# FEATURES OF TEACHING A FOREIGN LANGUAGE TO CHILDREN OF PRIMARY PRESCHOOL AGE

Hotamova Maftuna Madatovna
Bukhara State University

**Abstract**
This article is justified by the need to study the features of teaching young children the English language in order to achieve the most effective result in its further study. The aim of the work is to identify and describe the features of teaching English to young children, to identify methods that allow for the development of constructive interaction between teachers and students, as well as the development of lesson plans.

**Keywords:** developmental, educational, general education**,** foreign language, children of primary preschool age.

**Introduction**
Modern globalization manifests itself in all spheres of human society, therefore it is vital to know at least one foreign language. People communicate with each other, convey their knowledge, thoughts, emotions, mood, and all this happens through the use of words. If you know a foreign language, new perspectives open up in front of you in life, communication, work. In our time, English is a generally recognized language of international communication, the vocabulary of which has its own national identity [Arnold, 2012: 155]. The question of when to start teaching a child a foreign language is of interest to many parents. This is quite expected, because knowledge of at least one foreign language in our time has turned from a wish into a necessity. Scientists adherents of early development believe that it is in the first years of life that it is necessary to be with the child and strict and affectionate, and when he begins to develop independently, you need to gradually learn to respect his "I", his will. More precisely, the influence of the parents on the child must end before kindergarten. Non-intervention at an early age, and then pressure on the child at a later age, can destroy his talent and cause resistance [1].
Issues related to teaching a foreign language to young children are relevant, since the age from 5-6 years old is considered by specialists as the most favorable period for mastering a foreign language. [2;7]. Teaching children the English language pursues a comprehensive implementation of practical, educational, educational and developmental goals. The implementation of the practical goal should ensure the achievement of the other three: developmental, educational, and general education,

and thus, a foreign language contributes to the formation of a comprehensively developed personality, which is the main task of secondary school at the present stage of the formation of our society.[3].

## Methods

Methods of work is the identification and description of the features of teaching English to young children, the definition of methods that allow the development of constructive interaction between teachers and students, as well as the development of lesson plans. [4;58]. The set goal revealed the solution of the following tasks:

1. Consider the specifics of teaching young children a foreign language;

2. Describe the features of early learning of a foreign language;

3. Consider the peculiarities of organizing foreign language classes with young children;

4. Analyze practical recommendations for teaching young children a foreign language;

5. Consider the content of teaching a foreign language;

6. Consider phonetic games for young children as one of the ways to learn a foreign language;

7. Development of guidelines for conducting classes with preschool children.

8. Conduct an experiment with the introduction of guidelines in the educational process.

The subject of the study is the use of guidelines in teaching preschool children

The theoretical significance lies in the fact that this study provides material for further theoretical generalizations, contributes to the development of such theoretical gaps as the interaction of language and thinking, the role of language in explication and formation of a picture of the world. [5;59].

The practical significance lies in the possibility of using the work in the further study of this topic, as well as in conducting classes on the methods of teaching and upbringing, as well as in conducting foreign language lessons with young children. The relevance of early learning a foreign language is determined by the needs of society. [6;58]. Teaching a foreign language to children of primary preschool age creates excellent opportunities for mastering a foreign language.

Nowadays, a foreign language is a ubiquitous practice based on modern and effective technologies of teaching a foreign language, taking into account a personality-oriented methodology, age characteristics of young children [7;60].

The goal of teaching young children a foreign language is to develop interest in learning, knowledge of the world around, relationships and cultures on the basis of mastering a foreign language. [8;222].

Early learning of a foreign language predetermines the following tasks:

1. Formation and development of foreign language phonetic skills (while the vocal apparatus is flexible and the mechanisms of mastering native speech are still functioning, these skills are easy to learn, so it is important to be on time);[9;1618].

