



PSYCHOLOGICAL FEATURES OF YOUNG LEARNERS IN TEACHING FOREIGN LANGUAGES

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Annotation

The problem of early learning of a foreign language and the psychological readiness of children to learn has always been relevant, since the effectiveness of future learning of children depends on the ways to solve it. The article highlights the main components of the psychological readiness of preschool children to learn, the arguments "for" and "against" early learning of a foreign language are considered, the optimal age of learning a foreign language is determined, the specifics of the organizations of preschool children's classes are considered and a conclusion is made that, that the expediency of the early start of learning a foreign language does not depend on the age of the child, and from its individual features and degree of readiness for training.

Keywords: psychological readiness of children, early learning of a foreign language, sensational period, imprinting Abstract.

Introduction

At present, the prospects of early teaching of foreign languages (FL) in terms of the comprehensive improvement of the child's personality, his humanitarian development and familiarization with general cultural values are not in doubt. The process of Russia's entry into the world community puts the problem of good knowledge of a foreign language in one of the first places in the education system, which is why more and more attention is now being paid to early learning of foreign languages. To a large extent, this interest is purely pragmatic, because without a good knowledge of a foreign language, one cannot count on both the harmonious entry of our country into the world community, and the professional and life success of an individual. Knowledge of at least one foreign language in our time has turned from a wish into an urgent need. Many parents wonder how and when to start teaching a child a foreign language, even when he is not even a year old. It has been proven that the psychological characteristics of preschool children give them advantages in learning a foreign language at subsequent stages. Early language learning is not only a tribute to fashion, because a modern child is constantly faced with foreign speech. Through communication and activities in a foreign language, the child develops and





learns the world. In preschool children, this involves the formation of interest in learning, in the knowledge of the world around them, on the basis of mastering a foreign language, the development of interest in foreign and native languages, the formation of the ability to independently solve elementary communicative tasks in a foreign language. All of the above determined the choice of the research topic "Early learning a foreign language", the relevance of which is determined by the following factors:

- Determining the purpose of early learning, its content and techniques, methods of methodological organization of language and speech material; - the desire to use the opportunities of the age most favorable for mastering a foreign language; The relevance of this study lies in the fact that in our time the study of foreign languages takes an increasing place in the learning process, there is also a constant search for more effective ways and ways to improve teaching methods, organization of training, in order to take full advantage of the sensitive period of mastering a foreign language. Teaching foreign languages to children in primary school depends on the following psychological factors:

- Psychophysiological readiness of the student for the systemic mastery of the second language;
- Features of cognitive activity and cognitive activity of students;
- Features of the development of higher mental functions of the student (memory, attention, thinking, perception, imagination);
- Emotional-volitional and personal characteristics of students;
- Arbitrariness of behavior, formation of communication skills;
- The presence of positive motivation to learn a foreign language;
- A certain level of knowledge and ideas about the world around.

One of the most important psychological factors for the success of teaching a foreign language is positive motivation. The purpose of training is communication in a second language. However, for elementary school students, this cannot become a motivation for learning, since it does not seem appropriate for them - after all, they already speak their native language. When communicating in the native language, the specificity of speech activity consists, in particular, in the fact that speech is never an end in itself, but is included in some other types of activity. These activities provide natural motives for speech. Obviously, in the absence of such an important and integral element of the structure of activity as a motive, there will be no full-fledged speech activity.

Speech activity is not the only activity included in the process of teaching a second language. This process includes both cognitive, intellectual activity, as well as specific





training (“quasi-speech”). For these activities, adequate motives must also be provided, corresponding to the ultimate goal of training.

In this regard, the planning of educational and speech activities is of particular importance, namely:

- Choice of the optimal type of activity (taking into account the leading type of activity for a given age);
- Taking into account the degree of complexity of the activity and didactic material (it is necessary to plan the possibility of achieving a positive result of the activity with sufficient activity for the learning effect);
- Planning the final result (assessment of this result, its significance for the student, achievability and some dissatisfaction, advancing further positive motivate
- Creating an atmosphere of excitement, positive aggressiveness (frustration);
- Organic use of linguistic material is a necessary condition for achieving a positive result;
- The use of a positive result of activity (with the necessary, but feasible strong-willed effort) to create internal self-confidence, increase self-esteem, advance further achievements.

Of no small importance for mastering a foreign language is such a psychological process as perception. It is in the lower grades that the transition from a mixed, fragmentary perception to a dissected, meaningful reflection of things and events takes place. A special task for teachers is to develop the ability to logically and consistently build speech, rebuild the material into semantic blocks. This is especially important for the development of memory. At this age, there is a transition to semantic memorization, so it is necessary to teach children special ways of memorizing language and speech material, to distribute it over time.

Closely connected with memory and thinking is such a mental process as imagination. There are involuntary and voluntary, reproductive and creative imagination. In the creative imagination, situations and images that do not take place in reality are reproduced and reconstructed. One of the manifestations of the above type of imagination is personification. On its basis, the process of learning and the grammatical side of foreign speech can also take place.

So, the introduction of early learning of foreign languages is justified by the natural predisposition of children to languages and their emotional readiness to master them, as well as the advantage of the globally active game motivation of children of primary school age.

The most favorable age from which it is preferable to start early learning of a foreign language in elementary school is six years. One of the most important psychological





factors for the success of teaching a foreign language to children of primary school age is: the psychophysiological readiness of the student for the systematic mastery of the second language; features of cognitive activity and cognitive activity of students; features of the development of higher mental functions of the student (memory, attention, thinking, perception, imagination); emotional-volitional and personal characteristics of students; arbitrariness of behavior, formation of communication skills; the presence of positive motivation to learn a foreign language; a certain level of knowledge and understanding of the world.

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