

# Introducing Teaching English to Young (Preschool) Learners in Kazakhstan

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## Abstract

The modernization of education demands the implementation of a course of English in preschool institutions. The process of early English teaching demands theoretical justification and also working out of its educational and methodical maintenance. It is necessary to take into account Kazakhstan multilingualism, that is parallel studying of several languages functioning in a multiethnic educational space. The aim of the investigation was monitoring of English teaching quality and investigation problems at this level of education. In this article, the authors consider a question of the introduction of English teaching to young learners in the conditions of trilingual education. The questionnaire offered to respondents contained questions directed at studying of the process of introduction of teaching in English in preschool institutions. The analyses of the questionnaire data of teachers helped to elicit some problems. The most significant problem is the lack of qualified staff in preschool institutions. The article is based on the result of the interview held with English teachers of preschool institutions in the Karaganda region. As result, the conducted research contributed to the development of English teaching to preschool children. The analyses of the questionnaire allowed revealing the positive attitude of teachers towards the process of introduction of early English teaching in preschool institutions in the context of trilingual education.

**Keywords:** preschool education, trilingual education, teacher qualification, methods of teaching

## 1. Introduction

It is undeniable that during the past decades English has been playing an increasingly crucial role in all aspects of life for people around the world. Globalization has made English a pivotal factor in the development of all countries in terms of economy, information technology, politics, education and culture (Carter & Nunan, 2001; Rakhimberdinova et al., 2022). As a result, most countries have realized that the English communicative competence of their citizens must be urgently developed and English pedagogy in all schools must be improved to meet this goal. In many countries, in addition to their own languages, English is used as a second language (ESL). It is used as the medium for teaching and learning in schools, and for official purposes in government and business sections. In many other countries (Poland, Moldova, Ukraine), English is neither a home language nor official language, but rather is taught and learned in schools as a foreign language to prepare students to communicate with foreigners, for example in Kazakhstan English language is an international language for communication (Sabatayeva et al., 2018). In these cases, it is known as English as a Foreign Language (EFL). Recently, these countries have extended the time for learning English, and English language teaching has started at the lower levels in primary schools.

Kazakhstan state politics in the sphere of language education on the modern stage is aimed at the formation of “the linguistic capital of each citizen of Kazakhstan”, including knowledge of Kazakh, Russian, and English languages. The realization of this political idea was worked out the series of official documents, regulating the process of reforming of all levels of education. Among these documents are “State program of a development of education of the Republic of Kazakhstan for 2011-2020” (2010), “State program for the development and functioning of languages in the Republic of Kazakhstan for 2011-2020” (2011), “Road card for the development of trilingual education for 2015-2020” (2015), “Program of the President of the Republic of Kazakhstan” (2015), “State program of development of education and science of the Republic of Kazakhstan for 2016-2019” (2016). The last is aimed at increasing of competitiveness of science and education and, in particular, at updating of the content of preschool education and teaching focused on high-quality teaching of children for school, that is teaching of children for the “modernized” school where “the Trinity of languages” program is implemented and English is perceived not as the purpose but as mean of knowledge acquisition (Parfyonova et al., 2017; Ten et al., 2022).

Formation of the polylingual personality is implemented on the basis of experimental platforms of different educational stages (kindergartens, centers, schools, gymnasiums, higher education institutions) where the pupils are trained on three languages: Kazakh,

Russian and English. Good results of polylingual teaching show the children from private preschool institutions with profound teaching of English, the Kazakh-Turkish lyceums, Nazarbayev Intellectual schools, etc.

According to the task of the Head of state, announced at the XXII session of the Assembly of the people of Kazakhstan on April 23, 2015 (Point 89) of the Plan of the Nation “100 concrete steps: the modern state for all” (2015) has been developed the “Road card for the development of trilingual education for 2015-2020” (2015) project. According to this project amendments and additions have been made to the standard of preschool education and teaching in regard to creating necessary conditions for the realization of trilingual education and working out a new Standard teaching program of preschool education and teaching. So, since 2016 teaching in three languages is obligatory for all preschool educational institutions in the republic.

