Methods and Means of Forming the Lexic Reserve of the English Language in Preschool Institutions

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Annotation
The article discusses the ways and means of vocabulary formation in teaching preschool children. In addition, based on research from foreign linguists, it discusses the rules and exercises to follow when introducing new vocabulary to children.

Keywords: Foreign language, vocabulary formation, preschoolers, didactic games, TPR method.

Introduction
The question of whether it is necessary and possible to teach foreign languages to children 4-6 years old has long been positively resolved in practice. It is known that the study of a foreign language develops different aspects of the personality: memory, attention, hard work, linguistic guess, erudition, discipline; makes the child more active; teaches collective forms of group work; awakens curiosity, artistry, shapes the child intellectually and aesthetically. In addition, there is a real opportunity at an early stage to identify children capable of languages and prepare them for the further study of a foreign language.

Main part
Any language is represented by phonetic, grammatical and lexical material, and the study of this language consists directly in the assimilation of this material by mastering the main types of speech activity. And although teaching preschoolers the phonetic, grammatical and lexical aspects of the English language is carried out in close interconnection, based on the physical, psychological and intellectual characteristics of children of this age, it can be argued that the process of teaching vocabulary is fundamental for them. Less attention is paid to the phonetic aspect of learning, since during this period children are in the process of developing pronunciation skills in their native language, which is more important than the process of improving English pronunciation. Grammar is also not a priority, as even native speakers aged 4-5 speak with grammatical errors. Most grammatical phenomena are not explained or systematized, and their assimilation is carried out on the basis of speech patterns, which are functionally used to express the communicative intention of the speaker. Thus, the focus is on language as a means of communication rather than a set of grammatical rules.

So, at the initial level of teaching a foreign language, the main emphasis is on developing children's understanding of spoken English and the foundations of pronunciation are laid:

- Full understanding is achieved through the constant use of basic English words;
- Phrases and speech clichés are learned from songs and chants;
- Recognition and use of simple words occurs during the game;

“The main material of the language is vocabulary, words. Since you cannot build a house without bricks, you cannot master a language without learning the required number of words.”

The number of words, speech clichés and lexical topics presented for study varies depending on each training course or individual teacher program. However, there are certain

criteria for choosing lexical material for preschoolers:

- All words studied at this stage should mean concepts that are well known to the child in his native language:
- Words should be used frequently in the language and work well with each other.

It is well known that children of the age of study are best at learning words for specific objects that can be demonstrated. It should be noted that the selection of lexical material when working with children 4-6 years old should be aimed at the formation of an active vocabulary formed on the basis of traditional English songs and chants, as well as video materials used in the classroom. The approximate vocabulary topics proposed for study at this stage can be presented in the form of the following topics: English alphabet, counting, colors, congratulations, toys, animals, family, body parts, food, clothing.

When planning the presentation and development of lexical material with young children, it is necessary, first of all, to take into account “such their features as curiosity, concrete-figurative thinking, involuntary memorization, unstable attention, fatigue, excitement, the predominance of dialogical speech over a monologue, excessive physical activity. Therefore, poetry, games, songs are actively included in the workflow. Learning poems and songs, children move to the beat of words, during games they say rhymes, and playful moments are present in all activities.

S. Phillips highlights one characteristic feature of young children, which confirms the importance of learning precisely the lexical aspect of the English language: children learn words very quickly, but they memorize phrases rather slowly. This is because words have an immediate tangible meaning, while the benefits of structures and expressions are less obvious. So, for example, a request expressed by the word "Pencil!" Has the same effect as "May I have a pencil?" Children learn phrases in blocks, for example, the phrase “I got” is memorized as one word “I’ve got”, and not as three different words. Thus, to teach children to memorize phrases and structures, it is necessary to repeat them over and over in different contexts, using different vocabulary.

