METHODOLOGY FOR TEACHING ENGLISH TO PRESCHOOL CHILDREN

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Xulosa. Mustaqil ta’lim mashg’ulotini yoqorida bayon etilgan ma’lumotlarga asoslanib tashkil etish va o’tish, mustaqil ta’lim mashg’ulotini o’tishning bir turi bo’lib, u ko’p yillardan beri ijobiy samara bermoqda. Bu esa o’qituvchining ham, kursantning ham o’quv fanini o’zlashtirishga bo’lgan mas’uliyatini oshiradi.

**Foydalanilgan adabiyotlar ro’yxati**

**MAKTABGACHA YOShDAGI BOLALARGA INGIzITILINI O’QITISH METODIKASI**
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**Annotatsiya:** Ushbumaqolabolalar yoshdanboshlabtilnioson rqo’rgatish hususidagi son’giizlanishlarto’g’risidanadir.
Maktabgachayoshdaikkinchitilnio’rganishiboshlashchunyoshchegarasiningpasayishima’lumbiryo shgayo’naltiriganmaxsusmetodikaniishlabchiqishzaruriyatinitug’diradi. Bunday texnikani ishlab chiiqish, ayniqlash, bolalarning turli xil bo’sh vaqtlarini o’tkazish markazlari va oilaviy ta’lim sharoitlari uchun dolzarbdir, bu yerda bolaning nutqini rivojlanтирish maqsadlari ona va chet tillarini o’rgatish orqali amalga oshirilishi mumkin.

**Kalit so‘zlarni:** maktabgacha yosh, o’rta yosh, katta yosh, chet tili, nazariy rivojlanish, amaliy rivojlanish, metodika, lingvodidaktik holat, psixologik holat, pedagogik holat.

**МЕТОДИКА ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ ДОШКОЛЬНИКОВ**
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**Аннотация:** Эта статья посвящена последнему исследованию: выяснилось, что дети гораздо легче осваивают язык в младенческом возрасте. Снижение возрастного порога для начала изучения второго языка к дошкольному возрасту вызывает необходимость разработки специальной методики, ориентированной на данный возраст. Разработка...
METHODOLOGY FOR TEACHING ENGLISH TO PRESCHOOL CHILDREN

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Abstract: This article is about the latest research it was found out that children acquire language much more easily at their infant age. A decrease in the age threshold for the beginning of learning second language by preschool age makes it necessary to develop a special methodology focused on a given age. The development of such a technique is especially relevant for various children’s leisure centers and conditions of family education, where the goals of a child’s speech development can be realized through teaching both a native and a foreign language.

Keywords: preschool age, middle age, senior age, foreign language, theoretical development, practical development, methodology, linguodidactic condition, psychological condition, pedagogical condition.

I. INTRODUCTION

In recent years, there has been an interest in teaching a foreign language (FL) to preschool children, which is determined by modern trends in the development of the child’s upbringing system, due to changes in the socio-cultural situation. If earlier, when working with preschoolers, the emphasis was solely on mastering the native language, now more and more attention is paid to the study of a foreign language.

A decrease in the age threshold for the beginning of learning IL by preschool age makes it necessary to develop a special methodology focused on a given age. The development of such a technique is especially relevant for various children’s leisure centers and conditions of family education, where the goals of a child’s speech development can be realized through teaching both a native and a foreign language.

As you know, early childhood, or preschool age, is the period from 1 to 3 years. However, in the domestic theory and practice of teaching IL, the issues of primary teaching of IL children have been sufficiently fully investigated only in relation to the middle (4-5 years) and senior (5-6 years) preschool age, which was determined by the tasks of ensuring the continuity of preschool education in the conditions of kindergarten and education in elementary school (M. 3. Biboletova, N. D. Galskova, N. A. Gorlova, E. I. Negnevitskaya, Z. N. Nikitenko, N. A. Tarasyuk, A. N. Utekhina, etc.) ...
from 3-4 years (I.S. Garamova, N.A. Gorlova, E.V. Mayakova, F.R. ). On the whole, however, the issues of teaching FL for preschool children have practically not been studied.