## 2. Literature Review

The reasons for teaching English to younger children vary. It is believed that young children are more likely to adapt to sound systems and acquire phonological patterns of a new language than adults (Lee & Azman, 2004). Additionally, there has been a call for early commencement of English teaching and learning because of public disappointment with the poor English learning outcomes of students at secondary and tertiary levels. In some countries, English has been introduced to young students as early as 3<sup>th</sup> grade, for example, in Taiwan (in 2005), South Korea (in 1997), and Vietnam (in 1996) (Scott & Liu Chen, 2004), while in Indonesia, children start learning English from 4<sup>th</sup> grade (Jones, 2004). However, the successful implementation of English teaching and learning at lower school levels in these countries is challenging, particularly in terms of teaching methods, teachers’ proficiency and the facilitation of teaching and learning improvements.

According to S. Wahyuningsih and M. Afandi (2020), teachers are expected to have interesting ways, strategies and methods of teaching English in early childhood. One of them, in the authors’ opinion, is the creation of children’s poems, which have been changed by replacing texts adapted to culture, needs or objectives. By singing nursery rhymes, children feel more motivated when learning English (Wahyuningsih & Afandi, 2020). The teaching of English to preschoolers was researched by the Turkish scholar B. Uslu (2020). He argues that the quality of foreign language learning is influenced by the age of learners, the characteristics of foreign language teachers, and the methods and techniques used (Uslu, 2020). Early English teaching in preschool institutions is included into paragraph “Communication” of the Standard of preschool education and teaching (2012). The expected results, stated in standard program, describe the development of communicating skills and children vocabulary expansion.

In psychology (Penfield & Roberts, 2014) the fundamental truth is the statement that the child masters the language faster than an adult. The length of a sensitive period is characterized by different authors unequally. So, Penfield and Roberts (2014) define it from age 4 to 8. Physiologists assume that exists “the biological watches of the brain”, the same as exist in time the stages of the development of blood gland of the child. The child till the age of 9 is the expert in mastering-speech and language. After this period the brain mechanisms of speech become less nimble and cannot so easily adapt to new conditions. After the age of 10 it is necessary to overcome many difficulties. Child’s brain has specialized ability to percept foreign language but it decreases with every year (Penfield & Roberts, 2014; Neumann-Podczaska et al., 2019).

English course at the preschool stage of the education system of the Republic of Kazakhstan is very important and is a propaedeutic course before conscious language studying at a school stage. L.V. Pryanichnikova (2011) in the article “Psychological readiness of the child for a learning of foreign language” describes the results of an experiment on the identification of appropriate age for the beginning of conscious foreign language teaching. Four and five-year-old children were involved in an experiment. As a result of an experiment, it was noted that four-year-old children acquire material much more slowly, than five-year-old and more senior. Their reactions are spontaneous, the attention switches from one subject to another, and the ability to communicate isn’t developed. The average indicators of success were 50-60%. Children of five-year have good speech-hearing and tenacious language memory, they are developed emotionally and have the figurative perception of language, show sensitivity to phono-semantic regularities, are ready to enter communication in language with the teacher. As a result of teaching indicators of success were 85-95%. Thus, it is possible to speak about success of the introduction of English in the senior group of preschool institutions for the purpose of the formation of the elementary level of communicative competence necessary for the successful development of the school program. By that moment they will create the main thing – interest in further studying English, a certain volume of knowledge is saved up that considerably will facilitate the development of any program of teaching in English at elementary school.

In general, the literary review of modern research in this direction speaks to the importance of the topics covered, the timeliness of their consideration and the need for further scientific research in this area. However, little research has focused on the quality of English language teaching and learning in Kazakhstan. Therefore, this study aims to investigate the features of introducing the teaching of English to younger students in a trilingual education.