2. Development of listening skills (listening comprehension);

3. Development of speaking skills (that is, the formation of a child's idea of a foreign language as a means of communication);

4. Formation and replenishment of the vocabulary [10;27].

It is important to note that the correct organization of teaching a foreign language plays an important role. Optimally organized activity at an early age (visual, constructive, labor, play, and also associated with the implementation of regime elements) should be used in the formation of foreign language skills in children. Each type of activity provides, in turn, great opportunities for mastering specific groups of words, which further provides the formation of oral and speech skills, provides children with the opportunity to communicate at an elementary level using the language being studied and make them feel their own successes [11;94] ...

The main factors affecting the development of the personality of a preschooler.[12].

The main factors are:

1. Heredity is the transmission of certain qualities and abilities from parents to children. The carrier is genes that provide a hereditary program for human development. Some scientists, including N.M. Amosov, P.K. Anokhin., K. Lorentz, can be inherited not only the anatomical and physiological characteristics of the body, but also intellectual, moral qualities, as well as the child's predisposition to aggressiveness and cruelty.[13].

2. Wednesday.

The environment can be considered both the natural conditions, the state system, the material conditions of life, and the immediate objective and human environment of the child. Also, in preschool pedagogy, the concept of "developing environment" is used - a set of pedagogical, psychological and socio-cultural conditions for building the pedagogical process [14;94].

3. Education - efficiency depends on the child's readiness for pedagogical influence.

Until the age of five, the child masters his native language. And the main thing is not only that he thinks in his native language, expresses his thoughts in it, understands others and learns, but in the meaning of the native language for personal development. After all, behind this there is a bottomless, unconscious depth - the child absorbs the native language from the mother's lips, on it - the first words to her, on it

- the first words to him, on it - the first emotions and feelings. And in the words of the native language - everything, everything that is for the first time in my life! [15;].

Konstantin Dmitrievich Ushinsky wrote on this occasion: "By assimilating the native language, the child learns a lot of concepts, views on objects, a lot of thoughts, feelings, artistic images, logic and philosophy of language. [16]. Taking language for the organic creation of folk thought and feeling, in which the result is expressed of the spiritual life of peoples, we, of course, will understand why a special character is expressed in the language of each nation ... and the deeper we are in the language of the people, the deeper we entered its character "[17]. This means that with the native language, the child perceives the peculiarities of national self-awareness, and, forming as a person, by strong, although invisible threads, turns out to be connected with age-old folk traditions and culture [18]. He understands not only speech in all its nuances, in all its meaning, he understands those around him, life itself through the enduring value of community with the people as a native speaker [19].

It is unacceptable to endanger this most important stage in the formation of a personality by premature teaching a foreign language. It should be noted that KD Ushinsky also suggested starting teaching a second language at the age of seven or eight [20].

So what can you do to make your child willingly learn a foreign language? Young children have a need for play, therefore, a foreign language can be mastered by them only in play [21].

The child has mastered his native language in communication with parents, peers, and he will master a foreign language, not one-on-one with a teacher, but in communication with relatives and peers.

Father in conversation with him uses a foreign language, he plays with peers, or with a group of peers using foreign words and phrases. It is very good if a sister or brother is learning a foreign language. Then there is a motive - to imitate the senior authority. Then communication in a foreign language is also possible [22]. It is very good if the child looks at children's illustrated books in foreign languages together with his mother and the mother is able to translate what is written in them, explain using words and phrases in these languages. The same goes for transparencies. [23].The child learns that there are English, German, French, Spanish, but there are also English, German, French, Spanish peoples, and there are also children for whom these languages are native, and you can meet and play with these children. In the past decade, it has become a real factor of the computer, when in a computer game, he meets foreign speech [24].

The readiness to learn a foreign language comes by the age of five. The teaching methodology should take into account the age and individual characteristics of the child, as well as his linguistic abilities. Training should be aimed at their development. A child's education should take place in a communicative form so that he perceives language as a means of communication, which means that he should learn not to learn phrases and speech patterns, but to build independently speech structures according to models known to him in accordance with emerging communicative needs [25].

