

## **ІННОВАЦІЇ В ЗАКЛАДАХ ОСВІТИ**

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## **TEACHING ENGLISH TO PRE-SCHOOLERS USING TONGUE TWISTERS**

In modern world more and more people face with the necessity of using a foreign language in the process of communication. Therefore, the interest of studying languages is growing every day. Learning foreign language since the very young age, in particular a pre-school age, for the formation of foreign language mastering as native one has been very popular lately. The possibility of studying English to preschool-aged children on the materials of tongue-twisters is presented in this article.

There are many scientists who are interested in children grows, world perception and education. There are researches of scientists D. Elkonin (Эльконин, 2007), J. Piaget (Пиаже, 1969), G. Uruntaieva (Урунтаева, 2001) who studied the psychology of young children; also there are the works in psycholinguistics sphere of such researchers as O. Ushakova (Ушакова, 2008), L. Vigotskiy (Выготский, 1984) who examined the issues of children's speech. In particular, J. Piaget (Пиаже, 1969) developed a theory of cognitive development which explains child's construction of a mental world model. His theory is followed by many psychologists and linguists of present time. Another prominent scientist D. Elkonin (Эльконин, 2007) analyzed

psychological development of children in different ages, psychology of play, issues of teaching children to read and develop speech.

The object of the study is teaching a foreign language using tongue twisters. The subject of the study is creating tasks for teaching English using tongue twisters. The aim of the research is to perform staged activities / tasks for teaching English using tongue twisters. Tasks of the research: to specify the stages of child's growth, to understand child's world perception and view, to understand the meaning of tongue twisters, to create tasks to teach English for preschoolers.

The definition of the concept *child* is changing depending on the cultural characteristics of each country. UN Convention on the Rights of the Child (Конвенція ООН, 1995) defines a child as a human being who is under the age of eighteen. However, the priority in this area remains under national law. Infantology is a science which studies the problems of a child, along with it puberty, juvenology and maturology. Infantology studies processes and mechanisms which accompany a child's physical and mental development as they grow up. Age ranges can be different across cultures.

There are several stages of child growth:

- a newborn (the first month of life),
- a baby (up to 1,5 years),
- an infant (1,5 – 6 years).
- child (younger school age – 7 – 12 years),
- a teenager – (13 – 19 years).

The term *infant* can be applied for children of the age between three and six years old. In other words, it is a child of a preschool age. Due to the age, such children have rather undeveloped speech instruments and small store of knowledge. World view is an interpretation based on people's experience and culture. Becoming acquainted with the environment, an infant develops his own world picture and a system of world views. On the one hand, the formation of such a system of views is subject to general laws; on the other hand, it reflects the specifics of the real life practice of each preschool-ager.

The rules of behaviour and interaction with others and understanding the language of communication symbols are conditioned by formed stereotype of a certain cultural community (Выготский, 1984). A preschooler learns not only the rules of communication with other people, but also with the world of nature, objects and himself / herself. An infant grows both in cultural and symbolic environment, in the space of language, art, mythology, science, etc.

Hence, the imagination, subordination of motives, assimilation of norms and values form specific psychological new growths of age, world perception which are caused by a number of developmental peculiarities of preschool children (Кузьменко, 2017).

***Developmental features of movement area:*** an infant improves movement coordination of body parts and gets knowledge how the body built, strengthen major motor skills (changing the rhythm of running, jumping, crouching, interacting with gymnastic tools, etc.); a preschooler acquires

elements of different sports; improves low motor skills by creative activities (design, drawing, etc.) and writing (Кузьменко, 2017).

**Developmental features of cognitive area:** the transition from external, practical perceptual actions to internal, mental; development of orientation in space and time; the advantage of forced mechanical memory and the beginning of the development of indirect, involuntary memory; the transition from forced to casual attention; the advantage of visual thinking and the emergence of logical thinking (infants ask a lot of questions, make conclusions, try to think independently); the development of imagination, the emergence of self-centered speech; the emergence of "internal position" (own views); formation of adequate self-esteem; formation of gender-role identity (Кузьменко, 2017).

**Developmental features of personal area:** assimilation of norms and forms of behavior; appearance of moral personality traits in communication; development of social motives (motives of goal and game goal, motives of competition, achievement of success, learning of new, encouragement and punishment, etc. of the personal or self-centered orientation of the personality (Кузьменко, 2017).