## 3. Materials and Methods

For obtaining positive results of English teaching it is necessary to create acceptable pedagogical conditions. Providing qualified personnel, use of the forms and methods of teaching developing mental functions of the child, satisfying to his informative requirements, the corresponding material and didactic equipment of process of teaching concern them. In this regard preschool institutions are in search of optimal solutions for the creation of necessary conditions for teaching.

To investigate the real situation and identify the positive and negative sides with introducing early English teaching in preschool institutions was chosen the method of questionnaire. The experiment was attended by teachers of English, aged 22 to 50, from 68 preschool institutions in the Karaganda region, which is 40% of all preschool institutions. The survey lasted from January 15 to February 20, 2022, after which the data was processed and analyzed. All the respondents gave their consent to data processing. The questionnaire offered to respondents contained the questions directed to studying of process of introduction of teaching in English in preschool institutions. A questionnaire was used as a data collection tool to provide participants with a list of questions (10 open-ended and 10 closed-ended) united into 4 subdimension devoted to qualification, conditions, methods and problems to be answered freely based on their teaching experience. The list of questions is presented in Table 1.

Table 1. Questions for the study of the process of introduction of English language teaching in preschool institutions

Subdimensions	Questions
Qualification	1. What is your education level? 2. How long have you been teaching English? 3. Have you taken any additional refresher courses?
Methods	4. Is the Standard teaching program of preschool education and teaching a fundamental document in the planning and development of studies? 5. Do you think the expected outcomes outlined in the Standard teaching program are achievable? 6. Do you support the introduction of trilingual education? 7. What methods do you use in teaching? 8. How many activities do you use during a lesson? 9. Do you believe listening and speaking to be basic language skills at an early age? 10. Do you consider reading skills necessary at an early age? 11. Is the unified didactic support for the educational process an important aspect of quality teaching? 12. What didactic materials do you use?
Conditions	13. What is the best age for children to start learning English? 14. Is the preschool age suitable for starting English language learning? 15. Does native language play an important role in the process of foreign language acquisition? 16. Do you think that one day per week is productive for the initial level of communication competence of preschoolers? 17. How many children are there in your class for an English lesson? 18. How many children are acceptable for quality education in the group?
Problems	19. What are the challenges in the preparation of a lesson plan? 20. What problems have you encountered in teaching English?

108 questionnaires were processed, 12 of them were rejected because the participants did not answer all questions. After the teachers filled in the questionnaires, the results were calculated and percentages were derived. When developing the questionnaire, the authors aimed to receive the information concerning qualification of teachers, conditions necessary for effective teaching, effective methods of teaching and the problems the teachers faced in their work.

To understand the content of teaching the authors analyzed two documents: The Standard program for preschool institutions and the Standard program for the 1<sup>st</sup> grade of primary school to see the continuity of these programs. The training program unites traditional functions of training and innovative trends in the organizations of the educational process at modern school. Updating consists not only in the approaches applied in the educational process, such as value-oriented, activity, personal focused and communicative, but also in the system of the educational purposes and the expected results. One of the main requirements to the educational process is creation of conditions for the independent development of knowledge by the pupil. This approach is directed not only to the formation of educational skills, but also to the formation of personal qualities of the child which will help him to distinguish the interests and will teach to make decisions. Formation of such informative activity is promoted by the personally focused training approach based on the principles of interactivity and reflection.

The analysis of the program of 1<sup>st</sup> grade has shown that the expected results on listening and use of language are created logically according to requirements for the formation of competence of the A1 level according to the All-European standard of language competencies. The initial stage of studying English language according to the requirements of the standard training program is unwritten, in this regard there are no expected results on this section. In the section “reading” is defined the task “to learn the writing of letters and some words” refers to writing. Proceeding from Standard program in Kazakhstan and in level model of language proficiency it is possible to mark out the following inconsistencies:

- the pupil has to be able to write letters;
- the pupil has to be able to write the name;
- the pupil has to be able to rewrite simple words;
- the pupil has to be able to spell simple words;
- the pupil has to be able to read the simple short sentences made of words familiar to him.

