

ON SOME WAYS OF CHILDREN'S FOREIGN LANGUAGE LEARNING

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The article deals with the problems and importance of teaching foreign languages at an early age. It also includes information about the history of kindergarten, opinions of world scientists and psychologists in the field of education, and techniques that are commonly used in teaching foreign languages to children as well.

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The initial phase of continuous education for the young generation is commonly acknowledged to be preschool training, which plays a crucial role in providing a versatile and comprehensive foundation. Our state places great emphasis on education, and as a result, numerous preschool educational institutions in the country have been established to meet the demands of the modern era. These institutions are equipped with facilities and resources that cater to contemporary requirements. In addition to teaching fundamental subjects like mathematics, language skills, and speech development, preschools now also focus on activities such as drawing, natural sciences, music, physical training, and the introduction of foreign languages. The incorporation of foreign language instruction has proven to be successful. Many experts agree that the preschool period is an ideal time to commence foreign language learning, as children's brains undergo rapid development during this stage. By providing a well-rounded education that includes foreign language instruction, we can enhance speech proficiency, improve memory capabilities, and foster increased attentiveness in children.

In this place, we shall look at the history of kindergartens. According to data, the first kindergarten was created in 1816 by the Scottish philosopher-teacher Robert Owen. He opened an educational institution for juvenile children in New Lanark. And on the 27th of May 1828 in Hungary countess Thereza Brunzvik (1775-1861) created the first kindergarten; it was called Angialkert (Angel garden). Then for the first time in Germany Friedrich Frobel (1782-1852) opened a kindergarten in 1840, and named it Kindergarten (Children's Garden). This type of educational institution became so well-known, as with the term Kindergarten, and kindergarten became known in Europe and all over the world. In the USA in 1856 the wife of statesman Carl Schurz Margarethe created a kindergarten. This kindergarten at first was based on German, then on English. Thus the basis of institutions of kindergartens was laid worldwide. For example, in Afghanistan was kudakistan (kudak – a child, stan – a ground), in Australia and New Zealand Kinder-garter or kindy, in Bulgaria detska gradina, in Canada kindergarten. They were divided into two stages and named prematernelle and maternelle. In China an equivalent of the word kindergarten «Hanyu pinyin», in Romania gradinita, in France ecole maternelle (children from 2

to 5 years), in the state Israel 3 kinds of age groups: 3-4 (Trom Trom Hova), 4-5 (Trom Hova), 5-6 (Hova), in Russia is called Detskiy sad, from 3 to 7 years, in Korea as east system from 3 to 6 years, in Egypt and Kuwait there is only two-year type of kindergarten, there are children of 4-6 year there. In our country children from 2 to 7 are accepted in kindergarten (in the Uzbek language – Bolalar bog'chasi).

Irrespective of the country, kindergartens share a common objective: to thoroughly prepare children for formal education. Among the various aspects of early education, the inclusion of foreign language instruction holds particular significance. Nowadays, some parents have concerns regarding the early introduction of foreign languages to their children. They believe that initiating this process at a young age may require excessive effort, lead to fatigue, and negatively impact the child's development.

In our opinion, the research conducted by psychologists and scientists, both from around the world and within our own country, provides a clear and affirmative response to the aforementioned inquiries. The findings indicate that teaching children foreign languages undoubtedly contributes to their moral and cultural advancement. Furthermore, experiments conducted at renowned universities in the United States and Canada have also revealed that children who possess knowledge of a foreign language (as a second language) exhibit higher levels of cognitive development compared to those who only communicate in their native language. The known Russian scientists L.S. Vygotsky, A.N. Leontyev, L.V. Shcherba, and others have confirmed that as a result of studying by the child of a second language, his native language also develops well. The long-term experiences which have been carried out in scientific research institutes of many countries, and also in the activity of one of the scientific researchers of our country G.T. Makhkamova also show that studying of foreign language has a positive influence on the mental development of the child. From this, it is possible to draw a conclusion, that training in a foreign language does not have any negative influence on the development of the child.

Psychologists believe that during the process of language instruction, the acquisition of foreign language skills goes hand in hand with the intellectual growth of the child. Consequently, foreign language training is integrated into various activities aimed at fostering the development of essential qualities such as effective communication, problem-solving abilities, critical thinking, and the ability to analyze information and draw conclusions.

We can say that early training in foreign language provides the development of various abilities of the child. For example, through the distinction of subjects and their distribution according to their properties (form, size, etc.), logical-mathematical abilities develop, during listening to riddles and finding the answer the abilities of logical thinking are formed. It is also known, that through singing, performance of different actions, lyrical motives studying the information easily proceeds, and the development of long-term memory is provided. Also singing pronunciation, melodic and rhythm practice, and acoustical abilities develop. If words from a song to expressed through pictures, children, looking at them, can make the small text, and as a result, the ability to monologue speech is formed. As a result of putting on a stage the most interesting, familiar fairy tales in English, the participation of children in their attention, abilities to supervise the actions and acts, perception, indicative-effective reason grow, and dialogue speech abilities develop.

Here it is necessary to say about some commonly used techniques in the field of teaching FL at an early age:

Total Physical Response (TPR): This technique emphasizes the use of body movements and gestures to understand and respond to language. Children are encouraged to act out commands and respond physically to language prompts, which helps them associate meaning with actions.

Immersion: Immersion involves creating an environment where the target language is the primary means of communication. This can be achieved through activities such as singing songs, playing games, and engaging in conversations exclusively in the target language. Immersion helps children develop their language skills naturally, just as they learn their native language.

Storytelling and Role-Playing: Using stories and role-playing activities can make language learning more engaging and interactive for children. Through these activities, children can practice new vocabulary, sentence structures, and language functions in meaningful contexts. They can also use their creativity and imagination to create their own stories and role-play scenarios.

Repetition and Reinforcement: Repetition plays a crucial role in language learning, especially for children. Repeating words, phrases, and sentences helps reinforce language patterns and vocabulary. Activities such as songs, chants, and rhymes can be effective in promoting repetition and making the learning process enjoyable.

Multimedia and Technology: Children are often attracted to visual and auditory stimuli. Utilizing multimedia resources, such as videos, songs, and interactive language-learning apps, can capture their attention and enhance their language-learning experience. These tools provide exposure to authentic language use and can supplement classroom instruction.

Gamification: Incorporating games and playful activities into language learning can be highly effective for children. Games provide opportunities for practice, competition, and engagement, making the learning process enjoyable. Language learning apps and online platforms often incorporate gamification elements to motivate children and track their progress.

Cultural Immersion: Learning a language is closely tied to understanding its associated culture. Introducing children to the culture of the target language through music, festivals, traditions, and stories can foster a deeper connection and appreciation for the language. Cultural immersion helps children develop a broader perspective and a more authentic understanding of the language they are learning.

It's important to note that the effectiveness of these techniques can vary depending on the individual child and the specific learning context. Language learning should be tailored to the child's age, interests, and learning style, and should include a balance of listening, speaking, reading, and writing activities.

At the end of the article I would like to say that if every teacher approaches each child individually accounting for their psychical processes just as memory, perception, thinking and also feelings, will, temperament, character, and abilities, s/he will achieve his/her goal.

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