



 Research Article

FOREIGN LANGUAGES IN PRE-SCHOOL EDUCATION

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ABSTRACT

This article is devoted to the main problems of teaching a foreign language in the field of preschool education: philological education at an early age, in particular, the development of children's general speaking ability in language teaching, the formation of the ability and readiness to use a foreign language as a means of communication, another national culture the importance of getting to know.

KEYWORDS

Preschool education, foreign language, national culture, children's physiology, speech apparatus.

INTRODUCTION

We live in an age of rapidly developing technologies, an age of great information discoveries and continuous development of new knowledge. We live in a society where the main value is information, and the condition for the successful development of our society is effective, high-quality communication, which cannot be imagined without communication that erases

borders between countries and cultures. These values and trends of the modern world make certain demands on us, which we, as civilized people, cannot obey. Foreign education, work and tourist trips, working on the Internet require not only the ability to read and understand texts in a foreign language, but also the ability to participate in full intercultural communication.



Also, in today's rapidly developing age, children show speed and confidence in mastering and using information technology products, not lagging behind their parents, and sometimes even surpassing them. The generation of children born in the 21st century is characterized by an amazing speed of all-round development. This is also reflected in the education system. If ten years ago children were familiar with the alphabet only in the first grade, today's children require fluency to start school. In all modern children, these developmental characteristics create favorable conditions for learning a foreign language at preschool age, and our rapidly developing society leaves no choice. However, it should be noted that there are experts who do not support this trend. Literature analysis. Their opinion is also supported by parents who are afraid of "depriving them of their childhood". For example, Russian pedagogues claim that foreign language lessons can harm the acquisition of one's native language, as a result of which the child may lose interest in literature lessons, and in the worst case, various speech defects may appear [3]. As for parents who do not support preschool English classes, they express the following points: "Everything has its time. How can we learn English if we don't pronounce the letters in our mother tongue?" [5]. This article is devoted to summarizing the experience of working with preschool children, as well as the problem of the feasibility of teaching preschool children a foreign language.

The main part. There are many factors that directly affect success in learning a foreign

language at preschool age. In this article, we will focus only on some factors, namely:

- level of physical development of the child;
- level of mental development;
- the level of responsibility and interest of parents in this matter.

In psychology, preschool age is the stage of mental development that takes place between early childhood and junior school age - from 3 to 6-7 years. There are 3 periods in preschool age: preschool age (3-4 years); pre-secondary school age (4-5 years) and senior preschool age (5-7 years old).

Preschool is very important for the development of the psyche and personality of a young child. Since the game is the leading activity of this period, it is called the game period [4]. It is no secret that the period from birth to eight years (and modern scientists include the period of pregnancy) is the most important period in human life in terms of the formation of behavior, the formation of various mental tendencies, and the identification and development of talents. . Of course, a child develops very quickly even after the age of eight, but the "foundation" is laid precisely during this period. Therefore, it is necessary for parents, close relatives, educators and pedagogues who are in direct contact with the child to know the full burden of responsibility. When considering changes in the life of preschool children, it makes sense to start with physical and physiological changes. At preschool age, the epidermis of the child thickens, the skeleton is similar to the skeleton of an adult, but it is not yet so strong. Ossification of the skeleton occurs gradually during childhood. This shows that

during this period, it is very important to form the correct posture of the child, to ensure that the time of activities at the table (modeling, drawing, writing, etc.) does not exceed the established norm, and to prevent diseases such as scoliosis and osteochondrosis. At this age, the total muscle mass of a child is 2 times less than that of an adult. Therefore, preschool children quickly get tired of prolonged physical stress. This should be taken into account when planning activities with children of this age. It is recommended to "mix" monotonous sedentary work with active games. In children, the small muscles of the hand are relatively underdeveloped, so children cannot precisely coordinate finger movements, so if you have set yourself the task of teaching a preschooler to write, there is no point in asking for a fancy greeting. Q. A child's handwriting changes over time. Also during this period, the further development of senses is observed, in particular: attentive observation begins to develop, hearing acuity and the ability to distinguish sounds increase, but the three-dimensional perception of objects and the ability to distinguish colors are worse than in school-aged children. During this difficult period, the functioning of the nervous system is characterized by the development of thinking. Children of this age are characterized by very active curiosity, they do not get tired of asking questions to adults, which creates excellent conditions for acquiring new knowledge. The psyche of a preschool child develops rapidly, including higher mental functions: perception, memory, thinking, speech.

It is at this age that the vocabulary grows gradually, at this age it usually reaches 2 thousand words, which allows the child to easily speak in detailed sentences and express his thoughts more clearly and colorfully, which gives him a new language allows you to start getting acquainted with the words.

For a child, speech begins to become a universal means of communication. It gradually becomes a special activity that has its own forms: listening, talking, thinking and weaving stories. The result of changes in the psyche is also an increase in attention. Attention is indirect, but it directly depends on the child's level of interest in a particular activity. Therefore, the main task of the pedagogue is the ability to interest the child in the proposed activity.

The leading activity of preschool age is play, so any learning should be in the form of play. Practice shows that in this case the child learns the material faster and better [1]. We have considered some features of the development of the psyche and physiological information of a preschooler, but it should be noted that the level of development of these two aspects can be significantly different in two different children. It depends on various factors, for example: heredity, inborn data, emotional climate in the family, the time parents spend on the child's development and communication with him, discipline in the family, etc.

CONCLUSION

Based on the above, it can be noted that not every child is equally ready to learn a foreign language

during preschool education. The main condition for starting lessons is the level of knowledge of the child's native language. If parents have paid enough attention to the intensive development of the child since childhood, it will not be difficult to acquire such skills as reading and writing, as well as correct pronunciation. Such a child has all the necessary conditions for learning a foreign language. If, on the other hand, parents want their child to grow up to be a polyglot and bring him to a developmental center or a linguistic center focused on learning foreign languages, but do not care about the basics of teaching the mother tongue, such a child will learn languages. It will be difficult for them to make great progress in learning or they may face difficulties in learning the mother tongue in the future. Therefore, parents play a major role in teaching children a foreign language. The idea that by bringing a child to a teacher and paying for lessons, parents are absolving themselves of responsibility for their own success is very wrong. First of all, the quality of acquiring knowledge depends on the efforts of parents:

- what grounds (quality mastery of mother tongue) parents provide for starting foreign language classes;
- how they create discipline and motivation;
- how the reward system is used.

A legitimate question arises: Is it necessary to start teaching foreign languages to children of preschool age? From the above we can conclude that both points of view are correct. In fact, the modern trend of teaching a foreign language to children of preschool age is very relevant and useful: the earlier a child begins to get acquainted

with speech in a foreign language, the easier it will be for him to master the relevant school subject in the future. When learning a foreign language at school, he will not have a language barrier, it will be much easier for such a child to establish intercultural relations. This is very important in the modern world. However, if the child does not have a certain knowledge base of the mother tongue before starting foreign language classes and does not have proper speech, if the child's parents do not have a competent and responsible attitude to the lessons, such teaching is not only ineffective but also harmful.

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