These inconsistencies are distinguished not only in theoretical comparison of the training program and description of level, but also in practice when using the educational complexes recommended for application at schools. Thus, there is a contradiction of the training program and the content of training in 1<sup>st</sup> grade of elementary school.

Justification of this fact is designated in the National Languages Standard “training in languages is directed to mastering colloquial standards of the learned language therefore in the 1<sup>st</sup> grade attention is more paid to two types of speech activity: listening and speaking; skills of reading and the letter should be developed through mastering these skills in the native language or on the first language (training language at school)”. The analysis of the program for studying of the native language in the 1<sup>st</sup> grade has shown that from the 1 quarter pupils writing skills are gradually forming, and proceeding from hour compliance of lessons of the Russian and English languages it is possible to speak about stage-by-stage development of elementary writing skills and at English lessons. Such exercises as, inserting the past letter, making a word of letters, writing the name in the language, etc. contribute also to the development of small motility of pupils and help to create a complete perception of language, i.e. they can distinguish a letter aurally, recognize her in the text, to call her and to write. The standard training program of preschool training and education provides studying of English in the senior group and group of preschool preparation (Table 2).

Table 2. Expected results in programs of the 1<sup>st</sup> grade and the senior group of preschool institutions

1 <sup>st</sup> grade	Senior group
Listening	
Recognize short instructive statements for a narrow range of educational lexicon said accurately and slowly.	Listen to the teacher and at the same time react to his ordinary teams. Execute the commands relating to art and manual actions. Take part in the short sketches played in group (grade). Is able to show educational accessories.
Recognize limited quantity of the questions said accurately and slowly with hints of the teacher.	
Recognize names and names of places with hints of the teacher.	
Recognize with hints of the teacher a question “What is ....?”	
Recognize phonemes.	
Recognize names of letters of the alphabet.	
Speaking	
Make statements about people, objects and the events in a class.	Greeting and farewell (Hello, Hi, Goodbye, See you). Request and gratitude (Give me..., please, Come in, please, Thank you). Apology and forgiveness (I’m sorry, Excuse me, It’s O.K.). Wishes and congratulations (Happy Birthday). Representation of and others (I’m....., My name is...., This is..., It’s my mum). Answer to the simple questions concerning the personality and property (Who are you? What’s your name? What’s this? Who’s this? Is it...? Have you got...?). Execution and submission of short commands (jump, clap your hands, open) Name of animals and objects (It’s a tiger, This is a ball). Information on the residence, description of people, animals and objects (He’s tall, It’s big, It’s blue, It’s got a tail).
Ask questions about people, objects and events in a class.	
Distinctly pronounce familiar words.	
Answer questions of people, objects and a situation in a class.	
Use words in short dialogues.	
Be able to introduce oneself and express a request to communicate with others.	
Reading	
Recognize sounds and names of letters of the alphabet.	Recognize letters. Recognize words in a text.
Recognize a capital letter in names and names of places.	
Recognize names of local sights.	
Recognize the alphabet for placement of words in alphabetical order on the first letter of a word.	
Use of English	
Use the only thing and plural of nouns.	Use verbs: be; have got; can. Use adjectives: colors, age, size. Use nouns: names; singular; regular plural.
Use cardinal numbers from 1 to 20.	
Use the main adjectives for the description of people and objects.	
Use a, an, some, the, this, these at the answer to a question “Where ....?”.	
Use the interrogative words which, what, where, how.	
Use demonstrative pronouns of this, these, that, those.	
Use personal and object pronouns.	
Use an imperative mood for the main instructions.	
Use a present form.	
Use there is/there are in affirmative and questions.	
Use can/can’t.	
Use pretexts of the place and time of in, at, next to, near, on.	