Thus, the relevance of this study is due to the demand for the methodology for teaching the FL of preschool children, taking into account the characteristics of this age group, and its insufficient theoretical and practical development.

II. METHODOLOGY

The success of teaching IL in preschool age is ensured by the child's inclusion in the situation of subject and personal communication with an adult, mediated by the studied language, in the process of specially organized jointly distributed play activity, the specificity of which lies in its subject-manipulative nature and focus on the child's identification of the properties and functions of objects in specific methods of activity and their subsequent development.

The implementation of the set research goal involves the solution of the following tasks:
1. To identify modern trends in the development of methods of early learning of foreign languages based on the analysis of the theory and practice of early learning of foreign languages.
2. Based on modern theoretical ideas about the patterns of age-related development of children, determine the psychological and pedagogical prerequisites and linguodidactic conditions for teaching IL in preschool age.
3. Develop and test empirically a methodology for teaching foreign language children of preschool age.

The scientific novelty of the article is determined by the fact that for the first time in it:
- on the basis of the analysis of modern trends in the development of the methodology of early learning of FL and the psychological characteristics of children of this age group, the possibility of organizing the study of FL in preschool age is theoretically justified;
- the psychological and pedagogical prerequisites and linguodidactic conditions for teaching IL at a given age have been determined;
- developed and tested empirically a method of teaching a foreign (English) language to children aged 2-3 years.

The theoretical significance of the study is as follows:
- based on the analysis of modern data on the patterns of mental development of the child, it has been shown that teaching IL at preschool age allows you to expand and enrich the zone of proximal development of the child in relation to his speech development and thereby create conditions for his personal development and the formation of children's bilingualism.

The practical value of the research lies in the development of a methodology for teaching FL for preschool children, including a curriculum in English for children 2-3 years old, methodological recommendations for organizing training in FL based on the developed game plot; a set of materials and assignments that can form the basis of a manual on the English language for teachers involved in organizing the study of foreign language by children of preschool age; the research materials can be used in the
development of methods for teaching children of this age to other foreign languages in the conditions of children's leisure centers and preschool educational institutions of various types.

The reliability and reliability of the scientific results obtained are provided by the methodological validity of the initial theoretical positions, the use of a set of complementary research methods adequate to its goals and objectives, the nature of the phenomenon under study, comparison of the results of theoretical research and practical training of the FL according to the developed methodology.

The research methodology was based on:

1) conceptual provisions of the activity approach (P. Ya. Galperin, A. N. Leontiev, S. L. Rubinstein, N. N. Nechaev, N. F. Talyzhina);
2) the main provisions of the theory of speech activity, formulated in the works of L. S. Vygotsky, A. N. Leontiev, A. A. Leontiev, T. N. Ushakova, A. M. Shakhnarovich;
3) the provisions of the theory of linguistic and secondary linguistic personality and an intercultural approach to teaching foreign languages (ND Galskova, Yu. N. Karaulov, II Khaleeva, KN Khitrik);
4) the main provisions of the theory of personality-oriented developmental learning (Sh. A. Amonashvili, V. V. Davydov, L. V. Zankov, D. B. Elkonin);

To solve the set tasks, a complex of research methods (E. A. Shtulman) was used in the dissertation: analysis of domestic and foreign literature on pedagogy, psychology, linguistics, psycholinguistics, linguodidactics and methods of teaching foreign languages; generalization of domestic and foreign experience in working out the problem of child development and early learning of foreign languages; generalization of the experience of teaching foreign language at this stage of age development (including the personal experience of the author of the thesis) and the development of educational programs in foreign language as tools for the formation of an educational environment; analysis of existing methods and manuals for early learning of foreign languages; questionnaires and interviews with parents; observation of the educational process; experimental training and analysis of the results obtained.