**Developmental features of social area:** emotiveness is replaced by balance; formation of higher feelings (responsibility, justice, beauty, success, completion of the work, etc.): there is a development of knowledge of human relations and their imitation in the game; the emergence of mutual sympathies and dislikes based on estimation of human traits and behavior in society; communication from a cognitive motive turns into a personal one, when infants prefer to interact with peers without the presence of adults, while expressing their personal interests; master self-regulation of their own behavior, while being oriented towards the approval of their own actions by adults (Кузьменко, 2017).

In light of the above, it can be admitted that infants have a specific world view due to lack of life experience and knowledge background, weak communicative skills and unclear cognitive competence. During their development children evolve and expand their intellectual skills, learn how to react and interact with environment, develop their cognitive abilities either (Communicative language teaching).

The initial steps of children's communication start from the very perception when they listen to lullabies, caresses, etc., usually between the ages of 0 and 3 years. From 3 years to 6 years the infant actively produces speech, imitating the behavior of adults, but retaining certain specific features of speech (vocabulary, grammar, articulation, etc.). To a large extent, such communication occurs in the form of games using calls, sayings, counters, game songs, chants, silences, riddles, tongue-twisters and others.

Communication is concerned the essential language skill in the teaching and learning process, it is a type exchanging the information between people and the way of interaction among individuals. Communication skills are part and parcel of language competence, and they cannot be considered as separate

phenomenon. Development of communication skills is of high importance during the process of studying and acquiring a foreign language. The question of forming the communicative competence is the topical during the learning process of the English language.

Since communication skills involve different cognitive features such as listening, speaking, observing and empathizing, the competence means mastering all the above components. The ability to communicate is the direct meaning of the communication competence, and successful improvement of communication skills is the key to increasing of the very ability to communicate and level of mastering the foreign language. Taking into account this aspect, communication competence and communicative language teaching are interconnected (Bremmer, 2014).

The method of teaching foreign language communication based on tongue-twisters which are genres of game folklore and contain a large amount of informative speech and language material in terms of pedagogy: lexical composition, grammatical structure, phonetic arrangement and others seems to be very interesting.

The genre of tongue-twisters appeared for infants' pleasure. Using them, it is possible to succeed in correcting incorrect sound pronunciation, syllables and accents. There are various definitions of this concept. Hence, to the mind of A. Yevhenieva, the tongue-twister is a jokey genre of folk art, a phrase built on a selection of sounds that make it difficult to pronounce words quickly (Соварь русского языка, 1985-1988). A tongue-twister is an imagined difficult to pronounce phrase, a jokey saying, a kind of complex speech with the repetition and interchange of the same letters or syllables, confused or difficult to pronounce.

The tongue-twister is a phrase built on connection of sounds that make it difficult to pronounce: *Four fine fresh fish for you*. Twisters contain difficulties in pronouncing both syllables and consonants, because different sound combinations may have the same sound or the like: *fine / fish* – [ai] / [i] or because one sound can be represented by different letters: *four, for* – [ɔ:]. Moreover, alliteration and indistinct pronunciation can lead to amusing situations when you speak a particular twister.

Tongue-twisters cover such topics as routine, daily life, house work (*Betty Botter bought some butter*); art and description of musical instruments (*A Tudor who tooted the flute*); labor activity (*Suzie, working in a shoeshine shop. | All day long she sits and shines*), weather with its fauna and flora (*Whenever the weather is cold. | Whenever the weather is hot*) (Kuzmenko, 2017).

Compared to riddles, the vocabulary of tongue-twisters is not extensively saturated with adjectives, however some cases of descriptiveness may occur when easy adjectives and adverbs describing the odor, taste, size or temperature: *big, low, really, rarely, shortly, fuzzy* etc.: *A really leery | Larry rolls | readily to the road*.

Tongue-twisters have a very rich storyline developing quickly but they

clearly indicate the name of the participant of the event in comparison with other rhymes. Here such name as *Betty, Billy, Willy, Peter, Larry, Daddy, Fred* and others are used. For instance, *Surely Sylvia swims! | shrieked Sammy surprised*. In this situation a twister sounds like a happening occurs in real life where a girl, Sylvia, swims and a boy, Sammy, is surprised.