Consequently, it can be said that there are no differences in programs of 1 class and the senior group of preschool institutions. The basic word

stock and the expected results on listening, speaking and the letter coincide; differ only in the section “use of language”. Comparing standard programs of school and kindergarten essential distinctions haven’t been revealed, and it is possible to speak about duplication of the program of the school and the program of kindergarten. The purpose of English teaching at a preschool and school stage also coincides and consists in the development of language thinking, speech mechanisms, communicative abilities and informative abilities in children by means of English. The essential difference has to be in the organization of the educational process and methods of language teaching.

#### 4. Results and Discussion

Since 2016 the staff list of one and all preschool institutions included a position of the English teacher. According to the qualification requirements, preschool teachers must have a specialized secondary or higher education. The teacher must know techniques of early learning for the quality teaching of children in English. The first subdimension of questions of the questionnaire concerns qualification of teaching staff of preschool institutions. The real situation according to the conducted survey is presented on the Figure 1.

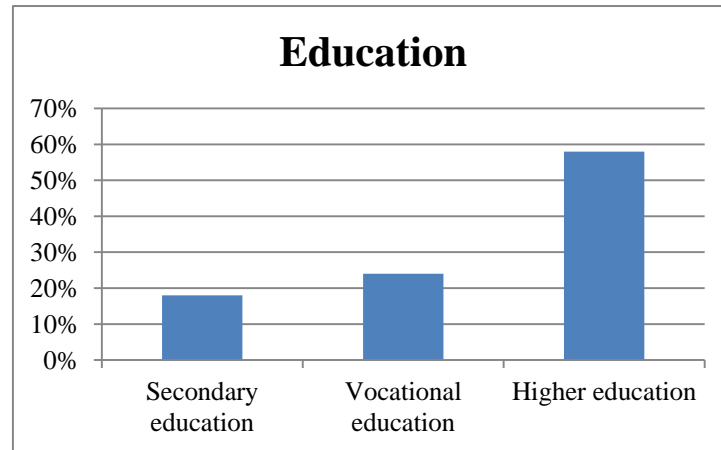


Figure 1. The qualification of teaching staff

From the figure, it can be seen that 82% of teachers have the necessary qualification for vocational or higher education. The rest (18%) carry out pedagogical activity without having pedagogical education, operating only with knowledge of language gained on a language course. Due to the relevance of introduction of preschool English teaching the main regional higher education institution supplying the region with pedagogical staff, Academician E.A. Buketov Karaganda State University within specialty “A foreign language: two foreign languages” since 2017 began the realization of teaching in a trajectory of early teaching in English. Its main goal, within this trajectory, is to improve the methodological and professional-communicative competence of a teacher in the field of early education. It includes:

- expansion of theoretical bases and development of practical abilities of teaching in foreign languages at the initial stage;
- studying of psychological age features of preschool children;
- specification of lingua-didactic ideas of assimilation of languages;
- improvement of design methodical abilities;
- acquaintance with methods, receptions, tutorials of English teaching at the initial stage.

Having studied the answers of the respondents, it was revealed that, most of the English teachers who are carrying out pedagogical activity in preschool institutions have average length of service of 3-5 years, have the higher or average and professional language education. Improved the skills at the rate of a technique of early teaching in English of 35% of respondents whose 80% have an experience more than 5 years, i.e. it is possible to assume that, young teachers work in preschool institutions, without having theoretical preparation at the rate of early English teaching. It causes need of development of advanced teaching courses and reteaching of teachers of preschool institutions. Thus, it became evident that there is a problem of quality education for children. Even provided that teaching of preschool children is made by the experts who have good knowledge of language cannot give the expected results. To train small children is not easy, without owning the techniques of teaching English to children of preschool age based on psychology and pedagogical characteristics. Facing low-quality or wrong teaching, any child loses the desire to be engaged, doesn’t trust in the forces and even many years later tests a negative attitude to studying English (Zhetpisbayeva, Shelestova, & Kazimovaet, 2017). The desire to learn languages can return at an older age if the teacher organizes the work so that the children are interested.

