

Modern Methodology of Teaching Foreign Languages in the Process of Preschool Education

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Abstract:

This article analyzes the advantages of teaching foreign languages to children from their early youth and gives methodological recommendations that help to improve the quality and effectiveness of foreign language teaching.

Keywords: foreign languages, teaching, use, development, interactive games, logical thinking.

Some say that a child must have developed speech in his mother tongue before he can learn a foreign language, while others argue that multilingual children cannot distinguish words in their mother tongue from words in the second language they have learned. However, according to scientists, children who start learning a foreign language before school, that is, from the age of 3, show positive results and can freely communicate in both languages compared to their peers who have not learned the language. Also, children who have mastered the mother tongue and a foreign language in parallel develop such skills as perception, analysis (analysis and synthesis), understanding, and comparison.

In addition, at this age, the first foundation is laid for the development of the child's ability to think logically, mental development, worldview, communicative literacy and self-awareness. At this age, the child begins to feel the beauty of material existence, to be able to enjoy beauty and elegance, to absorb, honor and observe national customs.

Children of this age imitate adults. A healthy child begins to understand the essence of some concepts from the age of 7-9 months. A 1-year-old child understands and can say about 100 words. At the age of 2, the number of words reaches 300. By the age of 3, the number of words is 1200-1300. Now he begins to make words and sentences independently, without grammatical rules, and expresses his thoughts by connecting words logically. The child acquires speech intensively throughout his childhood, and mastering speech becomes a certain activity. Children of this age are sharply different from people of other young ages in terms of accuracy, fluency, and sharpness of their perception. They are able to absorb important features of perception because they are obsessed with everything and look very carefully. Psychologists put forward the idea that since the child is actively developing physically and psychologically from the age of 3, it is easier to learn a language at this age. However, at this age, the child has enough vocabulary, which gives him the opportunity to learn a foreign language. The child can compare the color, shape and size of objects, as well as their location in space. At this age, a normally developing child understands well that pictures and pictures reflect real life. That is why he tries to find out what is reflected in photos and pictures by comparing it to real life. The child can understand that the pictures depict the objects of life in miniature. These images develop aesthetic and artistic taste in children. Because through these pictures, the child understands the beauty of the world,

that it is made up of different colors, separates and can express his attitude. The child's attention, memory and imagination begin to become independent. But in normal conditions and situations, it is still somewhat difficult for the child to organize his mental functions at a high level. Education of preschool children requires not only a scientific, but also a creative approach. It is advisable to limit the lessons to 30 minutes and pay attention to the variety of types of training (active games, songs, video and audio tools). In particular, the organization of classes taking into account the individual aspects, interests and mood of the child gives a positive result.

Since preschool children are very receptive to action games, it is more effective to show them through action games or audio-video tools than to memorize words by repeating them several times. The child quickly memorizes the words and phrases he likes and can use them in his speech. Children of preschool age do not have a good ability to control attention and adapt to the situation. The main reason for this is the weakness and instability of voluntary attention. Involuntary attention is more developed in children. That's why they can't focus their attention on specific things and can't keep their attention on objects for a long time.

Clarity, brightness, and attractiveness of educational materials in lessons involuntarily arouse emotions in the child. The speech of children learning a foreign language develops actively, their vocabulary and vocabulary increase, they acquire the ability to correctly structure sentences grammatically, and phonemic hearing is formed. Interactive games increase children's imagination, fantasy world, memory and attention to objects, show general linguistic and acting aspects. It is necessary for the child to learn to pronounce the words correctly as he heard them. In addition, the teacher must be able to ask the right questions in order to test the student's knowledge, to determine his skills and abilities, and to know his personal opinion. Therefore, the questions: - should be short and clear; - asking one thing with one question; - the question should be related to the topic; - the words in the question should be understandable to students; - should go from simple to complex, from simple to general.

It is recommended to use the following games to teach children the language: "Quick answer" game. The teacher or leader goes around the row, makes one of the children stand up and says something. The child has to find the subject of this word and say it. Try to answer quickly. If the child does not answer, the next child can be asked.

For example: A horse – domestic animal (Horse – domestic animal); A wolf – wild animal. This game teaches children to be alert, to distinguish domestic animals from wild animals. Game "Pictures". The teacher puts pictures of objects or animals on the table and calls one of the children. He is asked to choose 2 rhyming pictures from among the pictures. For example: ball-doll, dog-frog, cat-rat, foxbox, cat-bat. During such games, children develop the skills of self-responsibility, independent thinking, they learn to carefully observe the environment, and their interest in the events around them increases.

These games are connected to the topic covered during the training and are used in the reinforcement part of the lesson or during a break. Describe the picture ("Describe the picture"). The teacher distributes the pictures to the children and they describe the name, color and shape of the object in the pictures. This is a ball. This is a red ball. This is a big ball. The use of color cards and pictures as visual aids in classes gives a positive result. Pictures develop aesthetic and artistic taste in children, help them remember the names of objects. Pantomime games. Pantomime games also serve to develop children's ingenuity. The teacher shows the words to the children with the help of facial expressions and actions, and the children find them. For example: the teacher performs the action of reading and the children say the name of the action – I read. When teaching a foreign language, you should pay attention to the following: - teach 4-5 words in each lesson; - use of various methods of stimulation (verbal and material); - restriction of speaking in the mother tongue during training (90% in English); - use of the full speech structure necessary for speech activity in order to develop speaking skills; - work in pairs and groups. It softens the psychological environment in the group, that is, it develops qualities such as mutual friendliness, respect, support; - continuously repeating what has been passed, taking into account

the short-term memory of the child; - to ensure that the teacher answers questions and tasks immediately. Methods and techniques:

- work on pronunciation (quick pronunciations, rhymes), for example: One, two What I must do. Three, four Shut the door. Five, six Look at the bricks. Seven, eight Close the gate. Nine, ten A good fat hen. - working with toys (composing a dialogue using toys, describing them), e.g: What is it? - It is a doll. - What colour is it? - It is red. - working with pictures (depicting a picture, moving games, creative works); - memorizing poems, songs, for example: Rain, rain no game. Rain, rain go away. Come again, another day Tom and Mary want to play.

In conclusion, it should be said that the role of foreign languages in the all-round development of the young generation in our country is incomparable. In addition, one of the main goals of the decision of the President of the Republic of Uzbekistan dated December 10, 2012 "On measures to further improve the system of learning foreign languages" No.

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