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## PECULIARITIES OF GRAMMAR STUDY OF MOUNTAIN FIRST-FORM PUPILS

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**Abstract.** The article describes the role of analyzer system (auditory, visual, kinesthetic) at the initial stage of learning literacy and language development six years old. They form a specific integration system, that provides more efficient perception, memorization and reproduction of educational material. The article deals with an attempt to ascertain linguadidactic interconnections and interdependence between grammar education (reading, writing) and speech of six-year pupils. Summing up it should be mentioned to organize 6-year pupils studying in the country mountain school besides pedagogical, economical, geographic and social-psychological linguadidactic problems. Preferences of mountain country children:

- Formation from childhood ability to live in harmony with nature;
- Sensitive perception of alive and inanimate surrounding nature;
- Life-style forms children's responsibility for entrusted things, labour habits, training by hard nature conditions.

They should be solved in complex providing achievements of psychology, pedagogics, linguistics and up-to-date technology. The aim of the article - to reveal individual peculiarities of country mountain child who needs special method of approach to grammar studying as well as to help country teacher who strongly feels lack for efficient method help. All these affect on preparing level, children's outlook, general development. Scientific and methodological institutions have not easy task-system training and skill raising of primary school teachers to realize State standard of primary general education. Acquaintance of country teacher with up-to-date achievements in psychological, pedagogic and linguistic education will help him to organize his work in the country school on rather higher level as well as let him give more qualitative education services and save country school as the main country existent validity.

**Keywords:** analyzer system, learning literacy, country school.

Transition to new education content and providing of State standard for primary school put some new tasks that need profound comprehension in context of giving high-quality education services and reforming of mountain country school net. Among them creating of education surrounding which would promote all round child development.

Country school in the mountains causes not only pedagogical, economical, geographical problems but also social:

- Large engagement of adults, teachers and children by housekeeping;

– Education process is complicated by the fact that many children are deprived of parents guardianship, that is labour migration, season jobs deprive the parents possibilities to bring up their children;

- Lack of out-of-school establishments in the country;
- Unsatisfactory pre-school preparation (lack of pre-school establishments, or mixed groups);
- Unpossibility to realize sanitation functions by school;
- Restricted possibilities of teacher self-education;
- Restricted educational-methodical and technical providing;
- Intensified risk of children illnesses which have to study out of residence and use transport;
- Restricted free-time in the afternoon (most of children have family duties: graze a cow, feed cattle and poultry, bring up younger brothers and sisters etc.);
- Some of children cannot attend prolong education at school (even if they can it is restricted by doing home tasks);
- Efficient influence on children speech has language surrounding (dialect);
- Complicated work with parents etc.
- Preferences of mountain country children:
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To provide equal access to education and further personal development with the aim to improve education of mountain country children it is urgent necessity to provide modern innovative and informative technology into educational process.

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The first study year is the starting one for country child towards education. Providing of innovative approaches towards education of the very country six-years pupils is important step because grammar studing, language development, mathematics and nature habits for these children are held harder than for those who had pre-school preparing. During adaptation period all six-years pupils quickly get tired due to study activities became languid, whining, irritable, sleep and apetite get worse, otherwise some became excited. Besides country children display more complexes (they are scared to answer, associate with class-mates etc.).

The primary studing of reading, writing and speech development is indivisible, correlative from psychology, linguistics and didactics stand-point in concrete system content. That is grammar study is a component of general linguistic system basing on philosophic, materialistic dialectics, psychologic, linguistic, didactics doctrines about perception, sensation, about two rides of cognition – sensitive and logical.

Grammar teaching should be treated as certain system through the prism of psychologic-linguistic-didactic aspects taking into account both individual peculiaritives and regional specifics. Six-year pupils demand new approaches towards teaching, based on doctrene about perceptive peculiarities (visual, auditorial, kinestatic, thinking, attention, all kinds of memory (involuntary and arbitrary), left-handing etc.

Let us appeal to pedagogical psychology and analize psychological aspects of grammar teaching: perception, attention, imagization, assimilation, awareness, memorizing etc. Perception psychology is regarded as classical object of scientific psychological interests and has direct connection with

pedagogical psychology that is actively investigating. So it turned out that there are new discoveries in this "classical" sphere. That rather shook our imaginations of "the only possible image of the world".

Attention peculiarities of six-year pupils deal with in possibility to concentrate on outward things, more than on own thoughts and imaginations. Six-year pupils have weak developed both kinds of attention (involuntary and arbitrary). Its development depends on characteristic features of temperament, leading hemisphere of the brain, heredity, concrete person, education management, teacher etc. Only activated attention promotes education. All bright, coloured attract their attention. Psychologists distinguish six peculiarities of attention: direction, amount, intensity, duration, distinguish ability, themes<sup>3</sup>.