The second subdimension of questions of the questionnaire concerned the standard ensuring process of teaching in English at the initial stage. Respondents agreed in the opinion that “the standard teaching program of preschool education and teaching” is the fundamental document when planning and developing studies. However, 21% of respondents consider the expected results stated in the Standard teaching program unattainable at this grade level. A comparison was made between the standard preschool education and teaching program and the one for 1<sup>st</sup> grade, which was developed in accordance with the State Standard for the Development of Secondary Education (State Compulsory Standard..., 2012). No significant differences were revealed. Preschool program should be somewhat easier

to learn (Zhetspisbayeva, Kokhanover, & Assylbek, 2018).

The problem of introduction of early school teaching in English was in detail investigated in the work “The effect of illustrations and simulations in English course books in a Kazakhstani context on primary school students’ English language achievements” (Zhetspisbayeva, Shelestova, & Abildina, 2016). Authors consider the process of introduction of English teaching from the 1<sup>st</sup> grade taking into account Kazakhstan multilingualism, that is parallel studying of several languages functioning in multiethnic educational space and also the development of its educational and methodical maintenance (L1-Russian or Kazakh, L2- Kazakh or Russian, L3-English). The research conducted by the authors allowed to reveal:

- problem points of the process of realization of early language education in the Republic of Kazakhstan as insufficient security with the qualified pedagogical personnel of the organization of early language teaching;
- lack of specially developed technique of teaching English at elementary school taking into account the Kazakhstan context, so far as concerns parallel studying of 3 languages;
- insufficient readiness of educational literature with national content for elementary school;
- lack of the purposeful program of reteaching of elementary school teachers for work in the conditions of trilingual teaching.

The present research on the process of introduction of English teaching in preschool institutions has similar purposes, and the revealed problem points served as reference points for its carrying out. In addition, deep and comprehensive consideration of difficulties in English teaching of preschool children contains in the works of N.A. Onishchik (2013), where is discussed their full scientific justification. On the basis of the above, such moments as the implementation of the Trilingual education program in the Republic of Kazakhstan, not systematicity and irregularity of teaching in English, psychological unavailability of children to studying English, insufficient development of the native language and others formed the basis of the following subdimension of questions of the questionnaire. So, 98% of the interviewed teachers completely support the policy of introduction of trilingual education and consider preschool age especially favorable to start studying English. As for difficulties, 61% of respondents consider that insufficient development of the native language negatively affects studying English.

There are many views on this issue but we adhere to Negnevitskaya and Shakhnarovich’s (1981) point of view, that acquisition of the native language is a psychological factor in teaching in English which doesn’t “slow down” mastering process of the English language, and on the contrary develops the ability to communication and emotional figuratively to the perception of language. “The standard curriculum of preschool education and teaching of children of 1 year till 6 (7) years” provided the volume of an academic load on English in the amount of 1 occupation a week lasting 25-30 minutes. These norms of 60% of respondents consider insufficient for the formation of elementary level of communicative competence of preschool children and the achievement of the expected results stated in the standard teaching program.

The question of the frequency of conducting the lessons is rather disputable, as is the duration of lessons. Z.Ya. Futerman (1984) states that lessons for five-years periods shouldn’t last more than twenty minutes, and for children of six years, twenty-five. This statement is also confirmed by the results of an experiment, however, I.L. Sholpo (2009) considers that his results are connected with the previous condition: at the fullness of a group of 25-30 people neither the teacher nor children are able to be engaged longer. Experience of Negnevitskaya and Shakhnarovich (1981) in groups of 5 to 15 people and Sholpo (2009) experience in groups of 7-10 people, is shown that such digits of children’s occupation duration from thirty-five to forty-five minutes (depending on age) don’t tire children, and they keep that unwillingness to leave, to finish the lesson which as Futerman (1984) absolutely fairly considers, is necessary for effective teaching. The only important thing is every five minutes change the type of activity, pass from an action game to a conversation at a round table; then – dance, exercises; after that sing a song, etc. (Avsiyevich et al., 2021; Burayeva et al., 2020). The usual frequency of lessons is two-three times a week (Sholpo, 2009). 1 time a week lessons are extremely unproductive; children manage to forget the material which during the so many days wasn’t receiving a reinforcement.

