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### **Early help, Better education!**

At present in teaching foreign language we can see the stages of the qualitative transformation and renovations. The Foreign language as scholastic subject is actively introduced in school years. Herewith appear integer problems which can be found inevitably. On one hand, results of the perennial studies in the field of early education foreign language, proved advantage of the systematic education foreign language in junior school age has obtained recognition on public and state level. Additionally, teacher, teaching foreign language in schools face with integer difficulties which characterize the following contradictions:

Poor progress problems at school disturb all of us. Moreover it worries not only adult, but also children. When the child transgresses the threshold of the school for the first time he mostly filled with daydream about fascinating school world about meeting with clever and good teacher or great possibility to talk to everyone. In other words, the child wants to learn, hear something new and become "well-educated". This leading motivation mostly occurs at the age of 7-8. When daydreams about successful education are split with the first unsatisfactory marks, he/she often loses desire to learn, afterwards he refuses to visit the school, walks during lessons or becomes "problem" child that is always rough, rude with teachers, disturbs classmate in the classroom.

School poor progress and students who are lagging behind are always in research of teachers and psychologists such as M.N. Danilov, V.I. Zynova, N.A. Menchinskaya, T.A. Vlasova, M.S. Pevzner, A.N. Leontiev, A.R. Luriya, A.A. Smyrna, L.S. Slavina, K. Babanskiy. According to them the main reasons are unpreparedness, social and pedagogical neglect, somatic diseases at preschool period; the defect speech, weak eyesight and rumour; mental backwardness;

The difficulties to adaptation and education in school can have an alike external manifestations, reflecting in behavior of child, his progresses, relations in group etc., but their reasons, psychological and physiological mechanisms, their etiology can be absolutely be different. To assist such children is impossible without realizing certain difficulties. Soit requires from teachers to recognize the typical difficulties caused by poor.

According to experts, school difficulties which were not timely detected and compensated for is the result in underachievement. By the underperformance we should usually have in mind the unsatisfactory evaluation on any subject in a quarter or a year. In turn, school underachievement may provoke school maladjustment. For example if students do not utilize the curriculum, they can face difficulties when interacting with peers and teachers.

According to N Zavadenko school maladjustment differs from 31.6% of children. Among them 42% were boys and 18,6% were girls. The concept of "failure" differently treated in the educational and psychological literature. According to the LA Regush, "in psychology, speaking of school failure has its psychological causes which are usually the properties of the student and his abilities, motives, interests, etc. pedagogy sees as a source of underperformance forms, methods of training and even education system as a whole. " Underachievement is associated with the individual characteristics of children with the conditions of their development. That is why the need to systematize the various approaches to the problem of underperformance is to identify the definite causes. There are various concepts and theories of school failure. Thus, representatives of biological theory believe that the main cause of underachievement is congenital factors which do not change the training. According social-genetic approach academic failure is a consequence of the influence of unfavorable environments.

In 1920-1930's in the works of a Soviet scientist discernible relationship stagnated with such social factors as social background of parents. IA Armenians, PP Blonsky, LS Vygotsky attempted to treat non-achiever in terms of its holistic, a biosocial development. In 1940-1950-s MA Helmont, MA Danilov, EI Monoszon, SM Reeves paid attention to this issue and considered that the main cause of underperformance shortcomings of the learning process is stressed the importance of the level of pedagogical skills. In the studies of Slava it is devoted revealing a purely

psychological reasons and became the basis for allocating certain types of non-achiever. 1960 - 1970-s can be characterized as a time of increased attention to the individual student as the subject of training and education. In the 1980's the main causes of underachievement is violating the basic components of the psychological structure of learning activities. Moreover, there is the influence of individual and age-typical personality traits of children on their successful training.

Currently, scientific thought is characterized by the theory of two factors; adoption of both biological and sociological theories. MM Armless notes that the problem of underachievement is both educational and medical, psychological and social. That is why in the last decade bring together specialists of different profiles in improving the academic performance.

It is believed that to identify the causes of underperformance should be a comprehensive survey. Harold B. Levy notes that the recent volume of studies on the problem of underachievement, so increased, that no scientist can keep an eye on them. "Psychologists are almost not reading medical journals, doctors are not interested in the psychological literature, and school teachers do not read either one or the other." Criterion for determining the underperformance is fixing poor teacher assessment at the end of the quarter. According to Anufrieva huge variety of reasons for poor progress leads finding out the cause of learning disabilities which has difficulty selecting diagnostic procedures and intervention programs.

#### **Түйін**

*Бұл мақалада мектеп оқушыларының жақсы білім алуына кедергі келтіретін негізгі проблемалар және олардың алдын алудың жолдары қарастырылып баяндалған. Әсіресе мектепке дейінгі кезең мен бастауыш сынып оқушыларының шет тілін үйренудегі жай-күйлері негізге алынған.*

#### **Резюме**

*В данной статье указаны проблемы, которые встречаются на пути к получению хорошего образования учащихся и пути решение данных проблем. Особенно взяты за основу проблемы обучения иностранным языкам детей дошкольного и начального школьного возрастов.*

#### **Resume**

*In this paper, given the problems that occur on your way to getting a good education to students and ways to solve these problems. Especially used as a basis the problem of foreign language instruction in preschool and primary school age.*