

Methods of Teaching a Foreign Language for Preschool Children

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Annotation: *In the past few years, learning a foreign language has become a necessity, not a way of self-improvement. A foreign language has become a compulsory component of education not only in schools and universities, but also in many additional preschool institutions.*

Keywords: preschool institution, foreign language, dramatization, graphic dictation, Soviet encyclopedic dictionary, ICT, audio fairy tale, video fairy tale, cartoon.

I. INTRODUCTION

Preschool age is especially convenient to start learning a foreign language: children of this age are characterized by sensitivity to linguistic phenomena, they are interested in understanding their speech experiences, the "secrets" of the language. They remember their small size easily and firmly.

There is another reason why an early age is preferable to learning a foreign language. The younger the child, the less vocabulary in the local language, but at the same time, his speech needs are less: a small child has fewer areas of communication than an adult, he still has to solve complex communication problems, this is not so. This means that when he learns a foreign language, he does not notice such a big difference between opportunities in his native and foreign languages, and his sense of success is brighter than that of older children.

Teaching children is a very complex issue that requires a completely different methodological approach than schoolchildren and adults. If an adult speaks a foreign language, this does not mean that he can teach others. Faced with methodologically helpless lessons, children can hate a foreign language for a long time and lose confidence in their abilities. Only experienced professionals should work with preschoolers.

II. MATERIAL AND METHODS

The methodology should be developed and focused on the development of direct educational activities, taking into account the age and individual characteristics of the structure of the language skills of children. Communication in a foreign language should be motivated and focused. The child needs to create a positive psychological attitude towards a foreign language, and the way to create such positive motivation is through play. Play is both a form of organization and a way of conducting lessons, in which children gain a certain vocabulary of the English language, learn many poems, songs, count rhymes and much more. This form of study creates a favorable environment for the acquisition of language skills and speech skills. The ability to believe in play provides a natural motivation to speak a foreign language, making even the simplest phrases interesting and meaningful. Playing in teaching a foreign language does not contradict educational activity, but is organically linked to it. Games in direct educational activities should not be episodic and isolated. In the process of language learning, end-to-end play techniques are needed that combine and integrate other activities. The methodology of play is based on the creation of an imaginary situation and the adoption by the child or teacher of a certain role. Games are of two types: artistic or creative. This is a type of activity that stands on the border of play and artistic creation. The path to it lies with the child through play. They, in turn, can be divided into:

1. Dramatization (that is, staging small scenes in English) "In the forest" - for example: chanterelles and bears meet in the forest and a small dialogue is played (Hi! I am a fox. I can run. I love fish); "Little Red Riding Hood" and others.

2. Gentle games such as graphic dictation, picture drawing and so on. Drawing pictures is calming, not always educational, but very common. For example, you can display a finished image. As the child learns the outline, the teacher repeats the word many times, naming the details. Thus, we establish a new language called what the child did himself. Graphic dictation - for example: in the classroom, children are told what color to paint, what color to give the children, and then they compare the resulting images with the picture dictated by the teacher.

The game should be educational and it should be a game. In the Soviet Encyclopedic Dictionary, the game is described as an ineffective type of activity, the motive of which is not the result, but the process itself. This is a very important sign ...

Therefore, the introduction of play in the classroom, its didactic result are important for the teacher, but cannot be a stimulus for the activities of children. Consequently, play should change the style of relations between children and an adult teacher, who cannot force anything: a child can play only when he wants and when he is interested in himself and with those he likes. Moreover, a teacher can only be a teacher. the organizer of the game - he must play with the child, because children play with adults with great pleasure, and the play environment is under the supervision of an outside observer. Thus, we can say that at the heart of any game is a role-playing game. A child in a role-playing game can act like himself, an English child or an adult, a fairy-tale character or an animal, a resurrected object, etc. - the possibilities here are endless.

III. RESULTS

One of the most popular methods of teaching a foreign language is the use of information and communication methods such as computer technology, multimedia, audio and others. The use of audio, video stories, fairy tales, cognitive materials in direct educational activities contributes to the individualization of learning and the development of motivation for speech activity of preschoolers. It is the use of ICT in direct teaching of a foreign language that develops two types of motivation: self-motivation, if the proposed material is interesting in itself, and motivation, which is manifested in the fact that the preschooler understands the language he is learning. It brings satisfaction, instills self-confidence and strives for further improvement. Listening to or watching a fairy tale, story, or educational film is much more interesting than a curriculum. Children very quickly understand the semantic foundations of the language and begin to speak independently. If the training uses the full immersion method. This method involves the child's regular and deep communication with a foreign language. The child's subconscious mind is abnormally sensitive, and even if the obvious results are not visible now, the child may show abnormally developed language abilities within a year or two. When a preschooler's vocabulary reaches several dozen words, you can diversify your direct learning activity using audio clues in English.

Audio stories can be divided into: Pure audio stories. Audio stories are a great help for children in learning English. First, English stories are good. For example, you can listen to stories such as Three Kittens, Three Little Pigs, or Too Many Daves with your children. The essence of the audio story must be clear, otherwise the child will quickly lose interest. Without a direct interest in educational activities, it will not be as effective.

Audio stories are combined with illustrative material. In the course of the storytelling, the children look at the pictures with the teacher and at the same time pronounce the words.

IV. DISCUSSION

Voice stories and the "full baptism" method. To make listening to English audio fairy tales more interesting, you can use one of the methods of fairy tale therapy - drawing fairy tales. But drawing by ear works if the plot of the tale is at least a little familiar to the child.

Therefore, when the story is heard a second or third time, the children are given a pen and paper. In fact, drawing while listening is a process that influences the deep skills of simultaneously perceiving and reproducing information. In the process of drawing, the child forms associative connections with what he hears. At will or involuntarily, foreign words related to the plot depicted in the picture are recalled. Along the way, it is important to note that he is able to simultaneously listen and draw what he hears. Most children between the ages of four and five are unable to quickly reproduce the information they hear. But by the age of six, children who regularly listen and reproduce what they hear in the form of repetition, drawing, application, etc., develop the ability to simultaneously listen, hear, understand and interpret. The videos are also very useful for learning English. The purpose of the video is to explore the communicative method of learning English for preschool and young children. The materials of the program are not only entertaining, but also informative for the child. Children learn English by joining the game, playing and learning about the world around them. Lexical and grammatical material is presented in an entertaining way. He not only introduces vocabulary, but also clearly shows the actions that can be performed with certain things, which helps to quickly memorize words and develop simple communication skills in a foreign language. Having a native speaker helps to successfully assimilate phonetic material.

V. CONSLUSION

Cartoons in English are some of the best helpers in teaching English. Children love cartoons and enjoy watching them in a row. That is why English cartoons help children simultaneously solve many problems of teaching a foreign language: the child does not have a question "why learn these words"; enjoys watching cartoons and likes to repeat typical phrases; cartoons help the child not only learn new words, but also learn the sounds of English speech; repetition - if the child liked the cartoon, he is ready to watch the same cartoon over and over again until he learns it by heart. To teach children a foreign language, it is necessary to

make a special selection of video clips, preferably animated songs and cartoons for children from 2 to 3 years old (for example, a video about Maisie Mouse). It will be much easier for a child to understand such cartoons.

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