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К. Б. Аданов, Г. Н. Акбаева

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## ОРГАНИЗАЦИОННО-ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ВНЕДРЕНИЯ РАННЕГО ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ В РЕСПУБЛИКЕ КАЗАХСТАН: ОПЫТ, ПРОБЛЕМЫ, ПЕРСПЕКТИВЫ

Б. А. Жетписбаева, Г. К. Тлеужанова, М. А. Жетписбаева,  
К. Б. Аданов, Г. Н. Акбаева (Караганда, Казахстан)

*Целью статьи является определение и решение проблемы раннего обучения иностранным языкам. Проведенный анализ позволил определить, что сегодня в Казахстане отсутствует единая методологическая платформа раннего обучения иностранным языкам, что влечет за собой произвольный выбор дошкольными и средними учебными заведениями зарубежных обучающих программ и учебных материалов без соотнесения их с отечественными условиями преподавания иностранного языка. Данная проблема обусловила необходимость подробного рассмотрения организационно-педагогических условий внедрения раннего обучения иностранным языкам в Республике Казахстан.*

*Авторами проведен анализ зарубежного опыта, который соотнесен с состоянием раннего иноязычного образования, типичного для современного Казахстана. На основе*

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**Жетписбаева Бахытгуль Асылбековна** – доктор педагогических наук, профессор, декан факультета иностранных языков, Карагандинский государственный университет им. академика Е. А. Букетова, Казахстан.

E-mail: [zhetpisbajeva@mail.ru](mailto:zhetpisbajeva@mail.ru)

**Тлеужанова Гульназ Кошкинбаевна** – кандидат педагогических наук, зав. кафедрой европейских и восточных языков, Карагандинский государственный университет им. академика Е. А. Букетова, Казахстан.

E-mail: [tleushanowa@inbox.ru](mailto:tleushanowa@inbox.ru)

**Жетписбаева Мейрамгуль Асылбековна** – кандидат филологических наук, доцент кафедры методики и практики русского языка и литературы имени Г. А. Мейрамова, Карагандинский государственный университет им. академика Е. А. Букетова, Казахстан.

E-mail: [zhetpisbajeva\\_m@mail.ru](mailto:zhetpisbajeva_m@mail.ru)

**Аданов Куаныш Буланович** – докторант, старший преподаватель, Карагандинский государственный университет им. академика Е. А. Букетова, Казахстан.

E-mail: [kuka\\_112@list.ru](mailto:kuka_112@list.ru)

**Акбаева Гулден Нурмамбековна** – кандидат педагогических наук, заведующая кафедрой английского языка и лингводидактики, Карагандинский государственный университет им. академика Е. А. Букетова, Казахстан.

E-mail: [rgul.ksu@mail.ru](mailto:rgul.ksu@mail.ru)



*сравнения обозначены проблемные моменты данного процесса, рассмотрены и представлены организационно-педагогические условия раннего обучения иностранным языкам в Казахстане. Причем рассмотрение организационно-педагогических условий носит комплексный характер. Проведенный авторами анализ проблемы позволил представить степень выполнения и перспективы реализации организационно-педагогических условий внедрения раннего обучения иностранным языкам в Республике Казахстан.*

**Ключевые слова:** *раннее обучение иностранному языку, организационно-педагогические условия, национальный контент, мониторинг.*

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Bakhytgul A. Zhetpisbayeva, Professor, Dean of Foreign Language Faculty, Academician E. A. Buketov Karaganda State University, Karaganda, Republic of Kazakhstan.

ORCID ID: <http://orcid.org/0000-0002-1528-4494>

E-mail: [zhetpisbajeva@mail.ru](mailto:zhetpisbajeva@mail.ru)

Gulnaz K. Tleuzhanova, Candidate of Pedagogical Science, Head of European and Eastern Languages Department, Academician E. A. Buketov Karaganda State University, Karaganda, Republic of Kazakhstan.

