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QUESTION OF LEARNING ENGLISH IN THE WALDORF SCHOOLS OF CHINA

Were discussed the study of English in Waldorf schools in China. Were analyzed the methodology of teaching foreign languages in Waldorf primary schools. The purpose and content of the study of foreign languages at Waldorf School was determined. Were formed the peculiarities of studying English in the Waldorf schools. It was determined that the study of foreign languages at Waldorf Elementary School leads to the formation of a foreign language culture of students and to effective results in learning a foreign language. The role assigned to the teacher of English at Waldorf Primary School of the People's Republic of China was outlined.

Key words: English language, Waldorf pedagogy, R. Steiner, Waldorf school, primary school, China

The urgency of the research problem: The reform of the education system, in particular primary education, is due to the desire to integrate into the world of Educational and Scientific space. The domestic education system also has a change for the better. The emphasis in teaching is on the qualitative knowledge, learning foreign languages, learning and disclosing the child as a personality. Education should help the child to disclose all the best that nature has given at birth. The child should be healthy as physically, spiritually so as psychologically. Mastering foreign languages helps to strengthen international relations between countries.

In Ukraine, the study of foreign languages begins from elementary school. In Ukraine, the study of foreign languages was introduced in each school from the first grade and entered into the State standard of elementary general secondary education of Ukraine. Also, the study of foreign languages from elementary school is also emphasized in China. Study of foreign languages in China pays much attention not only to public schools, but also to private ones. The child began to be considered not as the whole social, but as a feature that should manifest itself, to reveal its inner world, to speak English and to be bold, Rudolf Steiner is pursuing such a goal. Waldorf schools have been widely spread throughout the world for the last decade; China is no exception.

The aim of the article: to consider the study of English in the Waldorf schools of the People's Republic of China.

Analysis of recent researches: the issue of the importance of studying foreign languages in China began to be interested recently. The study of foreign languages began to spread not only in secondary and high school, but also in elementary school. Waldorf pedagogy for China is a new wave. For China, this is an unconventional form of learning, but very interesting, which has quickly spread and is gaining actuality.

Works on Waldorf education in China almost do not exist. There are several articles from such researchers: I. Johnson "Class Consciousness", A. Alexandre "Waldorf School in China", H. Gerry "Long March for a Waldorf School license", etc. In their articles, they consider the experience of Waldorf education in the West.

The main material research: In the 21st century, the quality of knowledge only grows. Education should help the child to disclose all the best that nature has given at birth. The child should be healthy as physically and spiritually so as psychologically. Such a goal is taught by Rudolf Steiner, who is the founder of Waldorf pedagogy. Waldorf schools have been widely spread throughout the world for the last decade; China is no exception [1].

Waldorf education offers a very different alternative option to Chinese state education. Chinese state education focuses on intellectual learning, with a heavy emphasis on memorization and testing, but does not foster creativity. Now, more and more parents are seeking out Waldorf education as one of their options for alternative education.

The spread of Waldorf pedagogy began in China since 1994 when a national conference in Taiwan was held on the establishment of the first Waldorf kindergartens, when Ben Tang Cherry, a teacher at the Boral Waldorf School in Australia, arrived in China. The aim of their trip was to spread learning ideas that are very different from the traditional Chinese education.

In schools, training is conducted under the programs of the West. As in public and private schools, Waldorf schools are private schools, the subjects are divided into compulsory and secondary ones. The main subjects include Writing, Reading, Art, Work, Physical Education, Music, Foreign Language, Nature, Mathematics. Additional subjects include Drama, History, Biology, Science, Art, Theater, Painting, Sculpture, etc.

The Chinese believe that Waldorf schools will grow the number of public schools in the future. According to researchers, one year in Europe is one month in China. And this is really the case. In 2001 there were already 51 Waldorf schools in China, and three years later, there were 75 schools and more than 300 kindergartens [2].

Teaching English is an integral part of the Waldorf School. The difficulties are that there is no special vocational education and training for Waldorf teachers from English as a foreign language. At Waldorf school, a lot of attention is paid to the study of foreign languages. Studying a new foreign language, a person develops internal mobility.