Thus, a genre of nursery rhymes appeared many centuries ago and it covers texts that help to lead a game and regulate its course. Tongue-twisters for preschoolers include traditional poems or songs for children, which usually consist of imagined words that sound the same, or in other words, consonant words that sound rhythmic and easily to be remembered. An example can be considered: *Rowley Powley pudding and pie, | Kissed the girls | and made them cry; | When the girls began to cry, | Rowley Powley runs away*.

Rhymes are a meaningful method to insert language sounds and practice communication skills in a funny and motivating way. Twister rhymes help children to develop their linguistic, cultural, cognitive and affective skills.

In teaching English, the main purpose is to form the communication competence; this issue acts as the main objective. Some scientists see the competence as a pure characteristic of a personality that provides his or her self-fulfillment.

Communicative competence is a system of knowledge, motives and skills that let to adapt and develop the personality. Communicative foreign language competence of a child is a social concept that includes the ability to build the communication with the help of speech; this ability covers practical language knowledge and ability to form the opinion, to interact with a partner (Зимняя, 2003). If to speak about small kids who due to their age stand on the start of world cognition and perception, they need to acquire the main points of communicative competence. These points involve:

- being oriented in the situation;
- forming ability to act in this situation;
- using of particularly correct communication skills in different situations;
- understanding the communicative abilities of a partner.
- creating own idea in the process of communication in foreign language (Cognitive stages).

Communicative language teaching of young learners is the main approach to develop competence as it means extensive use and practice of the target language in the process of studying English. Communicative method of teaching foreign languages means emphasizing interaction as both the means and the ultimate goal of learning a language (Goswami, 2010).

In the frames of communicative learning of English through tongue-twisters it is suggested to follow the classical consequence and phasing: preparative, text and conclusive levels.

**On preparative level**, considering the specifics of age features and knowledge of preschoolers, the following tasks are offered:

- *exercises to expand vocabulary:*

1) correlation of word meaning with an image: *I scream, | you scream, | We all scream | for ice cream*;

2) connect a word with an image and sounds / colors, which are associated with this word: *Kitty caught | the kitten | in the kitchen.*



3) cross out the extra word: *The thirty-three thieves thought that they thrilled the throne throughout Thursday;*

4) read the word and choose other words associated with it: *A dull, dark dock, | a life-long lock, | A short, sharp shock, | a big black block;*

5) listen to the description and guess which word is being described: *I looked right | at Larry's rally | and left in a hurry;*

6) fill in missing letters in the words: *I w\_ldn't have thou\_t I th\_ght. (I wouldn't have thought I thought);*

7) find the words similar to your native language which you do not need to translate: *Yellow butter, | purple jelly, | red jam, | black bread;*

• **exercises to understand a sentence as a holistic semantic structure:**

1) tick the sentences that are equivalent to foreign ones: *A cup of black coffee | In a black coffee cup. – Чашка чорної кави | в чорній чашці кави;*

2) find the correct translation of the sentence: *A fly and a flea fly into a flue.- Муха і блоха летять в димохід;*

• **exercises for speech assumption (formal and contextual):**

1) translate a word / word-combination / phrase / sentence into native language: *A foxy hears and smells the cock. But he cannot break a lock. Where the phrase *smells the cock* means in translation *відчутти півника*, and the word-combination *break a lock* is translated as *зламати замок*;*

2) read the sentence and guess the italic words: *Little brown rabbit went hippy hop, Hippy hop, hippy hop. Into the garden without any stop. Hippy hop, hippy hop;*

• **exercises to foresee the content:**

1) read the first row and say what will this twister talk about: *A big black bug bit a big black bear. A big black bear bit a big black bug;*

2) read the last row and say which meaning can a conclusion have: *Betty Butter bought some butter, But she said, "My butter's bitter, And a bit of better butter. Will make my butter better".*

**On text level:** the following exercises are useful:

1) read the text and name the words instead of pictures:



(A big black bug bit a big black dog);

2) read the text and show actions which are done in this text: Jump-jump-jump, jump over the moon, jump all the morning and all the noon;

3) do the action each time when you hear it: Little Kitty laps her milk. Lap, lap, lap! Her tongue goes out, her tongue goes in, lap, lap, lap;

4) clap your hands when you hear this sound: Go, my little pony, go! Go! Go! Go! Go, my little pony, go! Go! Go! Go! Gallop, pony, gallop, go! Gallop, gallop, go! Go, my little pony, go! Go! Go! Go!. Therefore, while hearing this twister, infants should clap each time they hear the word go;

5) clap your hands when you hear a teacher says the word wrong: Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. Here a teacher can say: Peter Piper picked a peck of pickled crackers. A peck of pickled crackers Peter Piper picked.