The Regulations on the organization of activities of preschool organizations of the Republic of Kazakhstan (Order of the Minister..., 2000) establish the filling of the group – 25 children for the senior and preparatory group. However, the real situation in public preschool institutions is a bit different. The number of children in the senior groups, according to data from the conducted survey, varies from 30 to 35 children. Neither the Sanitary norm document nor the standard teaching program for preschool institutions provides the division of children into subgroups for studying languages. Thus, one English lesson a week in a group of 30-35 children can’t guarantee the quality of teaching. In the circumstances, the additional variable lessons language integrated with other activities and occupations Kazakh and Russian languages could become a way out. These lessons would be not an “organized educational activity”, and would be held for consolidation in a free form.

The questions concerning teaching methods in preschool institutions made the following subdimension of questions of the questionnaire. All respondents agreed in the opinion that to the optimum, effective and appealing interests of children the game method. This age category is also a form of the organization of the educational process. Opinions of modern methodologists and teachers agree that the main form of education for children of preschool age to a foreign language is a game (Whang, 2010; Mynbayeva et al., 2018). “Only the preschool age owing to specifics of the activity conducting for this age – games – allows making communicative and valuable practically any language units, including sounds, syllables, words” (Negnevitskaya & Shakhnarovich, 1981). The teaching games when teaching in a

foreign language can be subdivided into situational (role), competitive, musical, finger-type, etc.

The availability of teaching and learning materials helps to increase young learners' achievements in foreign language learning, but it is not the only factor. The importance of way TEYL (Teaching English to Young Learners) is used by teachers has a significant impact on young learners' results. According to the survey, teachers do not use a large number or wide variety of activities in their classes. The teachers who advocate an early start emphasize the use of appropriate teaching techniques with children to reach the desired outcomes (Gürsoy, Korkmaz, & Damar, 2013; Buyukdagli & Yeralan, 2020). These techniques involve activity-based teaching during which children learn by developing experiences with the language. Children learn indirectly as they focus on meaning rather than form (Gürsoy, 2012; Moon, 2000).

Results of teaching according to the section "The standard teaching program of preschool education and teaching" is devoted to teaching in English concern skills of audition and speaking though among the expected results are available such as the ability to distinguish and learn letters in the text, ability to learn simple words, i.e. it is possible to speak about the development of initial skills of reading. 90% of respondents agree that listening and speaking, are the main language skills at this age stage, 10% consider the necessary development of skills in reading. The communicative nature of teaching in a foreign language at early age assumes the use of two interconnected parties of the oral speech speaking and audition. Audition is used as means of the acquaintance of children with a new language and speech material. Teaching in speaking can act in the form of monological (a coherent statement) and dialogical – conversations and has to be communicatively directed. At the initial stage of teaching, speaking can be considered as the purpose and the tutorial. It is used when forming speaking, grammatical and lexical skills. Need for constant use of presentation when teaching preschool children is dictated, first, by features of visual impressions, secondly, by the fact that the child himself can guess a word's meaning (Korbozerova et al., 2022).

According to the questionnaire, teachers prepare and teach a wide range of materials, such as Internet sources, grants from Kazakhstan, and foreign authors. 56% of respondents noted that the lack of unified didactic support for the educational process that meets the requirements of the Standard teaching programs is one of the main problems of preschool teaching of the English language.