ORCID ID: <http://orcid.org/0000-0003-2302-1595>

E-mail: [tleushanowa@inbox.ru](mailto:tleushanowa@inbox.ru)

Meiramgul A. Zhetpisbayeva, candidate of Philological Science, Associate Professor of G.A. Meiramov Russian language and Literature Methodology and Practice Department, Academician E. A. Buketov Karaganda State University, Karaganda, Republic of Kazakhstan.

ORCID ID: <http://orcid.org/0000-0001-8762-4649>

E-mail: [zhetpisbajeva\\_m@mail.ru](mailto:zhetpisbajeva_m@mail.ru)

Kuanish B. Adanov, PhD Student, Senior Teacher, Academician E. A. Buketov Karaganda State University, Karaganda, Republic of Kazakhstan.

ORCID ID: <http://orcid.org/0000-0001-6050-8664>

E-mail: [kuka\\_112@list.ru](mailto:kuka_112@list.ru)

Gulden N. Akbayeva, Candidate of Pedagogical Science, Head of English Language and Linguadidactics Department, Academician E. A. Buketov Karaganda State University, Karaganda, Republic of Kazakhstan.

ORCID ID: <http://orcid.org/0000-0002-0314-0944>

E-mail: [rgul.ksu@mail.ru](mailto:rgul.ksu@mail.ru)

## ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS OF INTRODUCTION FOREIGN LANGUAGE TEACHING AT EARLY STAGE IN THE REPUBLIC OF KAZAKHSTAN: EXPERIENCE, PROBLEMS AND PERSPECTIVES

### Abstract

*The article aims to show the problem and decisions of early foreign language teaching.*

*An early start of learning a foreign language has become one of the priorities in the practice of teaching the subject. Currently, in many pre-school educational institutions in various centres, children from an early age familiarize themselves with a foreign language. Integrative activities provide additional opportunities for diversified preschool education, for the development of not only the language, but also the general skills. The urgency of the problem of learning a foreign language in preschool and elementary school is substantiated by scientific evidence of the need to make the most sensitive period for learning a foreign language. The problem of how to teach a foreign language pre-school children, not completely solved either in our country or abroad, while many Methodists are*



*showing great interest in it. Unfortunately, today in Kazakhstan there is no single methodological platform of early foreign language teaching, which led to the arbitrary choice of pre-school and secondary educational institutions of foreign educational programs and training materials, without relating them to domestic conditions for foreign language teaching. This problem has led to the need for detailed consideration of organizational - pedagogical conditions of implementation of foreign languages at early age in Kazakhstan. The authors made the analysis of international experience, which is correlated with the state of early foreign language education, typical of modern Kazakhstan. On the basis of the comparison problematic aspects of this process are indicated and presented in the form of the organizational and pedagogical conditions of foreign language teaching at early stage in Kazakhstan. Moreover, considerations of organizational and pedagogical conditions are in complex. The authors' analysis of the problem has allowed presenting the degree of implementation of and prospects for the implementation of the organizational and pedagogical conditions of the implementation of foreign languages at early stage in the Republic of Kazakhstan.*

**Keywords**

*Teaching foreign language at early stage, organizational and pedagogical conditions, the national content, monitoring.*

**1. Introduction**

The relevance of the research problems of teaching foreign languages at early stage in Kazakhstan is reasoned by the need to develop a national system of education, which should be the platform for further economic, political and socio-cultural development of the country. In Kazakhstan, the progressive development and modernization of the education system became possible after the introduction of a number of regulations concerning its all levels of education. Particular attention is paid to the value of pre-school and primary-school education and training, in which laid the basic values and background knowledge. It is scientifically proven that the early stage of training is quite effective for the development of foreign languages.

This fact is taken into account in the tasks of the State program of education development of the Republic of Kazakhstan for 2011–2020 <sup>1</sup>, the implementation of which will contribute to bringing the system into a single fragmentary developed practice of foreign languages teaching at early stage in Kazakhstan, taking into account

international experience; It ensures both the continuity of foreign language education and continuity of educational programs as well; It will determine the quality and efficiency of formation multilingual identity as one of the essential factors in the development of intellectual potential of the country.

All of the above updates the study and solution of problems of foreign language teaching at early stage.