Communication should be motivated and focused. The child needs positive motivation and interest in the language being studied. This requires a game. It establishes a connection between a student and a teacher, develops imagination and attention, and also must have an end-to-end game technique that unites and integrates other activities in the process of learning a language. The game methodology is based on the creation of an imaginary situation and the adoption by a child or teacher of a particular role [26].

Teaching a foreign language puts forward the task of the humanitarian and humanistic formation of the child's personality. This is facilitated by acquaintance with the culture of the country of the target language; education of politeness, benevolence; awareness of oneself as a person of a certain gender and age, personality [27]. The study of a foreign language is also intended to make a certain contribution to the development of independent thinking, logic, memory, imagination of the child, to the formation of his emotions, to the development of his communicative and cognitive abilities [28].

**Conclusion**

The play technique is interesting and effective. The teacher conducts games during which children improve their language skills. The advantage of this technique is the ability to adapt it for any age (from one year), with its help you can develop both oral speech and knowledge of grammar, spelling, and so on. Children at this stage develop very quickly, they are inquisitive, they have an inexhaustible need for new impressions and knowledge, and therefore it is necessary to use the psychological characteristics of learning.

With the help of a system of games, children repeat material, study new, analyze. In the game, children create statements very naturally, the psychological abilities of children are taken into account [29]. Children love active activity, songs, outdoor games, counting rhymes. In the course of classes, children develop personality traits such as sociability, relaxedness, the ability to interact with other people. Bright things

attract children, so learning is clear. [30]. All vocabulary and speech patterns are introduced using toys, pictures of heroes from fairy tales, or cartoons.

**REFERENCES**

1. Saidova Zulfizar Khudoyberdievna Teaching English through games // Научный журнал. 2017. №3 (16). URL: https://cyberleninka.ru/article/n/teaching-english-through-games

2. Mastura, E. (2017). DEPICTION OF THE NATURALISM PRESENTED IN THE CALL OF THE WILD. *Интернаука*, (7-3), 9.https://www.elibrary.ru/item.asp?id=29041086

3. Elmanova, M. (2017). PHILOSOPHICAL ANALYSIS OF RW EMERSON'S" NATURE" AND" SELF-RELIANCE. *Интернаука*, *7*(11 Часть 3), 9.https://www.elibrary.ru/item.asp?id=29041087

4. Сайфуллаева Д.А. Мирджанова Н.Н. Саидова З.Х. " Развитие профессиональных компетенций и творческих способностей студентов высших учебных заведений"., Вестник науки и образвания.19(97). Россия-2020. Стр.54-58.https://cyberleninka.ru/article/n/razvitie-professionalnyh-kompetentsiy-i-tvorcheskih-sposobnostey-studentov-vysshih-uchebnyh-zavedeniy.

5. Саидова З.Х. Model training method: Classes in the form of business games, lessons such as lesson-court, lesson action, lessen press-conference., Достижения наукии образования №5(27) Россия -2018.стр.58-59. https://cyberleninka.ru/article/n/model-training-method-classes-in-the-form-of-buseness-games-lessons-such-as-lesson-court-lesson-auction-lesson-press-conference

6. Z.Kh. Saidova "Impact of the Covid-19 pandemic on education system and the importance of online teaching", International journal of discourse on innovation, integration and education,Vol.1. №. 5 (2020): December. P.58-60..https://summusjournals.com/index.php/ijdiie/article/view/359.

7. Saidova Z.X. Implementation of some techniques in developing reading skills in English classes., Достижениянауки и образования№5(27) Россия -2018.стр.59-60.https://cyberleninka.ru/article/n/implementation-of-some-techniques-in-developing-reading-skills-in-english-classes.