Learning vocabulary usually takes place in stages. The main stages of work on vocabulary include: familiarization with new material (includes work on the form of a word, in particular on its pronunciation); its primary consolidation (contains a certain number of exercises); development of skills and abilities to use vocabulary in various types of speech activity (if we talk about preschool age, then this is speaking and listening).

G.A. Chesnovitskaya believes that the methodology of teaching children a foreign language is based on four types of work: play, movement, music and visualization. They help to improve the quality of education, to achieve better results with constant interaction with each other. These techniques are especially effective when teaching vocabulary because they allow you to introduce and carefully process new vocabulary items in a fun and engaging way. Let's consider in more detail each type of work separately.

Since play is the leading activity in children 4-6 years old, teaching any aspect of the language, in particular vocabulary, should be based on a large number of different games. This allows you to introduce and, more importantly, practice new lexical units in a fun way over a period of time.

\[footnote{Futerman, Z. Y. Foreign language in kindergarten [text]. - Kiev. 1984.}


Most foreign educational and methodological complexes for young children contain an additional set of games, in addition to the exercises presented in the textbooks. The most common games are based on questions and answers. The main goal is for the child to understand the question. Children can show their understanding by answering in monosyllables: Yes, No, Blue, Three. When asked, they can speak in full, but only keyword phrases are allowed: Red? / Is it red? During the game, it is advisable to highlight keywords by intonation. When teaching vocabulary, great attention should be paid to games with cards, which are of two types: developing oral recognition - listening, developing oral reproduction - speaking. It is important to give children a sufficient amount of listening practice before moving on to the reproduction of the lexical units being studied.

The musical type of activity is represented by songs and chants, which help to consolidate linguistic material, expand and consolidate lexical units and speech patterns. When words are linked by rhythm and music, they become more emotional, individually meaningful, and better remembered. Practice shows that after learning a poem, their rhymed lexical content is included in the active vocabulary of the student.

In terms of clarity, preschoolers learn through the perception of the five senses and do not yet understand abstract things. For this reason, many teachers use a general physical response - TPR. This means that children represent with gestures, facial expressions or actions what they are talking about. The younger the children, the more important it is to use TPR. This activity is especially recommended when learning vocabulary related to verbs of movement, although movement exercises can work through any vocabulary topic if children already know a certain set of commands in English.

It should be noted that vocabulary is best remembered when the meanings of words are demonstrated visually using images, gestures, facial expressions or objects. Since preschoolers have developed primarily a figurative memory, visual aids serve not only to reveal the meaning of a word, but also to memorize it. The use of such aids as toys, drawings, real objects, which are shown in large numbers to children in the classroom, helps here. Then the children, together with the teacher, work out these words, using them in prompting contexts in order to fix them in memory. In addition, drawing is the predominant form of children's creativity at an early age. Therefore, in the process of teaching his English vocabulary, the child's creative potential should be taken into account as much as possible, which explains the large number of tasks on coloring, cutting and pasting, dots and others when processing the studied words.

Particular attention is paid to the system of exercises recommended for practicing and consolidating lexical material at the initial stage of learning English. In the system of exercises that develop any type of speech activity, two subsystems are distinguished - preparatory exercises and speech exercises. When teaching English to children 4-6 years old, one should talk about the use of preparatory exercises, since speech exercises should be carried out on texts that have significant potential in terms of solving not only communicative, but also cognitive tasks, which is impossible, for the age in question. For the formation of lexical skills in preschoolers, the following exercises are recommended:

- Guessing (words, toys, pictures, guessing riddles);
- Drawing, modeling, applique, coloring and designation of what is depicted, that children blinded;
- Physical fitness or TPR (name of actions and commands);
- Play for attention / understanding (the teacher names a lexical unit and shows a toy or a picture; children repeat in chorus only those words that are shown in the picture);
- Choice of words / pictures on a topic or situation;
- Competition;
Game "Lotto" with pictures / dominoes;

Repetition of words according to the principle of "snowball";

Communication of children within the framework of the topic.\(^5\)

Thus, if vocabulary tasks are fun and interesting, then they are well remembered; the studied material "sticks" and the children have a feeling of a certain achievement, which develops motivation for further learning. This cyclical process generates a positive attitude towards learning English, which is one of the most valuable things teachers can give children in the beginning.

