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THE PROBLEMS FACED BY FIRST GRADERS IN LEARNING ENGLISH AND THEIR SOLUTIONS

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Covid-19 has a huge negative impact on people all over the world and it especially affects schoolchildren. Due to the quarantine measures 1st grade children are ought to study either at home or at school in a very small group. This has a negative impact on their perception of the new information. While pupils of higher grades have some understanding of the school life and can accustom to the new circumstances faster, it is much harder for 1st grade children. First of all, this article will look at the ways English lessons are taught in an offline mode. Then it looks at the problems that arise when these methods do not work in online classes. After that, the methods used in online classes are discussed and the assessment criteria is reassessed. Finally, I share my own experience of facing the problem of using offline methods in online classes.

According to modern requirements, English has been a subject since the 1st grade. Because the younger generation should learn English. Teaching English to 1st grade students is certainly a challenge for teachers. Every lesson in primary school should be filled with kindness to the child from start to finish. In this direction, Shalva Amonashvili [1, p.185] noted that every day at school, every lesson should be a gift from the teacher to the student. Every student's communication with their teacher should give the child joy and enthusiasm for life. Therefore, every English lesson should arouse interest. That is, the teacher should be able to smile at the students, greet the students warmly, ask about their condition and attract the students for 40 minutes.

Talking about the books used during English language lessons, I would say that the question of where to start needs a good tutorial. After all, a properly selected textbook increases students' interest in the subject. Currently, there are a lot of teaching aids in English, and now the 1st grade is taught with the textbook "Smile". A special feature of this book is a training book and disks for the development of speech and listening skills, a workbook with writing tasks, a book for a teacher with a plan of each lesson and various methods and techniques, visual aids on the topic.

The tasks given in the new textbooks are not limited to reading the text, expressing its content, but also lead to the formation of questions about the text itself, determining the reason, making assumptions and self-assessment, knowledge of the order of finding the answer to the question in the sources, the ability to distinguish between good and bad. During the performance of the fairy tale, students were interested in determining the mood of the characters, reading them by role. Surprisingly, on the basis of a communicative approach, students of the 1st grade have an increased interest in the science of language, easy assimilation of speech, the ability to make a sentence from a word, a word from a syllable, a syllable from a sound, sound-syllabic analysis of a word.

The textbooks that are used in offline classes can be quite easily used in online classes as well. So it does not seem to be a huge problem. However, the methods that teachers use while explaining new topics should be cardinally changed. The online classes give much less opportunities to contact students. Some students try to turn off their cameras, others do not want to speak and it becomes difficult for the teacher to use general methods in explaining the materials. Unlike other students, for 1st graders it becomes especially difficult because five, six or seven year children do not want to keep patience and listen to the person who says something in their phones. They have an alternative of

playing some games or watching cartoons and they do not know the rules of school and do not know the teacher personally. This is why the offline methods are almost impossible to copy and implement in online classes for 1st grade pupils.

The methods of teaching are not the only thing that should be reassessed. The assessment system will also undergo radical changes and will be transferred to the criterion-based assessment system. In criterion-based assessment, students' academic performance is measured by a specific set of pre-defined criteria. Students' academic performance in the subject is evaluated in two ways: formative assessment and summative assessment. The advantage of this assessment system is that it develops the child's thinking and desire to engage in science. Formative assessment is an integral part of the daily learning and learning process and is carried out systematically throughout the quarter. Formative assessment provides continuous feedback between students and teachers and allows you to adjust the educational process without assigning points or grades. Summative assessment is carried out by setting points and grades in order to obtain information about the academic performance of a student who has completed sections of the curriculum (common topics and a certain period of study: quarter, academic year, level of Secondary Education). Formative assessment and summative assessment are applied in all subjects. Many authors consider a foreign language lesson in the form of correction-speech therapy. The speech apparatus of a first-grader has great flexibility, and the auditory perception apparatus is very sensitive. At this age, children learn to absorb sound content from the environment, admire new sound combinations, play with sounds, compare them, and create various original associations of children's auditory experiences. From this point of view, the ability to perceive is well developed, the imitation of sounds, sound combinations, words and phrases in native speakers is facilitated. In addition, some sounds of a foreign language can be correctly pronounced by a child (for example, "R" in Russian and "R" in English), unlike similar sounds (not identical to them) [2, p.67]. This increases the child's self-esteem and gives him confidence.