8. Khudoyberdievna, Saidova Zulfizar. "THE STUDY OF PHRASEOLOGY AND COMPARATIVE ANALYSIS OF PHRASEOLOGISMS REFLECTING THE SPIRITUAL STATE OF HUMAN." International Engineering Journal For

Research & Development 6.TITFL (2021): 222-225. http://iejrd.com/index.php/%20/article/view/1871

9.  Khudoyberdievna, Saidova Zulfizar. "English phraseology and its integration with terminology." ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL 11.2 (2021): 1618-1622.https://www.indianjournals.com/ijor.aspx?target=ijor:aca&volume=11&issue=2&article=265.

10. Расулов, З. И. (2011). Синтаксический эллипсис как проявление экономии языка): автореферат дисс.. кандидата филологических наук/Расулов Зубайдулло Изомович.-Самарканд, 2011.-27 c. https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=BMFYYzIAAAAJ&citation_for_view=BMFYYzIAAAAJ:UeHWp8X0CEIC.

11. Расулов, З. И. (2010). Принцип контекстуального анализа эллиптических предложений (на материале английского языка). Вестник Челябинского государственного университета, (21), 91-94. https://cyberleninka.ru/article/n/printsip-kontekstualnogo-analiza-ellipticheskih-predlozheniy-na-materiale-angliyskogo-yazyka/viewer.

12. Haydarov, Anvar Askarovich and Navruzova, Nigina Hamidovna (2021) "STYLISTIC FEATURES OF INTONATION," Scientific reports of Bukhara State University: Vol. 5 : Iss. 1 , Article 2.DOI: 10.52297/2181-1466/2021/5/1/2. https://uzjournals.edu.uz/buxdu/vol5/iss1/2.

13. Anvar Haydarov. (2020). Methodological features of graphic tools. Middle European Scientific Bulletin, 5. https://doi.org/10.47494/mesb.2020.5.73

14. Haydarov Anvar Askarovich. (2021). EXPRESSION OF CONNOTATIVE MEANING IN GRAPHIC MEANS. International Engineering Journal For Research & Development, 6(TITFL), 91–94. https://doi.org/10.17605/OSF.IO/3Q7SB

15. Akramov, I. (2021). ОСОБЫЕ ЗНАКИ, СВОЙСТВА И ХАРАКТЕРИСТИКИ АФОРИЗМОВ. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 5(5). извлечено от http://journal.buxdu.uz/index.php/journals_buxdu/article/view/2386.

16. Djumayeva, Nozima Djurabayevna. "MAGIC MUSICAL INSTRUMENTS IN ENGLISH AND UZBEK FOLKLORE." Язык и культура. 2018. https://scholar.google.com/scholar?hl=ru&as_sdt=0%2C5&q=MAGIC+MUSICAL+INSTRUMENTS+IN+ENGLISH+AND+UZBEK+FOLKLORE&btnG= www.elibrary.ru (https://www.elibrary.ru/item.asp?id=35192565)

17. Ruziyeva Nafisa Zarifovna. "THE SIGNIFICANCE OF USING EUPHEMISMS IN DIFFERENT FIELDS OF SOCIETY." E-Conference Globe. Vol. 3. No. 1. 2021. https://papers.econferenceglobe.com/index.php/ecg/article/download/341/339

18. Abdullayeva, Gulnora; ,GRAMMATICAL DISPROPORTION BETWEEN UZBEK AND ENGLISH AS A MAIN PROBLEM IN SIMULTANEOUS INTERPRETATION OF THE LANGUAGES,EPRA International Journal of Research and Development (IJRD),5,9,409-412,2020,EPRA Publishing https://eprajournals.com/viewjournal.php?jid=3438

19. Kobilova A.B. Features of the use of the periphrases of the Uzbek and English languages in journalistic texts. International Journal of Psychological Rehabilitation, Vol.24, Issue 07, 2020. Pages: 8162-8168. https://www.psychosocial.com/article/PR270794/18979/

