types of listening techniques are used – full understanding, understanding of the main content and selective understanding of listened text.
3. A strict selection of texts is carried out for listening.
4. Ensuring step-by-step approach in the organization of listening training [9, p. 12-14].

You can use the following training techniques:

1. Training in the perception of separated sounds, syllables, words, phrases
2. Training in the perception of separated sentences
3. Training in the perception of small texts (4-5 phrases)
4. Training in the perception of parts of texts.
5. Learning to perceive texts in their entirety. [12, p. 176-188]

As for learning speaking, the most important thing in preparing for this section of the Unified State Exam is to train to use spontaneous speech. In any case, a pupil shouldn't write the text of the answer and memorize it. Pupils can write a list of words and expressions on the appropriate topic before completing the task, and then use this list to complete the task. The second criterion is the organization of the utterance. There should be a wide use of logical connection means, the opening phrase and the final phrase in the utterance.

The study makes it possible to draw the following conclusions: the communicative competence of a graduate in a foreign language cannot be formed quickly and without training. To master this competence, a systematic approach and periodic training is required. In a modern school, it is necessary to prepare children for passing the English exam, taking into account the requirements of the Unified State Exam in English, and to form their communicative competencies, we also need base English teaching on the age characteristics of students.

Each age represents a set of peculiar structures of the child's personality at a certain stage of its development. The characteristics of age are determined by the combination of many conditions. The set of conditions that determine the specifics of age includes the features of the physical development of the child – for example, the maturation of certain morphological formative formations at an early age, the features of the restructuring of the body in adolescence. Thus, the age of students is a determining factor in making a decision: how and what to teach.

Students of different age groups have different needs, competencies, and cognitive skills. Therefore, it is important for an English teacher to correctly draw up a lesson plan and an educational program in terms of the characteristics of perception, memory, attention, and the emotional background of students.

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Рубрика: Языкознание и языки

УДК 81

РУССКИЕ И КОРЕЙСКИЕ ФРАЗЕОЛОГИЗМЫ С КОМПОНЕНТОМ «ДЕНЬГИ» КАК ОТРАЖЕНИЕ НАЦИОНАЛЬНОГО МЕНТАЛИТЕТА

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Актуальность выбранной темы обусловлена необходимостью сопоставительного анализа фразеологических систем русского и корейского языков и выявления в них национально-культурных сходств и различий. В настоящее время в связи с быстрым развитием современ-