With the appropriate assessment system that works in an online environment we can now talk about the methods that should be used in teaching English to 1st graders. The interaction of children when communicating in English largely depends on how various organizational forms of learning are used [3, p.144]. Along with the most frequently used previous and individual works, it is necessary to actively introduce other groups into the educational process: a group, a team, and a project. There may be various thematic evenings, holidays dedicated to the language being studied, the creation of Wall newspapers, personal research ("English proverbs and sayings", "Halloween", etc.).

For students of this age, each lesson begins with a phonetic charge, during which it is important not only to repeat the sound of the English language, but also an interesting way to show the difference from the sounds of the native language. Phonetic games are also designed to test the articulation of sounds, the intonation of the studied language. These are combinations of different letters and syllables, for example, choirs in children's folklore (dance, song).

The counting game can depict various movements (dance, pantomime, gesture). Phonetically, games are" Echo"," Mushroom"," sound capture"," learning with sound", etc. [4, p.87]. These games are analytical, develop phonemic and speech, and teach children to distinguish individual sounds. It also includes games with sounds from the surrounding world and sounds similar to the sound of musical instruments.

High and clear pronunciation of words and phrases in poems, when learning songs, forms the culture of voice speech of the child, sound combinations. In the first year of study, active work should be carried out to master English writing. Written exercises are mandatory in the lesson. Speech skills are often easier for children through the imitation method, simple explanations are given (stretch your lips, open your mouth wide, etc.), and then the study of graphic symbols is performed. Choral, solo, and paired types of work are used.

According to G. N. Galskova [5, p.128], children in the first grade should know English not only as a means of communication, but also as an element of acquaintance with English culture. To form a regional geography, children can be helped to create correspondence, open correspondence, photos, cassettes for the UK. Of course, for first-graders, this procedure will be quite complex, and the teacher can use it as a substitute for practice. Introducing a child to the world of British culture is the most important task of the teacher, the solution of which contributes to the formation of universal consciousness among children. However, it does not mean that the British culture should be preferred to Kazakh culture, but these two should be taught together by complementing each other.

Finally, I would like to share my small experience that clearly shows the difference between the methods used in offline and online classes. I tried teaching English to the 1st grade students during my industrial internship at Secondary School №22 in Pavlodar. The school had 1 "A" and "B" classes. There were a textbook and notebook published by Express Publishing, which arouses students' interest in the subject. Students of grades 1B took part in the lessons with interest. Students of this class were disciplined, strictly followed the instructions given by the teacher. During the open lesson on 12.02.2018 on the topic "My favourite toys" that was held in this class students actively participated in the lesson, remembered the words passed, spoke in Kazakh and English. This year I am having teaching practice in the school №4 in Nur-Sultan and it is held totally online. Now I can see the absolutely different attitude of students to the methods that were used by me previously. Students are not that much interested in the classes, open lessons do not arise interest, and students do not want to speak and share their thoughts. I had to change my methods of teaching totally and pay more attention to visual and audio materials, games and other methods mentioned previously in this article.

In conclusion, it is not easy to constantly monitor and manage students so that they are always interested. Both offline and online classes obviously need a large amount of work made by the teacher. However, the methods, assessment criteria, materials and ways of explaining the topics should be cardinally changed and reassessed. Especially for 1st graders it needs a special attention. Almost everything that can happen in the classroom can happen in online classes, but in some other ways. Disputes between classmates now happen in Whatsapp chats rather than in school corridors, but they still happen and teacher should be able to resolve such issues and conflicts between children. This requires systematic work of the teacher and some feedback from the students and their parents. Work with the parents is a topic for a separate article, but it is certain that during the era of online classes good contact between the teacher and the parent becomes even more important that before.

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EFFECTIVENESS OF USING GAMES IN TEACHING GRAMMAR

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