



Preschoolers' Arbitrary Memory Development by Didactic Games during the English Learning Process

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Abstract

The article is devoted to preschoolers' arbitrary memory development during the English learning process. This problem is actual because English is an international language in our global society and it is used in either professional or daily life. Also memory's development is one of intellectual development's component. Mental processes become arbitrary during preschool age. Didactic games were selected as the main resource of memory's development. The aim of presented didactic games is arbitrary memory development of visual and aural types. A brief theoretical aspect of this direction is presented in the article: definition of key concepts, stages of arbitrary memory development in didactic games, memorization techniques, which can be learnt by preschoolers (method of group, method of classification, method of association, method of search of a supporting item, method of analogy, method of schematization). Also the ascertaining, forming, controlling research stages are characterized. The purpose and the content of each stage are briefly described. The results of the experiment can be used in professional activity of pedagogical workers of preschool educational institutions and teachers of English language.

Keywords: arbitrary memory, pre-schooler, didactic games, English language

1. Preschoolers' Arbitrary Memory Development by Didactic Games

Preschoolers' English learning process is a popular direction in the sphere of preschool education. Groups, clubs and other various forms of English learning process are organized in many kindergartens. This phenomenon is due to the fact that nowadays English language is popular not only in professional activities but also in daily life. Modern educational space demands a high level of students' intellectual development. Unfortunately, traditional training doesn't form sufficient students' level of intellectual abilities and skills [6, p. 13].

Memory is a cognitive psychological process, includes memorizing, saving, recall, recognition and forgetting of information [5, p. 271]. One of the criteria of memory's classification is a participation of the will in this process. It is distinguished an involuntary and an arbitrary types of memory. Involuntary memory supposes the memorizing, saving, recognition and reproduction of material without the participation of the will, and arbitrary, on the contrary, based on the active participation of the will in all these processes [5, p. 272]. Arbitrary memorization is divided into mechanical and logical. Mechanical memorization is built on frequent repetitions, not entering into the essence of objects or phenomena, and the logical memory is developed in the process of children's cognitive activity.

The elements of an arbitrary memory begins to develop in preschool age. However, teachers should organize children's activities, which focus on arbitrary memory's development and it is useful primarily for successful learning at school. It should be noted that the success of arbitrary memorization depends on the situation, in which it is realized and activity's motives.

Didactic game is one of the effective methods for arbitrary memory's development. The didactic game (learning) is a game with rules, exercises, didactic equipment and materials [2, p. 42]. Preschoolers' constraining strong-willed beginning is appeared in the process of didactic games. Following the rules is the result of motivation for the game, and cooperates to foster actual moral-volitional qualities (honesty, self-discipline, kindness and restraint). Skills of independent work, control and self-control, coordination of their actions are developed in the didactic game.

The deliberate usage of didactic games in the process of preschoolers' arbitrary memory development consistently passes through three stages [1]:

1. at the first stage the key didactic goal of the game is teaching children to realize adult standing MNEMIC aim, to teach children to indicate features of objects, to compare the selected characteristics with the appropriate standard, to bring them to the understanding of the differences between reproduction and remembering;

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2. the aim of the second stage is securing of understanding of the differences between reproduction and learning, the preschoolers' motivation to self-control during the reproduction, the preschoolers' study of the mistakes' causes with an adult help and then independently;
3. the third phase aimed at a gradual child's transfer from making meaningful mnemonic goal, set by adults, and coordination to independent goal to remember.

First of all, listening or examining, the perception and naming of objects are ways of remembering information for the preschoolers. However, the most productive is the method of semantic correlation, i.e. the semantic connection sets between words and visualization.

Preschoolers are able to learn the following memorization techniques:

- method of group – memory material is subdivided into parts or groups;
- method of classification – joining information is divided on defined classes (plants and animals, circles and rectangles, etc.);
- method of association –the new subject correlates with a well-recognized image, which helps to obtain the necessary information from memory;
- method of a search of reference item to memorize large amounts of information, which are based on a preparation of mnemonic plan;
- method of analogy – finding similarities in some aspects of objects or phenomena, which are, in general, different;
- method of schematization – the material is easier to remember, when the main content in the form of a diagram.

The purpose of this article is to identify the effectiveness of the didactic games usage in the preschoolers' arbitrary memory's development in the process of English learning.

The study involved 20 children, who were divided into control and experimental groups. It was determined the level of preschoolers' arbitrary memory development on ascertaining stage of the study, using the following methods:

1. "Methodology of ten words", T. Martsinkovsky [3].
2. "Methodology of ten objects", T. Martsinkovsky [3].

The diagnostic results showed that 40% of children have low, 40% – medium level and 20% have high level in the experimental group. 20% of preschoolers have a low level, a 70% - medium, 10% - high in the control group.

English lessons for preschoolers were organized with the use of didactic games aimed to the arbitrary memory development at the forming stage of the research. The main directions of the educational activities were the development of auditory and visual types of arbitrary memory. Lessons were arranged 2 times a week and continuing for 25 minutes. We focused on principles of consistency, activity, and sequence during the educational work with children. Included didactic games are presented in the table 1.

Table 1. Didactic games for preschoolers' arbitrary memory development.

No	The name of didactic games	The aim of didactic games	The brief content of didactic games
1	Didactic game "Helpers"	Aim: development of arbitrary auditory memory	The teacher tells the children, what cards they will need to bring, they listen carefully and memorize and perform a game action
2	Didactic game "I take with me to camping"	Aim: development of arbitrary auditory memory	Children and teacher go on a long journey and prepare things. Children one by one tell, what they prepare. Next child remembers the previous sentence, says it, then tells the own one
3	Didactic game "Don't miss a word"	Aim: development of arbitrary auditory memory	Children listen to and memorize words from series, say what words were missed and reproduce the first series of words
4	Didactic game "The shop of carpets"	Aim: development of arbitrary auditory memory	A child should choose and buy a carpet, which his friend wants. A child remembers the instruction and does a game action
5	Didactic game "Little houses"	Aim: development of arbitrary visual memory	Houses and keys are spread out. Children need to remember the hole in each house and to find the key
6	Didactic game "Don't forget a picture"	Aim: development of arbitrary visual memory	Children find "number" (a set of geometric shapes) of a garage, the same as the number of a car, prove their similarity
7	Didactic game	Aim: development of	Children prepare a broken vase. It is necessary to



	"Let's show our mothers"	arbitrary visual memory	prepare the parts of a whole correctly
8	Didactic game "Code lock"	Aim: development of arbitrary visual memory	It is necessary for children to reproduce the code lock correctly. The door opens if the code lock is correct

Re-diagnosis of children was arranged at the control stage of the experiment. The results showed a positive trend in the preschoolers' arbitrary memory development. 10% of children have low level, 70% - medium 20% - high in the control group. At the same time 10% of children are low level, 30% – medium, 60 % – high in the experimental group.

Thus, the deliberated usage of didactic games during English language lessons makes it possible to arrange productive work for the preschoolers' arbitrary memory development.

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