TOOLS FOR DEVELOPING THE MOTIVATION OF PRIMARY CLASS STUDENTS TO LEARN A FOREIGN LANGUAGE OUTSIDE THE CLASSROOM

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Abstract: This article talks about the selection of modern educational methods that can be used to develop the motivation of primary school students to learn a foreign language outside the classroom.

Key words: motivation, method, outlook, knowledge, skills, individual, group, team.

Pedagogy interprets the concept of motivation as the general name of the processes, methods and means of encouraging students to engage in effective cognitive activity, actively mastering educational content.

According to the definition of D. B. Elkonin, motivation is a dynamic process of physiological and psychological management of human behavior, which determines its direction, organization, activity, and stability.

Method-goal means a way to solve a specific problem. A method is a set of tools and methods for achieving certain goals in teaching and learning.

From the point of view of the science of pedagogy, formation is defined as a process of purposeful pedagogical influence for the development of certain personal qualities (worldview, knowledge, skills, beliefs, value orientations) in the student.

Formation is a purposeful influence on the student, carried out by the teacher to create certain conditions, which later helps the student to develop new qualities, knowledge and skills.

In order to choose modern educational methods that can be used in the development of the motivation of primary school students to learn a foreign language outside the classroom, it is necessary to distinguish several criteria, according to which the methods used should be as follows :

• creating an environment of comfort and freedom; to arouse the student's interest, to arouse the desire to apply the studied language in practice, to convey the necessity of studying and thus to bring him closer to successfully mastering the academic subject;

• influencing the student's personality, involving his feelings in the educational process, taking into account his needs and encouraging him to reveal his knowledge, speech and creative abilities;

• to activate the student, to establish mutual relations with other participants of the educational process, to make him the main character of the educational process;

• organization of educational activities so that the student is at the center of the educational process and the teacher has a secondary role;

• it is important for the student to understand that regardless of the techniques and tools chosen by the teacher, the learning process is related to his personality and interests;

• by creating situations where the student can work on his speech independently, taking into account his physical, intellectual and emotional capabilities, thereby following a differentiated and individualized educational approach;

• the use of different forms of activity in training: individual, group, collective, which in turn fully stimulates the activity of students.

By learning a foreign language using these methods, the student perceives the language as a means of communication with others.

In the process of teaching a foreign language, communication can be organized in a "one-way" and "multi-way" way. In the first case, the educational process is organized in such a way that it encourages the teacher and the student to work actively - the student responds. This communication process can be described by a stimulus-response scheme. Frontal forms of work are often used to organize such a process. The "multilateral" communication process is built on the basis of collective and group work forms, in which each participant of the educational process has the opportunity to demonstrate his independence and become an active participant in a certain activity. The "multilateral" model of communication refers to relationships and connections between all participants of the educational process, allows to significantly change the roles of all participants of the educational process and thereby reveal their personal potential.

The interaction between the foreign language teacher and primary school students with their parents is aimed at integrity in creating pedagogical conditions. In this case, the following forms of psychological and pedagogical education can be chosen: individual conversations with parents and advice on foreign language teaching issues and development methods. To help parents, "For parents of primary school students", "Parental communication styles", "Foreign language in primary grades: pros and cons", "Interesting language lessons", "We it is possible to organize the release of guide sheets on topics such as "Let's learn a foreign language".

Bo another series on the development of the motivation of students of the first grade to learn a foreign language outside the classroom: "Great Britain", "United States of America", "Our family is around the table", "We celebrate the New Year" joint creation of wall newspapers; Implementation of the "Creative Family" competition dedicated to the "Halloween" holiday; innovative methods such as presenting the fairy tales of the English nation as a stage show can be widely used.

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