20. GG Abdullayeva , PERSONALITY CHARACTERISTICS OF GOOD LANGUAGE LEARNERS IN TERMS OF TRAINING PROFESSIONAL INTERPRETERS.Web of Scientist: International Scientific Research,Volume 2, Issue 10,2021. Pages 108-118 https://doi.org/10.17605/OSF.IO/NT7CA

21. Khudoyberdievna, S. Z. (2021). STRUCTURAL GRAMMAR ANALYSIS OF PHRASEOLOGISM OF MENTAL PROCESSES AND PERSONAL CHARACTERISTICS. *Web of Scientist: International Scientific Research Journal*, *2*(10), 137-143. https://wos.academiascience.org/index.php/wos/article/view/401

22. Saidova Zulfizar Khudoyberdievna Teaching English through games // Научный журнал. 2017. №3 (16). URL: https://cyberleninka.ru/article/n/teaching-english-through-games

23. Saidova Zulfizar Khudoyberdievna Didactic games as framework of students in cooperation // Научный журнал. 2017. №3 (16). URL: https://cyberleninka.ru/article/n/didactic-games-as-framework-of-students-in-cooperation

24. Saidovna, V. F. (2021). Tourism Discourse And Its Terminology. International Journal of Progressive Sciences and Technologies, 25(2), 08-10. https://ijpsat.es/index.php/ijpsat/article/view/2871 37. Ibragimovna, G. M., Saidovna, 24.V. F., & Suleymanovna, K. N. (2020). A short humoristic text for the training of students with specialized of tourism. International Journal of Psychosocial Rehabilitation, 24(2), 509-519. https://www.elibrary.ru/item.asp?id=43256915

25. Zarina Habibovna Usmonova. (2021). THE PECULIARITY OF FANTASTIC WORKS (ON THE EXAMPLE OF THE WORKS OF RAY BRADBURY, ISAAC

ASIMOV AND STEPHEN KING). European Scholar Journal, 2(4), 499-503. Retrieved from https://scholarzest.com/index.php/esj/article/view/684

26. Khaydarov, Anvar Askarovich (2020) "EXPRESSION OF CONNOTATIVE MEANING IN ONOMATOPOEIA," Scientific reports of Bukhara State University: Vol. 4 : Iss. 5 , Article 5. DOI: 10.52297/2181-1466/2020/4/5/5 https://uzjournals.edu.uz/buxdu/vol4/iss5/5

27. Usmonova, Z. H. (2017). Stiven King romanlarining badiiy xususiyati va uning o'zbek ilmiy fantastikasiga ta'siri. Міжнародний науковий журнал Інтернаука, (1 (1)),170-172.http://www.irbis-nbuv.gov.ua/cgi bin/irbis_nbuv/cgiirbis_64.exe?C21COM=2&I21DBN=UJRN&P21DBN=UJRN& IMAGE_FILE_DOWNLOAD=1&Image_file_name=PDF/mnj_2017_1(1)__48.p df

28. Gadoeva, M. (2020, December). COMPARATIVE ANALYSIS OF SOMATISM" HEAD" IN THE UZBEK AND ENGLISH LANGUAGES. In Конференции. http://journals.e-science.uz/index.php/conferences/article/download/277/209

29. Gadoyeva, M. I., & Kabilova, N. S. (2019). ВЫРАЖЕНИЕ ЗНАЧЕНИЯ НЕОПРЕДЕЛЕННОСТИ ЧИСЛИТЕЛЬНЫМИ, НУМЕРАТИВАМИ И ПОСРЕДСТВОМ СЛОВА "БИР" В АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ. Theoretical & Applied Science, (11), 699-704. https://elibrary.ru/item.asp?id=42407825

30. Ibragimovna, G. M., Saidovna, V. F., & Suleymanovna, K. N. (2020). A short humoristic text for the training of students with specialized of tourism. International Journal of Psychosocial Rehabilitation, 24(2), 509-519. https://www.elibrary.ru/item.asp?id=43256915