**2. Methodology**

The lack of a common methodological platform of early foreign languages learning in Kazakhstan led to the arbitrary choice of pre-school and secondary educational institutions of foreign educational programs and training materials, without relating them to domestic conditions for foreign language teaching. The situation is complicated by the scarcity of the teaching staff that can fully provide training at an early stage as part of multilingual education, which negatively affected the quality of teaching of foreign languages in preschool and elementary

<sup>1</sup> State Program for Education Development of Kazakhstan for 2011-2020: accepted by the decree of the President № 1118, December, 7 2010 [Electronic

resource]. Access mode: [http://primeminister.kz/page/article\\_item-34](http://primeminister.kz/page/article_item-34)



school. Therefore, the new methodological solutions rather than bringing in the national education system of individual disparate techniques will create a science-based technology, teaching foreign languages at early stage and its methodological support [1].

Review of scientific research in the field of foreign language teaching at an early stage held in various foreign countries, allows us to conclude the following:

– The problem of early foreign language instruction is relevant to many countries around the world. It is caused by importance of creating the conditions for the development of children's individual abilities and focused training to ensure that they comply with the requirements of the modern dynamic globalized world;

– Research are aimed at implementing the ideas of development of speech activity of a child, on the development of creativity and divergent thinking of a child (D. B. Epiphany, V. N. Druzhinin, J. A. Ponomarev); at enhancing the gaming activity (L. S. Vygotskii, O. S. Gazman, A. N. Leont'yev, M. N. Skatkin, S.A. Shmakov, A. N. Utehina, El'konin; and others);

– Studying the problem of foreign languages teaching at early stage has extensive experience in the European Union (H. A. Curtain, C. A. Dahlberg <sup>2</sup>; L. Cameron [2]; K. Buller; Jean Giraudoux; Jean Piaget, and others.), Russia (I. A. Winter, A. A. Leont'yev, A. Luria and etc.), the USA (J. Guilford, G. Doman, C. Callaghan and etc.).

Analysis of works Ya-Chen Su [3], H. Curtain [4], W. Y. Sam [5] revealed the following that in spite of the country's geography, ethnicity and first language learner, there are various objective

and subjective problems and often educators and parents are not ready to the process of foreign language teaching in primary schools. Another important aspect of the research is contextual and process-technological component of foreign language learning at early stage, which was considered in the works of Ho Wah Kam [6], Hoa Thi Mai Nguyen [7] and Euline Cutrim Schmid [8], who offered a variety of techniques and approaches that can be projected on the educational system of Kazakhstan, but taking into account national specifics of the country, namely the multi-ethnic and multilingual.

Thus, the analysis of foreign countries experience in foreign languages teaching at early stage <sup>3</sup> [9–13] and its comparison with the current state of early foreign language learning in Kazakhstan revealed the following problems:

*Problem 1.* Lack of a unified interpretation of the essence of the concept of "teaching foreign languages at early stage". Some scientists believe that we can speak about early learning only in the case when it comes to the admission of foreign language of preschool children, i.e., such training, which is based on an intuitive and practical approach to the child's birth to his admission to the school. Others believe that teaching foreign language at early stage - is the education of children of primary school age. We hold the opinion of Russian scientists N. D. Galskovoy and Z. N. Nikitenko, who distinguished the early pre-school education and early schooling. First is performed in preschool children from 4–5 years before the child enters school. Early schooling - it is the first stage of training of younger schoolboys (1 or 2 to Grade 4) <sup>4</sup>.

<sup>2</sup> Curtain H. A., Dahlberg C. A. Languages and children, making the match: New languages for young learners. London, Pearson Publ., 2010, 528 p.

<sup>3</sup> Halliwell S. Teaching English in the primary classroom. London, Longman Publ., 1992, 175 p.

<sup>4</sup> Galskova N.D., Nikitenko Z.N. Theory and practice of foreign language teaching. Elementary school: methodological guide. Airis Press Publ., 2004, 240 p.



