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THE PRIORITIES OF A MODERN AMERICAN EDUCATION

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Language is one of the greatest fortunes which parents gift to their children. It helps to express our thoughts, feelings, emotions and shades of mood. Nowadays there a lot of families which removed in another countries and, certainly, turned out to be in a foreign language surrounding. And, unfortunately, they are often not ready to face the problems emerging in the process of bringing up their children in such situation.

The majority of people in a modern word master more than one language, for example, in EU. Removing from one country into another a lot of people meet with necessity to master a few languages, at least, at a basic level.

It's a rare phenomenon when a person masters two or more languages at the same level. The difference in mastering manifests in vocabulary, and not only in its volume, but in the process of acquaintance with the native speakers' culture and in ability to understand, to speak, to write and to read.

Sometimes even under favorable circumstances a language can be assimilated at an insufficient level. For example, the Latin American immigrants' children can live in New York and their parents' efforts are directed to learning English but the children can't do it. And, on the contrary, little Americans succeed in learning Spanish despite the fact that such task wasn't raised before them [1].

It is believed that bilingualism develops normally in case if a person is able to speak one language and to express any thought. If a speech is not formed fully the structure of a thought breaks and the attempts of self-expression also fail. Unfortunately, all these factors lead to psychological stress, don't allow children to communicate in society and at last ruin the personality. Such phenomenon is called semilingualism and has a ruinous effect on society.

So, it's better to give a child a full-fledged language development because little children have more chances and opportunities of mastering a second language at a maximum extent. Of course, the motives of language learning, methods, teacher's talent and systematic training are very important but it is necessary to take into consideration the conditions in which the children master the language. Bilingualism has a positive effect on children's memory, reaction speed, quick-wittedness, ability to understand, to analyze and to discuss the language phenomena. As a rule, bilinguals study well and master another foreign language better.

It is easier for a child to master the second language than for adults. Why? It happens because adults suffer from inferiority complex, they are afraid of making a mistake and forgetting the word they need. It is accepted to speak with children slowly, emotionally and to use short simple phrases, repeating the same. Perfect pronunciation is not expected from children either and the wrong forms of words are gradually corrected. A teacher of the second language, especially at the initial stage, can be an ideal interlocutor for children.

If a child lives in a bilingual family, it is preferably for his parents before his birth to come to agreement what language they will speak. It will be better if each parent starts to use his native language while speaking with a child and to use the language which sounds rarely in the child's presence. It is very important for creating a favorable psychological climate at home and the child will understand that it is necessary to know this language too because his parents master it. It is difficult to implement if, for example, Ukrainian mother speaks English bad. In this case it is necessary for her husband to invite his American relatives to communicate with the child.

Parents shouldn't also mix the languages if they don't want to confuse their child. They must try to repeat phrases in two languages and in case of need to speak a word with its translation.

It is very difficult to choose a native language if the members of a family possess several languages. It is necessary to determine what language they speak, read, write, understand better without making mistakes. Sometimes parents can know a lot of Ukrainian lullabies and can forget practically all children's poems. The same concerns, for example, mushrooms which names parents remember in native language but they can name berries only in English. It follows that both languages must be present in the child's surrounding and it is preferably for him to communicate with relatives in other languages too and to master not only the language but also the culture connected with it.

If parents removed into a foreign language surrounding with their child, at first, they must help him to set his first contact on this language, studying it with him at home, following the same age children's hobby and to be interested in a new language learning too. And in the future they mustn't allow their child to forget

his native language. It is necessary to speak native language at home and to study all the necessary subjects or their short courses, to read and to discuss classics of native literature.

Immersion principle acts in a completely foreign language surrounding. A preschooler can't speak the second language. At first he tries to use his common dialect but later falls into a silence approximately for half a year and starts to coordinate his word and action. Then first words arise, and besides the expression of wishes, prohibitions and answers to adults' questions appear practically at the same time but later than while playing with the children of the same age. During second six months a child accumulates the material. He reads, writes and listens to records, trying to enlarge his vocabulary. It will take him no more than three years to catch up his friends. The knowledge of the second language won't be sufficient if anybody at home doesn't speak the same language as the surroundings.

The preschoolers' level of speech often varies. For example, if a child spends his vacation in his grandparents' village in Ukraine or Russia, he can stop speaking English with his parents after returning home and, on the contrary, after visiting his grandparents in New-Jersey he will not be eager to speak native language. After a while everything will fall into its place [2].

At the moments of psychological crises parents should always be with their children and support them. The first crisis occurs when a child goes to school. Teacher's authority and language learning play an essential role in his life. The second crisis happens at the age of 12-14 years old when an adolescent becomes independent and decides what's more important for him in his life. The third crisis takes place when an adolescent becomes an adult and professional interest begins to determine language priorities. Therefore parents must read books with their children, sing songs, play with them and the game should become a means of communication.

Parents should also teach the children to love their native language and not to be ashamed of it. That's why it's necessary for a child to have books, records, games on both languages. Multilingualism and support of all languages must become a norm in the family.

If the atmosphere at home is friendly and full of love, interesting events the children set contacts with people easily and aspire to communicate. They don't have stress, complexes and the second language is being studied not as a harsh necessity but as a pleasure.

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