



FORMATION OF INTEREST OF PRESCHOOL CHILDREN IN A FOREIGN LANGUAGE BY MEANS OF PLAY ACTIVITY

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Abstract

In accordance with the state educational standard of preschool education, the most important educational area is social and communicative development, Teaching a foreign language contributes to the formation of foreign language communicative skills in children. Scientific observations and studies presented in the article show how important the role of preschool education in the development of a child's personality is the fact that a person receives 70% of all information

Keywords: foreign language, language learning at an early age, educational game, activity, fine motor skills, hand-eye coordination, active types of learning, block game in a foreign language, role-playing games, manual labor.

ФОРМИРОВАНИЕ ИНТЕРЕСА ДОШКОЛЬНИКОВ К ИНОСТРАННОМУ ЯЗЫКУ СРЕДСТВАМИ ИГРОВОЙ ДЕЯТЕЛЬНОСТИ

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Аннотация

В соответствии с государственным образовательным стандартом дошкольного образования важнейшей образовательной областью является социально-коммуникативное развитие, обучение иностранному языку способствует формированию у детей иноязычных коммуникативных навыков. Научные наблюдения и исследования, представленные в статье, показывают, насколько важной ролью дошкольного образования в развитии личности ребенка является тот факт, что человек получает 70% всей информации





Ключевые слова: иностранный язык, изучение языка в раннем возрасте, развивающая игра, активность, мелкая моторика, зрительно-моторная координация, активные виды обучения, блочная игра на иностранном языке, ролевые игры, ручной труд.

Maktabgacha yoshdagi bolalarni uyin vositasida chet tilini o'rganishga qiziqishini shakllantirish

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Annotatsiya

maktabgacha ta'limning davlat ta'lim standartiga muvofiq eng muhim ta'lim sohasi ijtimoiy va kommunikativ rivojlanish bo'lib, chet tilini o'qitish bolalarda chet tilida muloqot qilish ko'nikmalarini shakllantirishga yordam beradi. Maqolada keltirilgan ilmiy kuzatishlar va tadqiqotlar shuni ko'rsatadiki, maktabgacha ta'limning bolaning shaxsiyatini rivojlantirishda qanchalik muhim roli inson barcha ma'lumotlarning 70 foizini oladi

Kalit so'zlar: chet tili, erta yoshda til o'rganish, rivojlanish o'yini, faollik, nozik vosita mahorati, qo'l-ko'zni muvofiqlashtirish, faol o'rganish turlari, chet tilidagi blokli o'yin, rol o'ynash, qo'l mehnati.

Introduction

Modern preschool education, which is the first stage in the system of general education in Uzbekistan, is designed to lay the foundations of the general culture of preschool children, the development of physical, cognitive, moral and creative qualities of the individual, the preservation and strengthening of health, the formation of prerequisites for educational activities. In accordance with the state educational standard of preschool education, the most important educational area is social and communicative development.

Teaching a foreign language contributes to the formation of foreign-language communicative skills in children that expand the linguistic horizons and boundaries of knowledge of the world by introducing them to the culture of the countries of the





studied language in order to facilitate social adaptation to the multilingual and multicultural situation in modern society.

In our country, special attention is also paid to this issue, programs are being developed based on a new approach to teaching foreign languages, in particular English, in cooperation with the world's leading organizations and universities. In the last 3 years, this process has been particularly developed in preschool education[1.1] Both in state preschool organizations and in private and family organizations, large-scale projects for teaching a foreign language are being implemented. The article discusses the importance of learning foreign languages, in particular English, at an early age. The possibilities of using game technologies in teaching foreign languages at an early age are analyzed

Literature Analysis

In the theory and practice of teaching preschoolers a foreign language, two main approaches are distinguished. The first and most effective approach (V.A. Avrorin, O.S. Akhmanova, M.B. Bogus, R.A. Budagov, N.D. Galskova, N.I. Gez, Yu.D. Desheriev, A.I. Ulzytueva, etc.) involves mastering a foreign language in parallel with the native language in a bilingual family or multilingual environment, but such the situation is not yet typical for most children in our country. According to the second approach (E.Y. Bakhtalina, A.A. Leontiev, O.E. Makhina, Z.N. Negnevitskaya, V. Penfield, E.Yu. Protasov et al.), it is better to start learning a foreign language at the senior preschool age (5-7 years), when a child can easily enter into foreign language communication with other children in the process of play activities. The implementation of the second approach involves finding reserves in the organization of the learning process and creating pedagogical conditions that allow using the potential of a sensitive period of senior preschool age for learning a foreign language. One of the conditions that have confirmed their effectiveness in practice is a pedagogical system correctly built from the standpoint of linguodidactics and psycholinguistics, the basis of which is developing game techniques with maximum use of visual material and aimed at educating children's interest in language, at developing foreign language communicative skills (M.I. Burdina, G.A. Kitaygorodskaya, V.S. Korostelev, V.M. Filatov et al.).

Another important condition, in our opinion, for the development of a foreign language and the formation of foreign-language communication skills among preschoolers is the creation of opportunities for everyday communication of children in a foreign language in the immediate environment, i.e. in a preschool educational organization and family. Through the productive interaction of teachers with the





families of pupils, it is possible to design the educational environment necessary for the successful formation of foreign language communication skills in children, which promotes the assimilation of a foreign language in the process of daily communication of children with peers and adults.

