* **State standard of comprehensive education .**

**Define to what level of English language knowledge correspons pupils skills after graduating from the 4th form**

Responding to the growing need to foster communicative abilities in English, many Asian countries where English is taught as a foreign language have recently introduced English at the elementary school level. However, the majority of elementary school teachers in such countries might not be adequately prepared to teach English; improving their English proficiency and teaching skills has thus become a matter of concern. The present study focuses on teachers' English proficiency, which has been recognized as an important qualification for Successful English teaching. Elementary school teachers from Korea, Taiwan, and Japan were asked to self-evaluate their English proficiencies as well as to specify the minimum level of proficiency that they felt was needed to teach English at the elementary school level. The teachers evaluated their proficiencies in productive skills (speaking and writing) as weaker than those in receptive skills (listening and reacting). Teachers in each of the three Countries perceived substantial gaps between their English proficiency and the minimum level needed to teach. The widest gaps were in productive domains in general and in oral grammar in particular. Some of the implications for teacher education are discussed.

**The article deals with the problems of early English language teaching in foreign language education  and their solutions.** The authors point out one of the most important tasks of the modern foreign language teachers how to implement effective methods of teaching foreign languages in pre-school children, to raise students' interest to learn the language, enrich the content of education and modernization of the educational process in preschool as a whole. The authors consider difficulties of foreign language teacher, examine psychological and linguistic characteristics of students, and analyze exercises for language skills development of preschool age children, and factual material.

In recent years the number of English learners has dramatically increased. The necessity of foreign language mastering for modern man became obvious to almost everyone. The age of learners have changed either. Until now the teaching techniques is mainly aimed at schoolchildren, today parents aspire to start teaching children a foreign language as soon as possible. Moreover, the pre-school age is recognized by psychologists as the most favorable period for the type of activity.