Steiner believed that these lessons were necessary "for the awakening of children's souls, for the development of attention and children's liveliness" [3].

Learn English at the Waldorf School in China starts from the first grade. The study of English is given three hours a week. Due to the fact that there are not many children in the Waldorf school in China, the whole class is present in the classroom. But for China this is no exception. The aim of teaching English at Waldorf School is to develop communicative skills. Students learn to communicate through singing, playing and dancing. Thus, students not only learn English in an interesting form, but also quickly boost their lexical vocabulary.

The peculiarity of studying foreign languages at the Waldorf school is that the language is spoken orally for the first two and a half years. The teacher uses rhymes, songs, short stories and musical accompaniment during the lesson. Teacher uses game activity. You can only communicate in English during the English lesson. The main principle of teaching foreign languages in the first three school years in the Waldorf pedagogy is the principle of imitation of speech, its sounds, rhythm, intonation, emphasis, etc. Through the small dialogues, rhymes, songs, plays, games, etc., the teacher of a foreign language by the force of his own imagination, without using textbooks and auxiliary equipment, creates an atmosphere in which the child is instantly lit from one sound and music of another language. Children are immediately included with the teacher in the recitation of rhymes, the songs that are heard for the first time. At the same time, according to Waldorf teachers, it does not matter that at first, they do not quite understand their meaning [4].

The content of the initial English language teaching at Waldorf Elementary School is similar to that of English language teaching at PRC public schools. Children from the first grade begin to study the following topics: greeting, my family, my friends, parents, hobbies, my school, my country, my city, the routine of the day, my duties, holidays, sports, my house, my pet, etc. These situational and communication topics students study throughout the school year. Every next year, children only add new lexical items, grammatical structures and phrases, improving oral speech.

From the first grade, students begin to study colors, numbers, school subjects, body parts, animals, plants and time. All that students learn, they must remember. Use of writing and reading skills can be used from the third grade. But schoolchildren have special Waldorf notebooks that do not have any cells and lines in the middle. These notebooks have white sheets on which children depict the interpretation of the words in the drawings. These pictures can be used by children as auxiliary material. There are also no school textbooks. Textbooks are given to children in the fourth grade when they begin to learn how to read.

Study phonetics material begin with the study of English sounds. Children must differentiate sounds and correctly pronounce all the sounds. Also, students learn to emphasize words and pronounce sentences correctly in terms of rhythmic-intonational peculiarities. Beginning from the fourth grade, when children start learning how to read, they should be able to read transcriptions.

Studying grammar, students should correctly construct sentences, both questionable and affirmative. Correctly arrange the words in a sentence, use correct forms of verbs, plural and singular nouns, and so on.

The teacher is the main person in English learning at the elementary Waldorf school. The teaching must pass through a living word. The teacher and the student should interact with each other. The teacher must feel the student's feelings. Using only English in class, the teacher helps children immerse themselves in a foreign language atmosphere of communication. It is possible to understand the child's understanding of the matter in question through gestures, actions and visual material. After the students learned to use spoken language, at the end of the second grade, you can start teaching children to write. At the lessons, children not only learn the letters, but try to write dictations using the words they have already known. In the third grade, when the reading is started, students learn to read. Schoolchildren read the texts they taught earlier, this is done in order for students to remember the words, and then easily recognized them in the texts. In the future, students begin to use the translation into their native language of texts. Classes use group and collective forms of work. Children always help each other. Starting from elementary school students carry out various projects: my family, seasons, my hobbies, etc. At classes at Waldorf school, children do not sit in one place, they constantly change their occupation. All of this is aimed at ensuring that students do not get tired or lost interest in learning a foreign language. Thus, a Waldorf school lesson is not very similar to a regular school lesson. The lesson consists of four parts. The first part of the lesson lasts about 15 minutes. Students must devote this time to studying a new vocabulary, rhymes, tongue twisters, and learning songs. In the first part of the lesson, children are trained in the development of phonetic skills. In the second part of the lesson, which lasts 10 minutes, the pupils communicate only using English. A student acquaints himself with everything that surrounds him without using the translation into his native language. All this is in the form of a game. The purpose of the second part of the lesson is to increase the lexical material of the little Chinese. The third part of the lesson lasts 5-10 minutes. Students in game form tell conversations or put small role-plays. This part of the lesson aims to overcome the fear and shyness of the kids. The last, fourth, part of the lesson lasts 5-10 minutes, where students listen to the tales and fairy tales of the teacher. The teacher tries to use as many familiar words as possible. The story of the teacher supports gestures and various actions. The purpose of this part is that students must retell a fairy tale or story in their native, Chinese language. In their speech, the children should use unfamiliar words and phrases. As L.S.Vygotsky said "The child never begins to learn the native language from the study of the alphabet, from reading and writing, but all this is from the beginning of the learning of a foreign language" [5]. Learning a foreign language should begin the same way as learning a child's mother tongue. Parents, when teaching a small child to communicate in their native language, do not force to write and read at once, and so as learning English must go naturally. The child must first understand what the word is, and then use it in his own language, and then write and read it. The child must