It should be remembered the six-year child is characterized by peculiarities of imagination without content. The determination "imagination" includes huge mass "vague" mental systems – even to content things of fantasy<sup>3</sup>. Psychologists distinguish three types of imagination: irritation (space figurative representation), reactions (gesture representation) and symbols (transformed meanings). Only outside propites, subject images are fixed by imagination. However, the most children of mountain area have restricted imagination and notions comparing with the same children engaged in pre-school education or other forms of preparing to school.

Thinking notions and speech can form unity<sup>3</sup>. The child imagines what he sees in nature or in the picture. It is not easy for six-year pupils to imagine that is not based on concrete subjects, illustration or own experience. Such crucial approach towards imagination causes inability to separate fantasy product from reality. Under educational influence children's imagination changes, its images become stable' they are better preserved in memory, become more different and interesting if studying process is good organized.

At the same time country mountain child apprehend surrounding world as reality, therefore he does not understand some subject or plot pictures in ABC-book, for example, giraffe with band aged throat, owl-doctor (M. Vashulenko) or sleeping cat with chickens (M. Zakharchuk) etc. Country child knows: chickens must be guarded against a cat; owl is a bird that sleeps during the day and hunters in the night, produces certain sounds; it is more difficult for a child to imagine a giraffe because he saw hares, deer, foxes etc. Thus pictures and content of the first child's book have to reflect the reality he can see.

Learning is the aim and result of educational activity (perception, awareness, memorising, reproducing), the process basement (after Rubinshtien)<sup>10</sup>. This psychological evidence has both sides – process and result. Grammar studying and speech development of six-year pupils is the starting process when the habits (reading, writing and speaking) begin to form. Already formed habits are the result. Both process and result will be stable, effective and profound under some circumstances: studying activity must have active character; perception process must go simultaneously with practical habits and abilities formation taking into consideration different kinds of perception (using of main analyzers-sight, hearing, touch) and their readiness to aware. At the same time the very perception process must cause interesting, positive emotions.

Investigation by J. Greender and R. Bendler enables to aware the fact that the person get all information from and about the world through three channels: he can see, hear, feel. These channels are the most important filters helping a child (man) to choose necessary information from outside<sup>1</sup>.

Reproducing of information takes place in child's inside with help by four representative systems: visual (images), auditorial (sounds, melodies), kinesthetic (feeling) and digital (inside dialogue)<sup>1</sup>. Therefore studying grammar and speaking should be interpreted as correlation of sight, hearing, touch.

M. Merlo-Ponti<sup>7</sup> in the work "Phenomenology of perception" gives two determinations of perception – "seen" – that is what we comprehend by eyes; sensitive – by feelings. Further he makes conclusion: "There is not and can not be physiological determination of perception, further on there is not and can not be independent physiological psychology because physiological event submits to biological and psychological laws." His theory confirms that perception rouses attention, after on attention enriches and develops perception. Attention is general and absolute ability that at any moment it can be directed on any consciousness content<sup>7</sup>.

The scientist explains intercorrelation and interdependence of sight, colour, sensation as “original touch by eyes”. During the period of real sight formation. Obviously he meant the same as Sechenov: starting process to identify the thing visually. Thus it is only his accessory remark and main opinion are another. Differing from other scientists he paid attention on that seeing of colours and hearing perception of the sounds are not exclusive events since “sensitive perception” is a law. There is correlation among feeling organs, so they transform to each other without mediator, do not need translator, they are comprehensive each other without thought mediator<sup>7</sup>. That is a base of independent awareness of seen, heard and getting knowledges during observing process.

Six-year pupils study grammar according to sound analytical-synthetic method, which was worked out by Ushinsky for seven-eight-year pupils. According to this method practical learning stage of native language sound principle have to precede learning of letters (pre ABC-book period – 14 hours). During this period all children have to master basic language notions (language sounds, vowel and consonant) division, soft and hard sounds, that is master very important abilities to fulfil sound analysis and synthesis of pronounced word. Let us remind that this process goes without graphic (letter) indication of the word. In this case a child operates with sounds no letters and with neutral and same for each sound marks<sup>8</sup>. It should be taken into account that some pupils (about 15% - visualists and kinesthetics) “have no or weak developed phonematic hearing that is they do not hear differences among sounds”. It is very difficult for them to master on with help of pronunciation (articulation). It is treated like “to pronounce soft consonant you should raise your middle part of tongue side...”<sup>4</sup>.

Practice testifies that pupils – auditorists (about 20%) skillfully make sound formation model. They distinguish the sounds by hearing. They have only to mark them. But it is more difficult for visualists (about 60%) and kinesthetics (about 20%) to do it because they perceive word meaning but not its sound shell. Therefore while pronouncing they can not always distinguish sound position in the word, differ soft and hard sounds etc. this process goes rather mechanically and with inaccuracy. The pre-ABC book stage is most difficult for pupils-kinesthetics. They want to act, move, do practical things but they are compelled to do unpeculiar things – hear, analyse, distinguish. Thus it causes “separation” of sound word shell from its meaning and distribution to indivisible units (language sounds) in certain order; comparison of the sounds (vowel, consonant, hard, soft) and their graphics; finding out their similarity and difference in word meanings with phonetic differencing (logical operations).