*Problem 2.* The threshold age of mass learning of a foreign language, which is interpreted in different ways. We are of the opinion that the most optimal age to learn a foreign language – 4–5 years, at the age of finding the child in kindergarten. There are allegations of researchers, it is best to start learning a foreign language in 5-8 years, when the system of the native language is already well mastered, and the new language the child is conscious. Moreover, at this age it is not enough stamps verbal behavior, it is easy to code a new thought, no significant psychological difficulties when it comes into contact in a foreign language. As in the Russian (L. S. Vygotskii, S. N. Rubinshteyn) and in foreign psychology (B. Uayt, G. Bruner) are of the opinion that the child masters a foreign language more easily than adults.

*Problem 3.* Lack of continuity between the units of foreign language teaching (Kindergarten – school). It is necessary to ensure a flexible transition from learning a foreign language in preschool to teaching younger students to a foreign language. Violation of the continuity of foreign languages teaching at early stage adversely affects the formation of phonemic hearing, the scope of verbal memory, imitation ability, speed of pronunciation and language guess baby<sup>5</sup>.

*Problem 4.* Vocational training/ retraining of teachers with foreign language skills, shortage of teachers, professional ready to teach preschool and primary school children to a foreign language. This problem requires urgent solutions and poses specific challenges to the system of higher and postgraduate education in Kazakhstan.

*Problem 5.* Insufficient development techniques of foreign languages at early stage, lack of differentiation methods of early foreign

language learning in preschool and early methods of foreign language school. As the analysis, a technique used today, the education of children of preschool age differs little from the school technique. Teachers work with both preschoolers and younger students with overly fond of the simulation methods of learning a foreign language. We believe that the most effective instructional techniques in foreign languages teaching at early stage is an intuitive approach based on conscious mechanisms, namely, keeping their native language or the use of reliance on the native language.

*Problem 6.* Insufficient development of textbooks and manuals containing Kazakhstan national content. Therefore, aids which are used at the process of foreign language education at early stage are foreign publishing houses, which, unfortunately, are not fully focused on the implementation of linguistic-cultural and ethno-linguistic aspects of learning (this problem is correlated with the current state of early foreign language education in Kazakhstan). Therefore, the next stage of our research involves the development of practical teaching and methodological basis of teaching English, for preschool educational institutions and primary school.

### 3. Materials and methods

To solve the above problems, we used the following methods: theoretical analysis of the scientific literature on the research topic; study and analysis of educational and organizational and methodological documentation; analysis of pedagogical phenomena and facts, classification and generalization, the author's interpretation.

The implementation of foreign languages teaching at early stage should solve the problem

<sup>5</sup> Miklyava N. V., Revenkova K. M., Shmatko N. Yu. Linguistic train: methods of teaching English at home and in the nursery. Perspective Publ., 2010, 80 p.



of science-based methodological support of this process, which also includes the development of organizational and pedagogical conditions.

Development of organizational and pedagogical conditions for the implementation of early learning of foreign languages to be clarified the concepts of "condition", "pedagogical conditions", "organizational and pedagogical conditions". Under the terms mean a certain set of reasons, circumstances affecting the operation and development of the object. The psychological and educational literature, the term "condition" is often seen as synonymous with the concepts of "environment", "status", "environment" (V. I. Andreev, R. A. Nizams). A similar view is held by N. Y. Postalyuk, N. M. Yakovlev, who believe that the "environment", which includes the whole environment, may contain random objects, relationships, have no effect on the defined pedagogical object. A. Ya. Nine defines pedagogical conditions as "a set of objective possibilities of content, forms, methods, techniques, tools, and material-spatial environment to address the set tasks". Not alien to us point of view of L.I. Sawa, according to which the pedagogical conditions are regarded as "a set of external objects and internal circumstances that established the existence, operation and development of an effective solution of the problem". Under the term of teaching, usually understood as a set of mandatory external requirements, compliance with which will provide optimal results. Moreover, this aggregate representing not just any amount of variables and ordered set of relatively isolated components (didactic units) forming a certain system<sup>6-7</sup> [14–15].

