

About the Problems of Language Teaching to Little Children

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ABSTRACT

This article discusses how to teach a language to young children at what age, what methods to use in language teaching, the child's psyche and receptivity in learning a foreign language, the role of parents and teachers. There are also some useful tips for teaching a foreign language to young children.

Keywords: biological clock of the brain, speech, speech signals, information, language lessons, didactic tools.

Introduction

Today, as knowledge of foreign languages and their effective use in their professional activities has become not only a necessity, but also a requirement of the times, in today's era of globalization, teaching foreign languages to young people and developing their language skills is one of the most pressing issues.

At what age should you start teaching foreign languages to children? At what age should measures be taken to achieve more effective and noticeable results through language teaching to children? We would like to share our views on finding solutions to such problematic and controversial ideas and highlighting them.

The main part

Today, there are different opinions among pedagogical psychologists about the age at which a child should be taught a foreign language. Some of them believe that it is effective to teach a foreign language from the moment the child is born, or even while the child is still in the mother's womb, that is, by listening to music in that language or having conversations in a foreign language with the unborn child. Contrary to this view, a group of scholars argue that teaching children a foreign language should not be rushed, and that starting this work at the age of 10-12 years will give effective results. For information, it should be noted that physiologists who have conducted research on these issues, note that the child's brain has biological clocks, as well as periodic stages of development of the endocrine glands. According to this feature of the brain and the brain, the formation of speech ability in a child less than 9 years of age is excellent, and after this age the formation of speech ability in the child and adaptation to new conditions decreases. Today, experts say that the earlier a child begins to learn a language, the better if the child has a healthy psychological condition and the conditions are created for language learning in the family. The reason for this is as follows:

The first reason is that research using modern technology has shown that the structure of a child's brain is different from that of an adult brain. A child's brain has twice as many neuronal connections as an adult's. In the first three years of human life, 70-80% of the development of his brain cells is completed. At this time, the child will be able to quickly absorb everything he sees or hears, that is, will be able to remember 20-30 new words a day.

Second, according to many researchers, the beginning of learning a second foreign language at an early age puts an additional burden on the child's brain, which leads to improved brain function, as well as early development of the child's speech ability.

At this point, another question may arise, i.e., does the fact that the teaching of a foreign language to a child begins at an early age not later affect its speech and cause confusion in the child's speech process? Of course, this is a natural situation and there is no need to worry in such a situation. After all, in the process of learning a second language from birth, the child learns his mother tongue and foreign language equally, and when the need arises to use the right word in the speech process, he first thinks or uses a word that is not difficult to pronounce. Such confusion is mainly observed until the age of 3, after which the child develops the ability to distinguish between languages and use the right words at the right time.

Of course, there may be objections to this information, i.e. most foreign language specialists today start learning a foreign language at a relatively late age, mainly during the school period, i.e. at the age of 10-12 years, and if so have made great strides in the field of language, but according to experts, people who start learning English later, for example, will never be able to speak pure English like a real 7-year-old English child, even in that language. Even if they have a professorship. The following scientific conclusion will no doubt confirm this idea once again.

According to a study by British scientists, the child's brain processes speech signals in a special section that controls his unconditional reflexes and "automatic" movements. This section is also considered a "deep moving area of activity".

As the child begins to speak, any information becomes firmly entrenched in the memory in this section and becomes the main basis for the development of thinking. Thus, as the child begins to learn a language that is unfamiliar to him, information on this new language is accumulated in the part of the brain stored in the mother tongue. In adults, information about the language they are learning is stored in a more general part of the brain. As a result, adults first compose a sentence in their native language, and then slowly translate the sentence literally into a foreign language. That is, they find it difficult to think automatically as toddlers. According to scientists, even the speech of people who have acquired a professional degree in higher education and special courses in a foreign language can work automatically, but still the brain works differently than a child.

It follows from the above that the earlier a child begins to develop the ability to learn foreign languages, the better, as our wise people say, "Knowledge acquired in youth is like a pattern carved in stone."

If a child observes breaks during learning, a number of problems can occur in learning a foreign language. Just as we use our mother tongue every day, so it is worthwhile to follow a similar path in learning a foreign language. Experts recommend taking in-depth language

lessons 2 days a week during the learning process, as well as devoting 5-10 minutes to the child to repeat the lessons learned each day.

One should not expect a young child to learn and remember great results, that is, to master all the information during a lesson. Even children ages 7-8 will need more time to master the information.

It is necessary to ensure that foreign language teaching is carried out in collaboration, that is, on the basis of the integral connection of parents and teachers. Of course, each parent can teach their child the language independently, that is, by teaching them a foreign translation of a shape, flower, and picture. But in many cases, the support of teachers, that is, language specialists, is needed to achieve effective results.

It is important to keep in mind that large breaks in a child's language learning process should not be allowed. This is because data obtained without repetition by age 9-10 can be quickly forgotten.

Based on this information, the following conclusions can be drawn:

1. The earlier a child begins to learn a language, the more effective the results will be, that is, the child's ability to learn foreign languages will increase;
2. The beginning of language learning at an early age ensures the full development of the child's brain;
3. Ensuring the continuity of the child's language learning activities in order to help the child learn foreign languages leads to effective results;
4. Not to expect great results from the child in the short term in the process of language learning;
5. It is advisable to organize the child's language learning activities in cooperation with parents and teachers.

Conclusion

The following suggestions can be made on this issue:

1. In the process of teaching a language, parents must also have a certain knowledge and skills in that language, and for this purpose under the auspices of citizens' self-government bodies or it is possible to ensure language learning not only for children but also for parents by establishing language learning clubs for parents in educational institutions, schools and preschools;
2. Not all children of preschool age may be enrolled in these institutions, and volunteer education may be provided to organize and provide free service clubs for these children. institutions can invite students. This, in turn, is meant for students to go through an experimental school in a sense;
3. The organization of frequent language competitions between groups and classes in educational institutions, schools or preschools leads to an increase in students' interest through healthy competition;
4. We think that extensive use of modern pedagogical technologies in the educational process, ie through the use of various didactic tools in the classroom or through the

organization of games, has an effective impact on the development of language skills of the younger generation.

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