engage in lessons in the world of a foreign language. When a child is constantly hearing foreign-language communication, she becomes accustomed to the way, and the child himself induces himself to understand words, phrases and sentences. Then she begins to use these words in her own language. Thus, children should start learning foreign languages using "direct methods" of learning. This is the main departure from the use of traditional teaching methods.

Teaching English is an integral part of the Waldorf School. The difficulty is that they do not have a special vocational education and training for Waldorf teachers of English as a foreign language.

Therefore, in 2012, Monica Bont, a teaching lecturer from Canada, organized a conference for Waldorf English teachers in Guangzhou. Many English teachers were interested in this conference and participated in it. This conference was held and organized by the Chinese Waldorf Forum (CWF), which later became the Association of Chinese Waldorf Education.

English language teaching courses at Waldorf School included methodology and didactics. Teachers were divided into three groups. The first group had teachers who would teach English from the first to the third grade, the second group had teachers who would teach English from fourth to sixth grades, and the third group had teachers who would teach English from sixth to eighth grades. The main thing in learning English for younger students is that they need not only to use the language, but also combine with the language of the body. Everything that a child learns, she must feel.

Such conferences have a great influence on Chinese teachers of English, so it was planned that in April 2017 in Chengdu, another conference will be held, which should not only increase the number of English teachers, but also inform parents about the existence of Waldorf schools and about their benefits. Parents should not be afraid to give their children to such educational institutions. Children have a chance for free, non-compulsory education. In the future children will be able to go to study abroad. The theme of this conference was "Cultural identity and individualization in educational practice". Every Waldorf teacher will benefit from this. AWTC offers an opportunity for Asian teachers gathering to share and study together. Then there were forums where had been discussed the general phenomenon and problems in Asian Waldorf educational practice [6].

Conclusion: the aim of teaching foreign languages, namely the English language at Waldorf Elementary School was considered, which is to teach a child to thinking in a foreign language, as well as to navigate properly in unfamiliar situations, to correctly perceive another culture and values. At Waldorf school, all this is done thanks to well-organized work. The principles of studying a foreign language in Waldorf Elementary School of China were described. It has been found that the study of foreign languages at the Waldorf primary school promotes the positive development of the child, and enhances her soul and influences the child's attention.

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ПИТАННЯ ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ У ВАЛЬДОРФСЬКИХ ШКОЛАХ КИТАЮ

Розглянуто питання вивчення англійської мови у вальдорфських школах Китаю. Проаналізовано методику навчання іноземним мовам у вальдорфських початкових школах. Визначено мету та зміст вивчення іноземних мов у вальдорфській школі. Сформовано особливості вивчення англійської мови у вальдорфських школах. Було визначено, що вивчення іноземних мов у вальдорфській початковій школі призводить до сформованості іншомовної культури учнів та до ефективних результатів у вивченні іноземної мови. Окреслена роль, яку відводять учителю англійської мови у вальдорфській початковій школі КНР.

Ключові слова: англійська мова, вальдорфська педагогіка, Р.Штайнер, вальдорфська школа, початкова школа, Китай.