The current situation with the organization of English teaching at a preschool stage in the conditions of trilingual education doesn't allow to provide qualified teaching to preschool children. The majority of respondents haven't taken any courses on the methodology of teaching English to young learners. We may separate teachers into two categories those who know how to teach children and those who know how to teach language. Only 10% of all interviewed teachers possess necessary knowledge of English and the methodology of teaching English to young learners. To estimate the conditions of teaching we also studied the frequency of lessons. According to the Standard of preschool education and teaching only one hour per week is devoted to English. 100% of teachers noted that it is not enough for effective learning of language. Here are the extracts from the teachers' questionnaires, confirming the conclusions drawn above:

- Having lesson once a week is not enough for children. They forget 50% of what they have learned a week ago. And the Standard program is very complicated for them especially with lesson only once a week. In our kindergarten we have one extra lesson per two weeks (from the report of the teacher of English of kindergarten "Kulyنشak").
- One lesson a week is really a problem. Every lesson I spend much time revising themes discussed in the previous lessons. So, it is not productive and effective (from the report of the teacher of English of kindergarten "Bolashak").

The same vivid discussion and a lot of comments were written on the question about the number of children in the group. It is not announced in any state documents but arouses many questions among teachers. The groups are overcrowded. The average number of children in one group is 30-35 children. In such big groups, it is very difficult to conduct a lesson. Due to the psychological features of children, they are not diligent, hard-working, and attentive so it makes problems not only with teaching but also with keeping discipline during the lesson. Here are the extracts from the teacher's questionnaires, confirming the conclusions drawn above:

- In my group there are 34 children mostly boys. When I start my lesson, children keep following my instructions for only 5 minutes but later only 10 children keep listening to me. It would be better to divide the group into 3 small ones (from the report of the teacher of English of kindergarten "Bolashak").
- That is the biggest problem in teaching English in kindergarten. 30 children cannot work on the lesson. I don't know any method of teaching which works with such big groups of children. Even in Universities, the groups include 10-15 students. But we work with children. Such teaching cannot give any quality (from the report of the teacher of English of kindergarten "Akbot").

In any case, any teaching process needs didactic provision including workbooks, visual aids, posters, puppets, etc. So, in the present situation, if the teaching process undergoes a Standard program with a general theme plan for all preschool institutions it is necessary to provide them with didactic literature common to them all. Every teacher said about difficulties with preparation for the lesson due to the absence of recommended literature including all complex didactic provisions. So, the teachers are free to use any literature they want and choose any method of teaching they want. Here are the extracts from the teachers' questionnaires, confirming the conclusions drawn above:

- It is taking too much time to prepare for the lesson. I use internet resources mostly but the selection of the appropriate materials and aids is really tiresome (from the report of the teacher of English of kindergarten "Akbot").

- We have a theme plan for the year but no textbooks or workbooks and have to search for pictures, poems, exercises, make flashcards ourselves. It would be more useful for the teaching process to have one workbook for all kindergartens which would provide us with all necessary items such as exercises, flashcards, visuals, etc. (from the report of the teacher of English of kindergarten “Ertostik”).

All said above means that every teacher teaches his own program so it is rather difficult to evaluate the knowledge of children and their level of readiness for school. For assessment at this level of education, it is necessary to work out indicators to help teachers to understand what the child knows and what problems he has.

## 5. Conclusions

Thus, the conducted research contributed to the development of English teaching to preschool children. The analyses of the questionnaire allowed revealing the positive attitude of teachers towards the process of introduction of early English teaching in preschool institutions in the context of trilingual education. The introduction of English at younger ages is not in itself problematic but it can become so when it is not matched by the material and teacher education resources needed to ensure that the appropriate conditions for learning are in place. As this research has shown, the reality is that resources in many contexts are either lacking or not forthcoming to the extent needed.

The survey participants identified a number of learning challenges. The lack of a unified teaching system that meets the requirements of the Standard teaching programs is one of the main problems of preschool instruction in English. The majority of respondents also agreed that 1 lesson of English per week and overcrowded groups make teaching more difficult.

Future studies can also examine the policy in classroom settings – investigating how policy rhetoric is being translated into classroom reality. In addition, the pedagogical and sociopolitical impact of the policy – how it has affected English language teaching at the preschool level and beyond and how it has affected children, their preparation for primary schools, and Kazakhstani society – is worth further exploration. Findings of such studies, along with those of the present study, can contribute to a comprehensive evaluation of the policy and further development of education in Kazakhstan.

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