

## Teaching Preschool Children in a Second Language

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### ABSTRACT

The article discusses the learning of a foreign language by preschool children. In this regard learning a foreign language develops memory, imagination, attention in children; forms the skills of interpersonal communication, control and self-control. The most effective way at an early stage of teaching children a foreign language is the natural way of creating an image of the language in a child - through repeated listening to the practiced language structures it is said that.

**KEYWORDS:** preschool, child, foreign language, game.

Learning a foreign language is part of the general humanitarian development of a person. Teaching a foreign language contributes to the disclosure of the child's creative potential, mastering the ability to work both independently and in a team, helps to form a harmonious, comprehensively developed personality. Learning a foreign language develops memory, imagination, attention in children; forms the skills of interpersonal communication, control and self-control.

The most effective way at an early stage of teaching children a foreign language is the natural way of creating an image of the child's language - through repeated listening to the practiced language structures. Therefore, a huge role is given to listening, thanks to which the following happens:

- teaching the basics of English speaking;
- formation and development of listening skills;
- creating in the child an "image" of the structures of the English language, the so-called intuitive command of the language;
- formation of the skill of the functional use of speech for the purpose obtaining information;
- development of voluntary memorization and attention;
- development of communication skills, activity and independence;
- introduction to the culture of the countries of the target language.

Teaching preschool children differs significantly from teaching schoolchildren, both in form and in methodology. Teaching English to preschoolers also has its own characteristics, which are based on the psychophysiological development of children of this age.

Attention in preschool children is unstable. This property of their psychology, explained by the weakness of the inhibitory process and impressionability, is enhanced in relation to immobile or sedentary objects.

This implies the need for lively, dynamic and interesting learning at the initial stage as a necessary condition not only for the formation of the necessary knowledge, abilities and skills in children, but also for the development of voluntary attention.

When planning educational material, bearing in mind the instability of the attention of children, one should resort to frequent changes in the types of activities of children. A child usually gets tired not by activity, but by its monotony and one-sidedness. Changing different activities is a good way to relax for your child. Therefore, during classes in a foreign language, various teaching methods should be alternated, including the use of mobile activity. This makes the classes as rich as possible and gives the teacher the opportunity to concentrate directly on the educational process, without being distracted by the restoration of discipline.

In preschool children, visual-figurative memory dominates over logical memory. They are best at remembering specific objects, colors, events. Therefore, the association of words with specific objects or actions is a necessary condition for the assimilation of linguistic material at this stage.

A characteristic feature of the psychology of preschool children is the concreteness of their thinking, sensitivity to mobile, colorful objects. This feature of kids requires visual, concrete, vivid and intelligible teaching. Therefore, when teaching young children, bright and colorful visibility is a good helper. A child learns a word in a foreign language much faster if it is directly related to an object, picture or action that he sees or performs himself. That is why, when learning poems and songs, you should accompany them with movements and gestures.

The correct, pedagogically and methodically thought-out organization of the lesson and its regime are of great educational importance. Each element of the lesson should be planned and implemented taking into account the age and psychological characteristics of children, taking into account the main goal of this lesson, the specific characteristics of a foreign language as an academic discipline.

The main task of teaching a foreign language to preschool children is to teach them to understand simple, accessible speech and to instill in children some skills and speaking skills.

Teaching the English language to preschoolers is considered one of the preliminary important stages that prepare the child for school, laying the foundation for correct pronunciation, accumulation of vocabulary, the ability to understand a foreign speech by ear and participate in a simple conversation. Learning English at this stage includes the following aspects:

- the ability to correctly repeat English words from a phonetic point of view after the teacher or speaker (meaning working with phonorecording), that is, the gradual formation of auditory attention, phonetic hearing and correct pronunciation;
- accumulation, consolidation and activation of the vocabulary, without which it is impossible to improve speech communication;
- mastery of a certain number of simple grammatical structures; building a coherent statement;
- attentive attitude to the speech of the interlocutor and the appropriate reaction to his questions. One of the most important techniques in teaching a foreign language is play. Play is the leading type of activity for children 3-6 years old. It is she who should be put at the basis of the educational process, thus the child will not just learn words unfamiliar to him, and memorize them. The educational process will be bright, memorable and

children will be happy to attend English classes. I bring to your attention the games: "Confusion", "Simon Says", "Rain-Frost", Opposite "and others. The factors accompanying the game - interest, a sense of satisfaction, joy - facilitate learning. Play plays an important role in a child's life. In your practice, you can widely use mobile, semi-mobile and calm games when explaining and assimilating new educational material. Games can be used for various purposes: when introducing and consolidating knowledge of vocabulary and models of a foreign language; for the formation of skills and abilities of oral speech; as a form of independent communication of children in a foreign language. The main task of teaching children English in kindergarten is the development of conversation skills. Many teachers are inclined to believe that at this age you should not force children to read and write. I believe that these actions can be partially introduced into the learning process so that the learning process is not difficult enough for the baby.