L. Rohovik made out a new typology of psychomotor activity which consists of three theoretically possible types depending prevailing level: speech (1-st – auditorists) emotion-sensitive (2<sup>nd</sup> type - visualists) or image (3<sup>rd</sup> type - kinesthetics). Studying results essentially depend on child’s psychomotor activity and presence of its components at all stages of cognitive process. Overburdening of sight and hearing channels of perception while sitting leads to mental activity reduction of younger pupils therefore it necessary to change their body positions (moving, game activity, singing etc).

Physiological basement of speaking is rather difficult, it spreads in certain order and time. Sight, hearing and moving analyzers take part in formation of these connections<sup>6</sup>. It confirms the triple participation of analyzers (sight, hearing, tactile) in perception. I. Zymnya admits that obviously speech (language) in unity realizes three main functions: nominative – for language; significative – for speaking; indicative function; transferring function, that is thought feeling, will expressions (communicative function which includes information (message) act, emotion expression)<sup>5</sup>. However six-year pupil firstly associates the word with certain object and then with word meaning. For country child of Karpathian mountains word meanings operated by the teacher during pre-ABC book period can not be understandable by reason of dialect surrounding.

Writing and reading demand special studying. Difficulties in mastering reading and writing can be explained by both outside (writing) way of thought formation and assumption of new fixation method to reflect reality, that is its graphic exposition<sup>5</sup>. So if pupil-visualist and pupil-kinesthetic apprehends the word in whole basing on meaning but does not apprehend certain sound order in the word it means that it is better to provide sound models during ABC-book period or introduce letter marks of the sounds during pre-school preparing (without reading).

Investigation by P. Arnheim<sup>2</sup>, confirms connection between visual perception and thinking of six-year child. They connect real form of speech interaction and its elements with sign language system, operative and active system which is characterized by generalization unity, communication and thinking. It is very important to understand "perception without thinking would be useless, thinking without perception – there is not anything to think over." So "thinking" is more visual thinking. Firstly the first-year pupil associates with known notion, with thing and then with sound sign and virtual sign. O. Pometun's investigation on this theme shows that "clean" auditorists, visualists or kinesthetics are very few. She advises studying should be polisensetive, different that is to unite all pupils activity at the lesson<sup>9</sup>.

Practices show that some pupils have breaches of analysis (to pick out the word from the text, syllable from the word, needed sound from the syllable) and synthesis (the pupil is unable to compile the letters (sounds) into the word). Reasons are different: articulation breaches, undeveloped phonematic hearing etc. Very often children (especially country ones, with speech breaches close inside, begin to get complexes etc). Dialect speaking surrounding directly influences on speaking activities of country children (till 6 a child has certain vocabulary that is used from the birth).

Peculiarities of Karpathian region are in its language characteristics. Karpathian dialect (after V. Nimchuk and others) is characterized by preserving of old phonetic, grammar, lexical elements and is divided into several groups. Mostly they differ by using sound "o" in newshut syllable. These are Teresvyansko-Richanski or easternmaromoroski (o>y), borzhavsko-latoritski, berezki (o>y) westernkarpathian yzhansko-laboretski (o>y) northencarpathian.

Some phonetic, morphological, grammar, syntaxis peculiarities of these dialects:

- Bach row phoneme;
- Weak differentiation of flexes on hard-soft;
- Syntaxis is characterized by paratactic constructions; personal pronouns instead of possessive ones.

Karpathian dialect vocabulary has many borrowings from neighbour (Hungarian, Slovakian, Polish, Romanian) languages. Before entering school the most of mountain children hear and speak only on regional dialect, that differs in every village. For example, the teacher describes the picture "There are large light windows in the classroom. There are flowers on the window-sills." Among these word children cannot understand such words like "windows", "flowers", "window-sill" etc. So at the lesson literary Ukrainian of the teacher is insufficient, she has to show the object, real and write down.

For a child who had not pre-school preparing pre-ABC-book period is the most difficult. Therefore the teachers use original "translation" of many words. This helps the child but low lesson pace, motivation and in result the children lose interest. Thus starting stage to form habits of reading, writing and speaking is based on auditorial-visual-kinesthetic reference. Graphic word images depending on their formation in visual memory need both auditorian and tactive stand-by. It means that representative systems work correlatively and give better results. Sharing psychologists, psycholinguists, linguists point of view how to study grammar it is necessary to mention that this process should be regarded as complex integrative system with psychologic-linguistic and didactic aspects. They depend on each other (speaking, reading, writing). So starting habits of speaking, reading, writing at formation stage act as psychological elements of child's thinking based on both sensitive practice that is on feeling system (sight, hearing, touch and linguistic-didactic conformities of the language).

Summing up it should be mentioned to organize 6-year pupils studying in the country mountain school besides pedagogical, economical, geographic and social problems psychologic linguadidactic are added. They should be solved in complex providing achievements of psychology, pedagogics, linguists and up-to-date technology.

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