Organizational-pedagogical conditions of introduction of teaching foreign language at early stage were developed based on a study of common questions of early foreign language education as a result of the systematization of the relevant theoretical material was given to the definition of "organizational and pedagogical conditions" as an organic set of multi-level complexes (from didactic units training to management structures education) to achieve the pedagogical goals related to the implementation of foreign languages teaching at early stage. Stressing the importance of a comprehensive review of the organizational and teaching conditions, it should be noted that we are guided by theoretical recommendations of N. M. Yakovleva, who believes that success depends on the selected conditions:

- Determining the clarity of a final target or outcome that should be achieved;
- Understanding that the effectiveness of the result is not achieved at the expense of one condition, and their interconnected system;
- Internal circumstances, which is determined by the internal personal needs and motivation of the subject of educational activities.

So, theoretically substantiating the importance of developing organizational and pedagogical conditions, we proceeded from the fact that the process of introducing early learning of foreign languages can be productive only if it is established a set of conditions as disparate conditions can not solve the designated purpose efficiently.

#### 4. Results and discussion

In accordance with the above, we have developed a set of organizational and pedagogical

<sup>6</sup> Anan'yev B.G. Human being as the subject of cognition. St. Petersburg, Piter Publ., 2001, 288 p.

<sup>7</sup> Moreover, this aggregate representing not just any amount of variables and ordered set of relatively

isolated components (didactic units) forming a certain system [15–16].



conditions for introduction of early foreign language teaching, which includes:

1. The regulatory and legal, scientific and methodological support of the implementation of teaching foreign language at early stage in Kazakhstan;

2. The creation of a developing educational environment, including logistical, didactic conditions and educational relationships;

3. The development of methods of early foreign language teaching, based on the integration of content, tools, forms, methods of training and education;

4. Professional readiness of teaching staff in the implementation of teaching foreign language at early stage;

5. Monitoring the implementation of teaching foreign language at early stage.

Let us consider each of the above organizational and pedagogical conditions in more detailed way.

*The regulatory and legal, scientific and methodological support of the implementation of teaching foreign language at early stage*

Legal and scientific and methodological supports are the basis for other conditions. The introduction of early foreign language teaching should take place in the regulatory field and methodically well-organized educational activities with a systematic and planned nature, to ensure effective implementation of early learning of foreign languages. The first involves the regulation of the activity of the educational process in accordance with the legislation in the sphere of education, regulations and internal regulations and rules of education. Second is a scientific - methodical support of the implementation process of early foreign language teaching and the organization of research activity of school teachers and scientists.

*The creation of a developing educational environment, including logistical, didactic conditions and educational relationships*

The importance in the implementation of teaching foreign languages at early stage is developing educational environment, which includes the powerful educational potential. In studies, V. A. Petrovsky, L. M. Klara's, E. D. Visangirieva stress that developing environment to be difficult, heterogeneous (diverse), allow the child to move freely from one "field" of meaning to another. The medium must be incomplete, as an incentive to develop the subject position of the child. In the perspective of our study is necessary to determine the construction of developing educational space of school facilities. By developing educational environment we mean the zone of interaction of subjects of educational process and teaching conditions necessary for its adequate flow.

In the course of our research we have identified the following issues form a developing educational environment:

1. Irrational organization of local space (location of parties on the traditional principle of the school, and as a consequence, the lack of space for games, musical and rhythmic and theatrical activities);

2. The static environment (presence of demos that are not used in the educational process);

3. The use of predominantly one kind of visual material (pictures, board games, toys);

4. The absence of attributes that allow the child to "penetrate" into the world of another culture (maps, globes, flags, literature in a foreign language for school children, toys, characters from international fairy tales, etc.).

According to A. G. Gogoberidze, developing environment is a natural comfortable environment, rationally organized in space and in time, a rich variety of game and teaching



materials. In keeping with this concept of developing environment, we consider it is necessary to discuss the following principles when creating a developmental educational environment in the process of teaching foreign language at early stage <sup>8</sup>:

- The principle of effectiveness and efficiency;
- The principle of dynamically developing environment;
- The principle of flexible zoning;
- The principle of individual comfort and emotional well-being of the child;
- The principle of taking into account gender and age characteristics of children;
- The principle of a combination of conventional and unconventional aesthetic elements in the organization environment;

The principle of the national-cultural component.