**Exercises of conclusive stage:**

• **tasks to check the understanding of content:**

1) continue the sentence using proposed variants on the basis of read text: Tick-tock, tick-tock Ticks Tommy's \_\_\_\_\_.

A) dock B) clock C) cock

2) give answers to the questions after hearing a tongue-twister: Feed the bees with three sweet peas. Here the following questions can be asked: How many peas were the bees fed?

3) choose correct answers from several points: There's a sandwich on the sand, which was sent by a sane witch.

What is on the sand? – A sandwich. Who sent it? – A witch;

4) retell a story by using pictures: Eleven owls licked eleven little licorice lollipops.



licked

little licorice



5) learn and tell the tongue-twister: If a dog chews shoes, whose shoes does he choose?

**Conclusion.** It is important to emphasize that a tongue-twister is not only a merry and entertaining genre of oral folk arts, but also this is a material for developing esthetic, educational, psychological and mental abilities of pre-school children. Tongue-twisters are filled with wide range of lexical innovations and occasional words. Besides having information and cognitive text filled with particular routine facts, these rhymes for young learners include entertaining and play text which is aimed at children activity. Main differential characteristics of twisters for infants are presented by counting in

versification, sound symbolism and creative lexical units. A rhyme for a young learner is an outright and short practice that goes well with their concentration span and requires a small percentage of their attention scope. For a small learner at the beginning of studying English it is easier to repeat a rhyme rather than to express their feelings, emotions, personal mind and needs. A kid does not lose the motivation to learn English through the twister as it is not a complicated way of learning in comparison with standard approaches of studying. A rhythm is an item a preschool-aged child naturally wants to be engaged with. Simple memorizing of such short rhythmic poems delivers confidence and pleasure to learn. After this an infant gets a stimulus to acquire more rhymes.

Using tongue-twisters to teach English for pre-school children is a remarkable way to engage them into the foreign language learning for many reasons. They give confidence to preschoolers while studying foreign language as they do not think about memorizing long poems or stories, rhymes are built on familiar routine activities that are easy and understandable for young learners. The method of studying English using tongue twisters helps preschool children to boost their imagination, to broaden their mind, to perceive the world in a funny way through a prism of learning foreign language without feeling scared in front of unknown language, to enhance communicative and cognitive competences, to build correct interactions and correlations. This way of studying English is inspiring and definitely worth to be considered and should not be underestimated in the process of teaching pre-school children. To make teaching more progressive, it is proposed to use such tasks for expanding the vocabulary, understanding a sentence as a holistic semantic structure, speech assumption, foreseeing the content of a given twister, naming words instead of pictures, doing actions instead of particular words, clapping while hearing the particular, clapping when hearing the teacher is saying the word incorrectly, choosing the correct answer for the question after listening to a tongue-twister and many other effective and interesting exercises that play a significantly important role in teaching English to preschoolers. **Perspective.** This work can be the base for further development of methods of teaching using other genres of infant texts such as action songs, countings, lullabies etc.

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**Солодюк Н. В., Кузьменко А. О., Каширина І. О. Навчання англійській мові дітей дошкільного віку за допомогою скоромовок**

