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## **MULTI-LANGUAGE EDUCATION OF PRESCHOOLERS: ANALYSIS OF PROGRAM-METHODIC DOCUMENTS**

Appearance of new educational paradigms caused: the necessity of review of concept basis of language education; working out of program-methodic materials for the teaching Ukrainian language of preschool age.

In 1989<sup>th</sup> first partial programs (authors : A.Bogush, V.Movchanuyk, O.Khoroshkovska, K.Struk) suggested to project, to design the educational process within preschool institutions with ethnic languages basing on the two-language model. In such case Ukrainian language will be studied as the second (state) language. Programs envisaged mastering Ukrainian language on the basis of native (ethnic) language and forming of productive autonomous bilingualism of children. As the basic principles were determined such principles: principle of reliance on native language, functionality, consciousness, speech activity also. Programs grounded on culture-logical, communicative and competence foundations. Culture-logical component has to provide the cognitive, emotionally-estimating, ethical-aesthetical, language-speech development of preschoolers. Communicative approach has realized in communicative means and in the residual educational goal – to learn to communicate in Ukrainian language within basis spheres of life. The holistic methodic systems were produced by partial programs. Within these systems there were interconnected strategic and intermediate goals and tasks of education, there were determined alternative technologies of realization of education's content.

Unfortunately comprehensive programs of education, upbringing and development did not consider the ethnic composition of population and principle of native-language teaching children of early and preschool age. Tasks of bilingualism's forming were not stated in such programs: "Baby", "Ukrainian Preschooling", "Kid during Preschool Years". Only one of Ukrainian programs "Child" has chapter on speech development of children with the Russian-language-speaking type of communication, which during two years 9 (since young till elder preschool age) have to master Ukrainian language and to switch completely on the education in Ukrainian. In fact there are no acting comprehensive programs in Ukraine which envisage the construction of educational activity by means of native language of preschoolers with gradual their involving into the mastering Ukrainian language (as the state language) and bilingualism's forming.

Considering mentioned above we have to state that there is urgent need of creating regional program of teaching Ukrainian language which will consider the language situation within region, character of lingual society's influence on the development of preschoolers. It has to determine ways of correction of these influences, to contain the most exact linguistic landmarks of avoiding mixing languages on the basis of interlanguage analysis of language systems. It has to consider ethnic and cultural heterogeneity of the environment, level of mastering Ukrainian language by children.