Lack of attention to developing environment from the school and kindergarten may adversely affect the efficiency of educational process in general, and would also reduce the motivation to learn a foreign language from the preschool and early school age.

However, it is not to be confused in developing environment with only the material and technical base. It's also the conditions that allow the child to a full and varied to communicate with the tutor and with other children. Thus, developing environment - this is the material, psychological and pedagogical conditions that ensure the organization of educational space for the purpose of developing foreign language teaching students.

*The development of methods of early foreign language teaching, based on the*

*integration of content, tools, forms, methods of training and education*

Development of methods of early foreign language teaching lies in the objectives of our study and will be implemented in the future. At this stage, we focus on the importance of the integration of content, tools, forms, methods of training and education in the development of the above technique. An analysis of the scientific and educational literature has shown that the methods, forms and means of teaching not only contribute to the establishment of the educational potential of the individual, but also educational. It should be emphasized that the subjective basis of interaction of participants in the educational space realizes creative possibilities, and each contributes to the formation of socially important qualities necessary for the successful development of native and alien cultures.

*Professional readiness of teaching staff in the implementation of teaching foreign language at early stage*

The most important condition for the introduction and implementation of teaching foreign language at early stage is to meet its personnel needs, able to implement early foreign language education. Therefore, a more clear orientation of educational institutions to meet the needs of language training, and as a result, the target order, initiated preschool and school educational institutions.

Considering the professional readiness of teaching staff involved in the implementation of teaching foreign language at early stage, we have attempted to disclose the content of the phenomenon, namely:

- A positive attitude towards the profession sufficiently stable motives of professional activity;

<sup>8</sup> Gogoberidze A. G. and et al. Childhood: Approximate educational program of pre-school

study. St.Petersburg, Detstvo-Press Publ., A. N. Gercen RSPU Publ., 2014, 321 p.



- Availability of key competencies (linguistic and socio-cultural knowledge, skills, abilities);

- Steady professionally important features of perception, memory, attention, thinking, emotional, volitional processes, etc.;

- Understanding of professional problems, assess their importance, knowledge of ways of the decision, the inner disposition to solve educational problems;

- A sense of professional pride and responsibility.

An analysis of the scientific literature on the investigated phenomenon allowed us to clarify the essence of the concept of "professional readiness of teaching staff in the implementation of early learning of foreign languages" in the following interpretation of the "Professional readiness of teaching staff in the implementation of teaching foreign language at early stage" – this integrative quality of the teacher, characterized by socio-cultural orientation and includes motivation to implement training and emotional and evaluative attitude to early foreign language education".

#### *Monitoring the implementation of teaching foreign language at early stage*

The purpose of monitoring the implementation of early foreign language teaching is to create a data bank to identify the impact and effectiveness of these activities.

This performance is an estimate of the extent to which goals and objectives. Quality in this context refers to the degree of conformity of the results goals.

Efficiency is an estimate of the ability to perform tasks at the lowest cost available resources, measured by the volume of input and output data.

Development of monitoring the implementation of foreign languages teaching at

early stage will effectively manage the implementation of the early learning of foreign languages, as well as build an individual course of each student.

The results of monitoring the implementation of foreign languages teaching at early stage will help uncover problems and outline prospects, predict results, develop and implement measures to improve the process of learning a foreign language at an early stage.

An analysis of the current state of foreign languages teaching at early stage in Kazakhstan allows us to conclude that the above-mentioned organizational and pedagogical conditions of the process are realized in fragments that require their further effective implementation. Further, the figure 1 shows the degree of implementation of and prospects for the implementation of the organizational and pedagogical conditions for the implementation of early learning of foreign languages in the Republic of Kazakhstan.

## **5. Conclusion**

Thus, all identified organizational and pedagogical conditions are interrelated and mutually reinforcing. The presence of the regulatory and development of scientific and methodological support are the necessary foundation for building a meaningful and enriching the educational environment of developing foreign language, including teaching conditions and educational relations, teacher-initiated and directed at education and development of the language of the child. Variability and integration of content, tools, forms, methods and techniques of training and education, conducting a phased monitoring of the process create the conditions for effective implementation of teaching foreign language at early stage.