The following provisions are brought to the defense:

1. Teaching preschool children a foreign language, organized in the course of joint activities with an adult, provides a new content of this activity due to the novelty of foreign language communication means for the child, which makes it possible to expand and enrich the zone of the child's proximal development in relation to his speech development.

2. The psychological prerequisites for successful learning of foreign language in early childhood are: qualitative changes in the social situation of development, the child's awareness of a new social role in the system of relations "child-object-adult" within the framework of the subject-manipulative play activity, leading for a given age, aimed at mastering specific methods activities - from joint to independent ("modeling" the activity of an adult); activation of the processes of cognition and awareness of oneself in the world, the formation of the primary elements of self-awareness in the course of the development
of types of activity and forms of communication mediated by speech, which determines the possibility of introducing foreign language content into the context of the child's life; the emergence and development within the framework of subject-manipulative activity as new formations of a given period of the initial forms of role-playing games and other types of activity (visual, creative, fairy-tale plot, elementary labor); the subject-situational nature of communication, due to the specifics of the content of objective activity and the regularities of the integral undivided perception by the child of the conditions of activity and communication; the active nature of mastering linguistic and speech units, acting both as new properties of the object, and as ways of performing specific actions, the development of which is natural for a given stage of age development.

3. Psychological, pedagogical and linguodidactic conditions for teaching IL in preschool age are: the child’s inclusion in various forms of objective activity and communication, mediated by the language being studied, with the help of which a new content of this activity is revealed for him; modeling a new situation of communication and the deployment of a new content of activity in the form of a plot-role-playing game in the range of forms and means of subject-manipulative activity available for a given age. Ensuring the interconnection of communication and the types of activity that are relevant for the child in a given period due to the integration of elements of visual, creative, fairy-tale plot, elementary labor activity into the developing plot-role play, which makes it possible to create an integral situation of speech and personal development by means of a new language; organization of foreign language communication, ensuring the interconnected development of object and speech actions based on the child’s modeling of specific ways of an adult’s activity relying on his help / support, carried out within the framework of jointly distributed activities; organization of training for foreign languages in a situation close to family education, due to the dependence of the development of the child in a given age period on his involvement in the system of emotional communication with parents.

4. The method of teaching FL in preschool age is based on the activity approach and provides for the construction of a training lesson in the form of an integral game plot (scenario), which includes a system of communicative tasks (game, communicative-etiquette, creative, etc.), structured on the basis of the organization of relevant activities for a child of this age; selection of educational content involves the use of authentic folklore texts (fairy tales, poems, songs, etc.) that meet the needs and communication opportunities of preschool children, are accessible to them in content and provide modeling of situations of interaction of a child with objects in a real and imaginary context.

III. CONCLUSION

In one word, the determining factor for highlighting the goals and content of training is the focus on expanding the possibilities of the child's speech and personal development by means of FL. Practical goals in the field of the studied language, taking into account the real psychological capabilities of pre-preschoolers, are defined by us as the mastery of elementary receptive, reproductive and productive skills and abilities that provide communication with an adult accessible for a given age using foreign language means, namely: understanding oral speech and responding to it verbally and non-verbally in situations of communication in the process of joint subject-manipulative, play, fairy-tale
plot, visual, creative and elementary work activities, as well as in situations of etiquette communication (greetings, farewells, etc.); reproduction of the linguistic and speech material of the studied songs, poems, rhymes, etc.

References

SIGNIFICACE AND ROLE OF TEACHING LISTENING AND SPEAKING SKILLS IN ENGLISH
Abdullaeva NargizaAkhmadjonovna
Namangan State University Chair of English language and literature senior teacher .

Annotation: In this article it was discussed some issues in learning English through listening and then speaking skills. Types of learning skills and their division as receptive and productive were also mentioned with examples. How these two types are important in teaching process and how to teach learners with them effectively. The author shared some ideas from own experience and tries to justify them with examples.

Key words: language learning, learning environment, approach, way of learning, real life environment, significance and role, to have some success, types of skills.
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