I.L. Sholpo offers several rules to follow when introducing new vocabulary:

1. You must not enter more than 10 words.

2. Among the words being entered there should be several pairs connected by a stable associative connection.

3. The introduction of vocabulary should be motivated and conditioned by the communication needs of children.

4. If a semantic group includes words of the same part of speech, their study should be associated with the repetition of words of another group related to another part of speech, so that you can make up combinations of object-object, object-feature, object-action.

5. It is necessary to think over the order of assimilation of words in the group: some words become basic, others "cling" to them associatively.

6. Never let children learn words. The new vocabulary should be firmly entrenched in the child's mind gradually, with the help of a well-thought-out step-by-step system of exercises.\(^6\)

In our research, we looked at many types of vocabulary exercises. Below we present the most interesting games for memorizing new words. Children's memorization will be more active if these exercises are varied. For example:

- "Who is fast?" The teacher names objects in the room, objects depicted in paintings hung on the walls, colors, body parts. Which of the children quickly touches this object, a picture, finds an object of a given color, he will win.

- Lotto. When playing lotto, which children love very much, the teacher pulls out not pictures, but inscriptions indicating the objects drawn in the pictures of the children. The teacher asks: "Who has a cat? Who has a wolf?" "The one who has the desired image on the card answers:" I have it. "Lotto should be thematic.

- A cat in a poke. The driver turns away, the teacher shows the children some toy and asks, for example: "Is it a cat or a dog?" The driver answers, the rest of the children immediately react to whether their friend guessed right or not.

- Who is in the bag? The child is blindfolded and given an object (for example, a potato), the child feels it and asks: "Is it an orange ...?" After the item is correctly named, the rest of the children will respond.

- Guess what? The teacher draws something in advance on a small piece of paper. Then another sheet of paper is prepared, two to three times larger than the one on which the

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object was depicted. On this sheet, a circle-shaped hole is cut in the middle of the sheet. The sheet should not be transparent, preferably dark in color. Then this sheet with a hole is superimposed on the sheet with the depicted object. The player's task, moving the sheet with a hole along the sheet with the object and looking at the object through the hole, is to determine what it is. For example: "Is this ...?"

- Who where? The purpose of this exercise is to consolidate the words and colors you have learned. Children are offered a box of items they already know by name. All objects are of different colors, the teacher brings other empty boxes, each of which corresponds to a specific color, red, blue, etc. Children take turns choosing an object without peeping, name it in English and put it in the box. corresponding to the color of the object, while they call the color of the box.

Thus, we can conclude that when choosing material for a lesson, it is necessary to take into account the love of children for onomatopoeic and sound-visual words and, relying on this property of age, instill in children a love for a foreign language, introduce them into their atmosphere. For the successful assimilation of lexical material, you must:

- to acquaint children not with individual words, but with groups of words connected by semantic or phonetic associations;
- Formation of the motive for familiarization with the words of a given semantic group;
- Learning vocabulary through a system of games, and not memorizing words from the list by heart;
- Incorporation of new words into the system of relationships that have already developed between words known to children and their groups;
- Coordinated acquaintance with lexical material and those grammatical operations that allow you to introduce it into speech activity.

Thus, the vocabulary of the English language is a very important element in language learning. Only with a large active stock the child will be able to learn grammatical constructions. When selecting lexical material, it is necessary to take into account its communicative significance for children, its objective complexity. When teaching preschoolers, one need to pay great attention to the use of visual and illustrative material, however, when it comes to organizing role-playing games, one need to pay attention to imitation of actions when executing commands or illustration of verses.

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