



THE SPECIFICS OF TEACHING PRESCHOOLERS A FOREIGN LANGUAGE: GOALS, PRINCIPLES AND FORMS

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Annotation: *The relevance of early learning a foreign language is dictated by the needs of society. The progressive development of interethnic communication in recent years necessitates teaching children a foreign language, especially English, starting from preschool age. At preschool age, when teaching English, the child, first of all, learns communication.*

Key words: *preschool age, a foreign language, communication, a language barrier, linguistic information, speech interaction, development of the thinking, cognitive and search activities, teaching a foreign language.*

Preschool age is unique for mastering a foreign language. This is possible due to such mental characteristics of the child as the plasticity of the natural mechanism of speech acquisition, the rapid memorization of linguistic information, the intensive formation of cognitive processes, the ability to analyse and synthesize speech flows in different languages without confusing these languages and their means of expression, a special ability to imitate, the absence of a language barrier. Susceptibility to mastering a foreign language is at a special level up to 8 years, it is already much more difficult to start learning later.

One of the main advantages of early learning a foreign language is that young children are still learning their native language, and therefore natural learning strategies will be applied in parallel to mastering a new, non-native language. In this case, teaching children a foreign language will not be more difficult than mastering their native language. Preschool children do not have a deep knowledge of the grammar of their native language, the rules for constructing sentences and forming words, etc. It is easier for them to learn a foreign language because they do not tolerate patterns of changing cases, declensions and conjugations, they do not compare the structures of two different languages. They learn by directly speaking the language. Those children who started learning English from childhood speak much more clearly, without an accent, they understand the speech and culture of another country more. Preschool children do not have psychological barriers. Older children and adults are afraid to make mistakes, to seem ridiculous, and therefore they are often pinched and, as a rule, cannot learn from mistakes.



The success of teaching preschoolers a foreign language largely depends on the understanding of the psychological characteristics of a given age, the appropriate teaching methodology and, of course, on the personality of the teacher himself. For learning to be effective, the center must be the child himself, his motives, goals, his unique psychological make-up, i.e. child-student as a person. All methodological decisions of the teacher should be refracted through the "prism of the student's personality". In the period covering preschool age, there are significant transformations in the activity of all psychophysiological systems of the child. Perception becomes multifaceted, meaningful, purposeful, analyzing. Speech has a significant influence on the development of perception - the child begins to actively use the names of qualities, signs, the state of various objects and the relationships between them.

The attention of a preschooler reflects his interest in the surrounding objects and the actions performed with them. Gradually, attention becomes more concentrated and stable. Leading the attention of the child, adults give him the means by which he subsequently begins to control his own attention. The memory of a preschooler becomes the leading function of age. If the events had emotional significance and made an impression on the child, they can be remembered for the rest of their lives. The most significant feature of the development of the thinking of a child aged 2-6 years is that his first generalizations are associated with action. Based on the visual-effective form of thinking, a visual-figurative form of thinking begins to take shape. Children become capable of the first generalizations based on the experience of their practical objective activity and fixed in the word. The prerequisites for the development of logical thinking are laid at the end of early childhood, when the sign function of consciousness begins to form in the child. The development of speech goes in several directions: its practical use in communication with other people is being improved, at the same time, speech becomes the basis for the restructuring of mental processes, an instrument of thinking. During the preschool period, the child's vocabulary continues to grow. By the end of preschool age, the process of phonemic development is completed. The grammatical structure of speech develops. Children learn subtle patterns of morphological order (word structure) and syntactic order (phrase construction). An older preschooler can retell the story he has read, describe a picture, convey his impressions of what he saw. An important feature is the emergence of inner speech.



Taking into account the characteristics of preschool age, the organization of the educational process in teaching a foreign language can be based on the following recommendations:

conduct classes with children in a relaxed, trusting, emotionally positive environment;

use various types of activities: cognitive and search activities, role-playing games, fairy tales, creative activities, physical activities;

use visual, attention-grabbing materials: audio and video materials, toys, bright diagrams and pictures, ect;

alternative different types and focus of activities

conduct a dialogue with students, use surprise moments;

pay spencial attention not just to memorizing the material by children, but to form the dasire to learnit, to form a general concept of the language;

pay attention to their own professional and personal self-development

Thus, for the organization of teaching a foreign language to preschoolers, a visual-effective, subject-practical, personality-oriented, communicative-activity, emotionally-saturated support for building educational communication is of particular importance.

When teaching a foreign language, the teacher requires not only specific language knowledge, but also an understanding of the general philological, psychological, pedagogical patterns of the child's development, as well as the ability to combine



the child's general abilities, especially speech in his native language, with the development of speech in a foreign language.

The goal of primary language education is the formation of elementary features of a "secondary language personality" in preschoolers and primary schoolchildren, making them capable of intercultural communication at an elementary level. Such an understanding of the goal means, firstly, the children's mastery of the language as a means of communication and the corresponding foreign language "technique", secondly, the assimilation of various extralinguistic information (i.e., not directly related to the language) and, thirdly, the development of such qualities that are necessary for adequate communication and mutual understanding of representatives of different cultures.

In domestic methodological science, the goals of early learning of foreign languages are interpreted quite broadly:

- to promote earlier familiarization of preschoolers and younger schoolchildren to a new language space for them at an age when children do not yet experience psychological barriers in using a foreign language as a means of communication;
- to form in children a readiness to communicate in a foreign language and a positive attitude towards its further study;
- to form elementary communication skills in four types of speech activity (speaking, listening, reading, writing), taking into account the speech to acquaint the children with the world of foreign peers, with foreign song, poetic and fairy-tale folklore and with samples of children's fiction available to children in the foreign language being studied;
- introduce children to a new social experience using a foreign language by expanding the range of social roles played in game situations typical of family, everyday, educational communication;
- to form an idea of the most common features of speech interaction in the native and foreign languages, of the mores and customs of the countries of the language being studied that meet the interests of preschoolers;
- to form some universal linguistic concepts observed in native and foreign languages, thereby developing the intellectual, speech and cognitive abilities of students.

From the above formulations of the goals of teaching foreign languages, it is obvious that the development of children's ability to communicate in a foreign



language at the intercultural level is associated with the formation of communicative and intercultural competencies in preschoolers.

The formation of communicative competence is the practical aspect of goal setting. It includes the following set of knowledge, skills and abilities:

1. Knowledge of linguistic means of communication (phonetic, lexical, grammatical) and the rules for operating them, that is, the rules by which these linguistic units are transformed into meaningful statements (the so-called linguistic component of communicative competence);
2. The ability to use linguistic means in accordance with the goals, place, time and areas of communication, as well as in accordance with the social status of the communication partner (sociolinguistic component);
3. The ability to understand statements in meaningful semantic blocks and convey information in coherent reasoned statements;
4. Knowledge of the sociocultural specifics of the country of the language being studied and the ability to build one's speech and non-speech behavior in accordance with this specificity (sociocultural component);
5. The ability to analyze and evaluate situations of communication and, in accordance with this, build one's speech behavior, control one's speech actions and the actions of one's communication partners, and also use one's own speech experience to compensate for existing gaps in knowledge of a foreign language (compensatory or strategic component).

Thus, preschool age is especially favorable for starting to learn a foreign language: children of this age are particularly sensitive to linguistic phenomena, they develop an interest in comprehending their speech experience, the "secrets" of the language. They easily and firmly memorize a small amount of language material and reproduce it well. With age, these favorable factors lose their strength.

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