Lexical games should form the basis of any lesson. First, when introducing new words in the lesson, the principle of visualization should be used. This means that children should not just tell that a certain word is translated into English like this, but try to create in the child a certain image associated with this concept. This can be done by using a variety of pictures or toys in the classroom.

After the vocabulary of the lesson has been introduced, the children should speak it several times.

This can be done using a variety of game techniques. For example, children can pass a ball to each other and say a word, or you can arrange a competition to see who utters a particular word the loudest. So you can check the correct pronunciation of words by children and, if necessary, correct it.

It is worth remembering that teaching English to preschoolers is a complex process that will require an unusual approach to language teaching. Lexical games should be as simple and understandable as possible for children. These can be games such as "Who will show the picture first?", "What is this?", "What's missing?" and much more. The main thing is that during the lesson there is a moment of competition, thanks to which the children will develop an interest in the subject under study.

Making the game more difficult in the learning process, we adhere to the principles of gradualness, consistency and accessibility in learning.

Every child is not used to sitting still for a long time, and therefore outdoor games should be included in the lesson process: "Big Bad Wolf", "Hunters and Hares", "Animals" and others, warm-ups and exercises. Exercising in English classes with toddlers can be the most favorite and fun activity for children, despite the fact that they are held exclusively in English. Some examples are: Counting, Movement, Toys, and others. With their help, you can also fix certain words, and thus you can change the type of activity of babies, quickly relieve fatigue, and also increase their performance and motivation to learn English. Thanks to this, the effect of the lesson will be much greater. Even familiar to everyone, "Cats and Mice" can be a great addition to the educational process.

Playing in a fairy tale with the distribution of roles is an invariable success among children. Playing a fairy tale means learning scenes in which all the children are the heroes in turn. Learning rhymed text is a useful phonetic exercise, as the child pronounces the words

especially clearly in the poem.

Therefore, rhymed text is an excellent material for memorizing words. The use of songs in the process of teaching a foreign language can also be considered methodically purposeful. Music and songs should accompany each step of the lesson. You can learn with the children a greeting song, goodbye, as well as a chant, which will help them calm down after a particular game. The moment children hear this or that motive, they will understand that a new stage of the lesson has come.

You can use the following songs in your work: "Song - greeting", "Song - farewell", "Song - exercise" and other songs. Children react very vividly to songs, love them, remember them quickly and know how to use words and phrases of songs in other communication situations. To consolidate lexical skills in children, a variety of songs and chants in English can be used. Most often, such songs have very light words and a simple motive, due to which one or another lexical material is processed. It is also worth remembering about the musical background of the lesson. In addition to themed songs, special attention should be paid to the very atmosphere of the lesson, which will create a joyful mood and interest in a foreign language in kids. At the same time, the new vocabulary, which children repeat after the teacher, is fixed in memory much better than through simple mechanical repetition.

The use of pictures and toys allows you to develop figurative and associative memory, imagination and thinking. Audio and video materials contribute to better assimilation and consolidation of the material. Holidays are a special event in the process of learning a foreign language.

Inscribed in the general outline of the holiday, the "numbers" in English are, as it were, the result, an exam to check the passed material and allow you to see and hear children in an interesting, spectacular performance in English. The preparation of individual "numbers" of the holiday is carried out throughout the year in the classroom.

Recommendations for conducting classes in English.

In accordance with the peculiarities of the development of preschool children, it is advisable to use during the lessons a "live" fairy-tale character who will speak with children (through the mouth of a teacher) only in English. It can be a toy depicting a character from an English-language fairy tale or a hero of a well-known cartoon (for example, Winnie the Pooh, Mickey Mouse, Teddy bear, Star Boy, etc.) This toy will always wait for children, welcome and say goodbye to them, learn new words and rhymes, play, i.e. participate in all stages of the lesson. Children will love this fairytale character and will look forward to meeting him.

It is recommended to build classes by alternating different types of activities, i.e. language games should replace outdoor ones; the study of rhymes and songs (appendix 4), if possible, accompany with movements. For example, the song "Are you sleeping?" (communication situation "Let's play!").

Children dance around the child, who "sleeps" in the center of the circle. They have bells in their hands. Children sing:

Are you sleeping,

Are you sleeping,

brother John, brother John?

Children ring the bells and "wake up" the sleeping child:

Morning bells are ringing,

Morning bells are ringing,

Ding, ding, dong,

Ding, ding, dong.

In listening, alternative games-exercises can be widely used, which form the concept identification mechanism and the corresponding skills: distinguishing the forms of words, phrases, grammatical structures and comparison with stored standards; identification of meaning, meanings; transcoding values.

In addition, this type of exercise is most effective in the formation of the mechanism of working memory, which includes the skills of grouping (searching, selecting) words by associative features and their sound appearance. Here are some of these exercise games: Trainer and Animals, What Number Did You Think ?, Traffic Light, and others. In speaking, alternative exercises develop the mechanisms of choice and combination and, accordingly, the skills of searching for lexical units and speech patterns in memory and using them in speech; design of phrases and sentences based on the use of familiar components in new combinations, thus increasing the ability to reproduce by analogy. All the previously described alternative games-exercises can be used here, but performed by children.

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