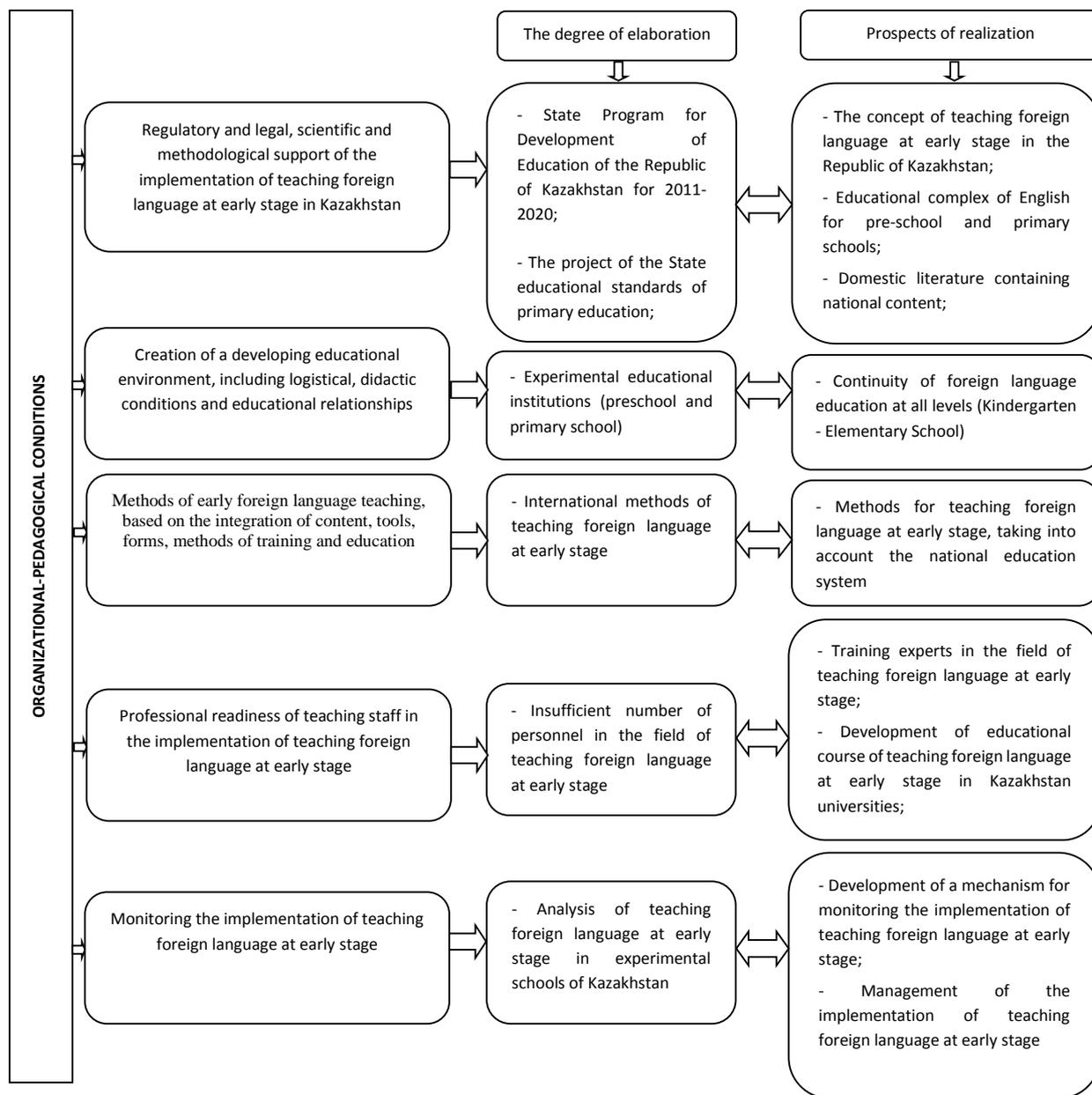


Figure 1 – Organizational-pedagogical conditions of early foreign languages learning in the Republic of Kazakhstan (the current state)

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