Teaching Foreign Languages at Preschools

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ABSTRACT

The article describes the personality traits of preschool children, the psychological characteristics of the formation of their communication skills.

Keywords: communication, children, preschool, language, dialogic speech.

Introduction

Thanks to independence, Uzbekistan, which is on the path of development, has ample opportunities to cultivate young people who are innovative, open-minded, creative and critical, and have learned the secrets of communication. Learning foreign languages for young schoolchildren is becoming more and more important.

The principle of development of consciousness in psychology, the treatment of the individual in the works of Eastern scholars, the views on the formation of communication, speech by foreign psychologists L.S.Rubinstein, L.S.Vygotsky, D.Belkonins, course work on communication, Uzbek psychologists M.G.Davletshin, E. Goziev Z.Nishonov, B. Kadyrov's scientific research on the problem.

Materials and methods

Language is an integral part of our lives and we look at it as something that has to be spontaneous. What language is, how we speak in it, how we learn to speak and we don't even think about it much. It is a well-known fact that there is a special science that studies language, and it is called linguistics. Although this science is evolving rapidly and has undoubtedly made significant strides in this regard, it is now clear that we know very little about language, which is the most human of human qualities and the teacher cannot exist as a member of society.

In psychology, language is understood as the most important natural system of signs (sounds, words, phrases, rules for combining and modifying certain elements) used in human communication. Speech, on the other hand, is understood as the process by which people learn a language, that is, use it to receive and transmit information.

When the word "language" is used in educational practice, it is often understood as language as well as speech. This is explained by the fact that the student's speech is determined by the language system outside it. As he masters speech, he essentially also masters the rules and methods of the existence of this language system. And again: human speech cannot be imagined without knowing a certain number of words and the rules of that language, without the ability to connect these words together to express a certain content. Thus, language and speech are inextricably linked. Language is the "means of communication" and speech is "the means of action."

Language and speech are most directly related to thinking because it is essentially its weapon. "Language is as ancient as consciousness; language is a real consciousness that exists in practice for other people and for me as well, and like consciousness, language arises only from need, from the need to communicate with other people."

This process of thinking coincides with a person's inner speech ("self-directed" speech), which confirms the opinion of psychologists. Language allows a person to plan mental activities, to pass on the results of mental efforts to future generations. All that a person knows about his past and present, and all that he leaves for the future, comes through language. Worldviews, spiritual and aesthetic ideals, moral norms - all of this comes through language and verbal communication.

Therefore, one of the functions of language is to formalize an idea, to express it materially; "External speech is the process of translating an idea into a word, of materializing it." Hence, thought serves as a spiritual factor of speech, and the enrichment of thought is a condition of speech development. It is known that speech is a process of transition of "spoken thought" to the expression of one or another language, and then to its realization in external speech, that is, in oral and written speech.

Externally observed speech movements are associated with many profound psychological states. There are some reasons for a person to speak - needs, their commonality is called speech education motivation.
Those methods are used in our research work
1. Observation method - using this method, children's activities were systematically monitored and recorded in a special diary.
2. Comparative method.

Analyses

Observations show that (3-5 years old) children are more sensitive and synthesized in the acquisition of dialogic speech by children. By observing the development of his students and their dialogic speech, the educator identifies two areas: first, whether they are improving their understanding of adult speech; second, whether personal active speech is being formed or isn't it.

4-5 year olds want to share their impressions on personal experience topics, gladly accept the offer to tell stories about nature meetings, four-legged friends, favorite toys. They learn to control their interlocutors. Children are in dialogue with their peers need adult help to communicate. In order for children to communicate with each other in a meaningful way, they need certain conditions in their joint activities, in their games, in their daily lives. Dialogue is a natural environment for personal development.

Lack or absence of dialogic communication leads to various disorders of personality development, increasing problems when interacting with people around them, and serious difficulties in adapting to changing life events. It is well-known that problems in interpersonal communication start with the family. Reluctance to communicate (due to lack of time, parent - the mother is tired), the inability to communicate (parents do not know what to talk to their children, they do not know how to have a dialogic conversation with them) negatively affects the mood and activity of the little one. Developing a dialogue is a two-way process in which the interlocutors, even if one of them is a child, respect each other, understand each other and communicate on an equal footing.

Preschoolers first learn dialogic speech. The most striking feature of the communicative function of language is dialogic speech. Scholars call dialogue the primary natural form of communication through language, the natural form of verbal communication. The main feature of the dialogue is that one interlocutor speaks, the next one listens to him and continues the conversation. It is important that the interlocutors always know what they are talking about and feel the need to develop an opinion, to express an opinion. Oral dialogue takes place in a specific situation and is accompanied by hand, facial expressions, and tone of voice. The speech may be incomplete, abbreviated, and in some cases fragmentary.

Results

In early German lessons, children are introduced to nouns in the initial form, so the questions should look like they require the use of words in the initial form in the answer:
- Was ist das? - Das ist Buch. (What is it? – It is a book.)
- Und was ist das? - Das ist Heft. (What is it? – It is a notebook.)
- Und was ist das? - Das ist Katze. (What is it? – It is a cat.)

Then ask questions in which the answer is YES or NO (JA, NEIN) affirmative or negative:
- Ist das Buch? - Ja, das ist Buch. (Is it a book? – Yes, it is.)
- Ist das Heft? - Ja, das ist Heft. (Is it a notebook? – Yes, it is.)
- Ist das Hund? - Nein, das ist Katze. (Is it a cat? – No, it isn’t.)

In the experimental groups, when children were involved with the above questions, it was much easier for them to communicate. In the control group, many children found it difficult to communicate.

Discussion

The educator should pay close attention to the children's answers. In the first lesson, she provides examples of answers. Children need to be taught not only to answer questions, but also to ask questions themselves.

Conclusion

It is assumed that the formation of communication skills in a foreign language in preschool children can be determined by the following factors:
- Communication in a foreign language, speech, thinking in children of preschool age may be related to the
development of the process.
- Communication skills can be developed in preschool children by developing dialogic speech in a foreign language in role-playing games.

Acknowledgement

Parents and the public, as well as public educators, have an important role to play in educating the younger generation. Knowledge and diligence in solving problems that arise in the process of education and upbringing are the key to success in this area.

References

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