



THE DEVELOPMENT OF RESEARCH SCHOOLS AT THE DEPARTMENT OF TEACHING FOREIGN LANGUAGES TO YOUNG LEARNERS

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Annotation

The article describes the research conducted by the Department of Teaching Foreign Languages to Young Learners, including the issues of teaching foreign languages to preschool children and primary school children, as well as teacher training. It is emphasized that the concepts of teaching children that are being developed make the basis of teacher training content and their professional competencies. The article presents the bachelor's and master's degree programs offered by the Department, as well as an international joint master's degree programme.

Keywords: early foreign language education, professional competencies of foreign language teachers, internationalization of educational programmes.

Introduction

Department of Early Foreign Education languages conducts scientific research on direction "Applied Linguistics in science and education", on the topic "Linguodidactics: Optimization of teaching foreign languages". Research on this topic is carried out in two closely related sections:

- a) Development of methods and techniques for early teaching foreign languages;
- b) Improving the training of teaching staff in the field of early learning of foreign languages.

The topic of scientific research of the department, like all scientific areas, within the framework of which the department works, is of an applied nature. Research results are introduced into the practice of teaching foreign languages to preschoolers and younger students, and also form the basis for the training of teaching staff. This is due to the fact that the study of the features of mastering foreign languages children of preschool and primary school age is the basis for the development methods of their teaching, and the peculiarities of the methods of teaching foreign languages to children determine the competence and content academic disciplines needed by future teachers. Department of Early Learning in Foreign Languages - Educational





Practice Preschool Education One of the first and fundamental research in the field of children's education preschool age foreign languages was the study of I. V. Vronskaya [2]. It seems appropriate to note that in the early 1990s one of the most important achievements was opportunity to learn a foreign language throughout the preschool period childhood and primary school age. Although teaching foreign languages have not been made compulsory component in the educational system preschool institutions, however, a large number of kindergartens have appeared, working in depth precisely in the direction of general humanitarian training of preschool children and ensuring the language development of a preschool child. However, at this stage the system training that provides a broader and full use of a foreign language in a preschool institution, covering various aspects of life and activities of the child in kindergarten and aimed at creating a real atmosphere of communication has not yet been proposed. There was a need for research which would allow not only to integrate a foreign language into the educational process of a preschool educational institution, but also to develop an approach which would ensure the mastery of children language in conditions as close to natural as possible. The thesis of I. V. Vronskaya "Methods of teaching preschoolers learn English in various types of non-verbal activities" [2], laid the conceptual foundations for teaching foreign languages to preschool children. Research by I. V. Vronskaya made it possible to establish important relationships and interdependence between such phenomena as speech communication, speech activity and activity in general. In the framework of this study, children's subject-practical activity was defined as a strategic basis for the implementation of communicative and educational goals in teaching foreign languages at an early stage. Development of the concept of the relationship between activity and the psyche, ideas embodied in the works of outstanding scientists A. N. Leontiev, A. A. Leontiev, I. A. Zimney, S. F. Shatilova, allowed show that the formation of foreign language speech skills and abilities in preschool children should be based on use in teaching non-verbal subject-practical activity as a real source of the emergence and development of speech activity in ontogenesis. The value of an activity is determined by its influence on the general intellectual and linguistic development of the preschool child. In the evolution of the individual psyche, the formation of speech activity can be seen as a development relationships between linguistic signs and reality. The main factors influencing this development are enrichment of social contacts and interactions of the child with the outside world, the growth of his cognitive and communication needs due to changes tasks of communication and activity. Teaching foreign languages to younger students In teaching foreign languages to junior school children, the department has implemented a number of studies that have both theoretical and practical value. So,





in the study of Associate Professor O. V. Malova [5] special attention is paid to the initial stage of training - an introductory course that precedes the entire learning process English language and, therefore, lays the foundation for all future educational process. In the methodology of teaching foreign languages, a large number of introductory courses have been developed, as well as the so-called various modifications of the basic approaches. Careful analysis of the introductory courses made it possible to determine the foundations on which they are being built, and all the variety of courses to reduce to four types:

- 1) Phonetic introductory course
- 2) Oral introductory course
- 3) Auditory introductory course
- 4) Complex introductory course.

O. V. Malova studied in detail the basic principles of building all types of introductory courses and experimentally proved the effectiveness a comprehensive introductory course built based on communicative-cognitive approach [14]. The purpose of such training was to promote the formation and development of professional competence students, ensuring their readiness to solving professional problems in the field of early learning a foreign language. Despite the fact that this concept was developed more than 15 years ago, that is, since its development, the state standards of higher education have changed, it remains relevant, because it is based on the specifics of a particular the subject area of the teacher's professional activity, and, in fact, at one time was of a leading nature. In the light of this concept, the structure of the professional pedagogical competence of a foreign language teacher in the field of early training was presented comprehensively the following components [24, p. 4]:

- Communicative competence (professional-oriented knowledge foreign language);
- Linguistic competence (assuming knowledge of the system foreign language, its features internal structural organization and the ability to use this knowledge in pedagogical activity, in the construction children's education programs);
- Linguistic and cultural competence (knowledge about the culture of the country of the language being studied, its history and modern problems development, as well as about life, everyday life, games, popular books, songs, films, etc. foreign peers of trainees and the ability to use this knowledge in the selection learning content);
- Linguo-methodological competence (knowledge of age characteristics of development trainees, the patterns of their physical and mental development, as well as features and patterns of development foreign language in the early stages of human development; knowledge of the basic laws, techniques, methods, technologies foreign





language teaching, and the ability to design, implement and analyze based on this knowledge educational process in the field of early learning of foreign languages).

Experience in developing and implementing an international network training program masters made it possible to determine the features of the activities of universities in the special "glocal" context, which is formed by local and global factors [3].

General educational program for the preparation of masters "Intensive training children in foreign languages" was developed in connection with the social demand for training of teachers of a new type - specialists capable of developing and implementing a wide variety of programs for teaching children foreign languages. The need for such specialists was formed in connection with the rapid expansion of the sphere of early learning of foreign languages, in particular, in the framework of non-formal education of children.

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