У статті досліджуються різні засоби використання скоромовок, як метод викладання іноземної мови дітям дошкільного віку. Різноманітні дитячі скоромовки є важливою складовою в умовах розвитку дошкільнят та їхніх комунікативних навичок у процесі вивчення іноземної мови. У дослідженні також охарактеризовані такі поняття, як дитина та поняття картини світу, яку бачить та сприймає дитина дошкільного віку. Особливості розвитку, а саме рухові, соціальні, когнітивні та особисті описані. Комунікація є важливим аспектом при формуванні комунікативних навичок, тож визначені основні підходи та ключові моменти покращення комунікативних навичок. У статті розкрито жанр скоромовок як окремий жанр усної народної творчості, який використовується не лише задля розваги дітей, а також як засіб вивчення іноземної мови. Дане дослідження переважно базується та фокусується на практичному використанні дитячих скоромовок як важливий та ефективний засіб, який використовується для навчання дітей дошкільного віку іноземної мови. Робота була проведена з метою виявлення та встановлення важливості використання скоромовок для кращого оволодіння англійською мовою. Пропонуються різноманітні вправи препаративного, текстового та заключного рівня з використанням скоромовок як частини вивчення іноземної мови. Після проведення даного дослідження доходимо висновку, що метод застосування дитячих римованих скоромовок є не лише розважливою діяльністю для дітей дошкільного віку, а і ефективним способом вивчення іноземної мови. Як і інші текстові вправи та завдання, скоромовки грають важливу роль у формуванні дитячої картини світу та його сприйняття дитиною і мають розглядатися, як ключовий метод викладання іноземної мови дошкільнятам.

*Ключові слова:* іноземна мова, скоромовка, комунікація, навички, компетенція, навчання.

**Солодюк Н. В., Кузьменко А. А., Каширина И. А. Обучение иностранному языку детей дошкольного возраста при помощи скороговорок**

В данной статье исследуются разные способы применения детских скороговорок, как метод преподавания иностранного языка детям дошкольного возраста. Различные детские скороговорки являются важной составляющей в условиях развития дошкольников и их коммуникативных навыков в процессе изучения иностранного языка. В исследовании также охарактеризованы такие понятия, как ребенок и

понятия картины мира, которую видит и воспринимает ребенок дошкольного возраста. Особенности развития, а именно двигательные, социальные, когнитивные и личные описаны в работе. Коммуникация является важным аспектом при формировании коммуникативных навыков, поэтому определены основные подходы и ключевые моменты улучшения коммуникативных навыков.

В статье раскрыт жанр скороговорок как отдельный жанр устного народного творчества, который используется не только для развлечения детей, а также как средство изучения иностранного языка. Данное исследование преимущественно базируется и фокусируется на практическом использовании детских скороговорок как важный и эффективный способ, который используется для обучения детей дошкольного возраста иностранному языку. Работа была проведена с целью выявления и установления важности использования скороговорок для лучшего овладения английским языком. Предлагаются разнообразные упражнения препаративного, текстового и заключительного уровня с использованием скороговорок как части изучения иностранного языка. После проведения данного исследования приходим к выводу, что метод применения детских рифмованных скороговорок является не только развлекательным занятием для детей дошкольного возраста, а и эффективным способом изучения иностранного языка. Как и другие текстовые упражнения и задания, скороговорки играют важную роль в формировании детской картины мира и его восприятия ребенком и должны рассматриваться, как ключевой метод преподавания иностранного языка дошкольникам.

*Ключевые слова:* иностранный язык, скороговорка, коммуникация, навыки, компетенции, обучение.

**Solodiuk N., Kuzmenko A., Kashyrina I. Teaching English to Pre-Schoolers Using Tongue Twisters**

This article examines different possibilities of using tongue-twisters for pre-school children as a method of teaching a foreign language. Various rhymes such as tongue-twisters are rather important in terms of developing pre-school children's communication language skills in the process of studying any foreign language. A concept of child and his world view and perception are characterized. The developmental peculiarities of preschool children such as movement, social, cognitive and personal areas are discovered. Communication being the essential part in forming communication skills and the approaches for the development of communication skills are determined. Key points of improving communication skills of preschoolers are specified. The genre of tongue-twisters as a separate genre of folk arts that is used not only for enjoyment but also for studying foreign languages is revealed. The article mostly focuses on the practical application of tongue-twisters in teaching English to preschool-aged children. The research was conducted in order to establish the importance and benefits

of tongue-twisters in foreign language acquisition. Different types of preparative, text and conclusive level exercises that are based on tongue-twisters as a part of learning are offered. The paper concludes that the method of learning foreign language through rhymes in the process of teaching preschool-aged children can be both an enjoyable and an effective method of studying. Like all texts rhymes play an essential role in children's world cognition and should be examined as a key method of teaching foreign language to preschool-agers.

*Key words:* foreign language, tongue twisters, communication, skills, competence, teaching.

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