Methodology

In preschool children, play is the leading activity and favorite activity of the child. The child explores the world around him through the game. If foreign languages are also taught in combination with the game, this increases the effectiveness of mastering language skills several times. The game not only increases the physical activity of the child, but also has a positive effect on the overall mental development of the child, on the development of speech culture, expands the general outlook. At preschool age, it is possible to interest children in foreign language communication, to lay the foundations on which foreign language communicative competence will be formed at school. The process of learning foreign languages in kindergarten has a communicative orientation. Preschoolers acquire elementary communicative knowledge and skills in dialogic and monological speech. Dialogic communication is the ability to greet and say goodbye to adults and children in accordance with the speech etiquette of the country of the language being studied, the ability to adequately respond to questions during a conversation with a teacher, with peers. The formation of the basics of monologue speech includes, first of all, the ability to tell at an elementary level about yourself, about your family members, describe toys, favorite animals, pieces of furniture in the playroom, etc. At preschool age, children master only oral types of speech activity: listening, i.e. listening and understanding, and speaking in the form of dialogue and monologue.

The game also greatly helps the child to strengthen self-confidence, form social relationships with others. Therefore, parent teachers should encourage as much as possible by teaching children through play. It is through the game that children receive education, upbringing and discover a new new world for themselves. To do this, it is advisable to use an environment that activates the senses, including such types of active learning as visual, auditory and kinesthetic. Educational games include playing musical instruments, singing songs, telling poems, dancing, playing games, watching videos and cartoons, making various objects by means of manual labor.

From what age is it better to learn foreign languages, scientists around the world agree that at the age of 10 a child easily learns a foreign language. During this period, the child learns mechanically without understanding languages, so the use and pronunciation of a foreign language are easily assimilated. But if this is the case, given





that a child is born with the ability to imitate the sounds of any language, those who think to start this process earlier also make up the majority. In the course of studies of the human brain, it has been proven that the period from the birth of a child to the age of three is the most important period of a child's development. [3.14] it was also found that the brain of a three-year-old child functions twice as fast and better than the brain of an adult. Therefore, English language specialists believe that introducing a child to a second language in the first year of study will help him to master it more easily.

But we must not forget that in any case, an extremely important factor is taking into account the psychological and linguistic abilities of the child. Any child is considered to be a separate individual, naturally, the stages of their development also differ from each other. Psychologists believe that forcing a child to speak from an early age or trying to develop it in comparison with peers in many cases has the opposite effect and leads to not the best results. When teaching a foreign language to children of preschool and primary school age, it is necessary to take into account psychological and pedagogical features, namely their curiosity and fertility. It is also important to remember that children cannot focus on one type of activity in the long term [1.3]. Parents want their child to be a fully developed personality and in many cases try to give him loads in various subjects, teach him a language or involve him in sports, without taking into account the psychological and physiological readiness of the child. In most cases, parents, not having achieved the expected result, try to influence the child, or comparing him with his peers.

But both of these attempts do not motivate the child to learn and cause his interest in the surrounding objects to fade. The role of parents in preventing such unpleasant situations is invaluable. The simplest and most optimal way to teach a child to think freely, to strengthen his curiosity and incentive to know the world around him, to enrich the child's imagination, to bring out his creative abilities. When children play, they put their ideas into practice, test hypotheses, acquire the necessary skills, use their imagination and discover their own world [3.3]. The importance of the game A child by nature will be very inquisitive, and he will use all his senses to explore the world around him.

Result

Since the game is the most basic and favorite activity of the child, the effectiveness of mastering skills increases several times when the child gets acquainted with the surrounding world and all the knowledge and skills necessary in it through the game. The game not only increases the physical activity of the child, but also contributes to





the formation of mental freshness. The game also greatly helps the child to strengthen self-confidence, form social relationships with others. That is why the teacher should contribute as much as possible to the education of children through play. It is through the game that children learn and discover their talents. To do this, it is advisable to use an environment that activates the senses, including such types of active learning as visual, auditory, kinesthetic. Educational games include playing musical instruments, singing songs, singing poems, dancing, playing games, watching videos, making various objects by means of manual labor. Games such as colorful exhibitions, flashcards, contests, story-role-playing games, making various figures are among the most interesting ways to develop children's physical and mental activity [2.3].

Children play, develop and learn at the same time. Playing with plasticine, children develop the skill of "fine motor skills of hands". When children sculpt figures from plasticine, the activity of the eyes and hands is coordinated, the muscles of the hands and fingers are strengthened. These, in turn, are the most necessary skills that precede the formation of writing skills, since strong muscle strength, as well as "hand-eye coordination" (hand-eye coordination) help children to hold writing materials correctly and use them rationally. Playing with plasticine, children also learn such signs of objects as color, shape and texture. [3.3].

In educational activities involving musical instruments, children learn to distinguish between different tones. Children begin to understand how the sound and sounds coming from different instruments change. The speed and silence of the musical tone change according to the high and low frequencies of the sound currents. Playing with transport toys, children move quickly and slowly up and down, forward and backward, checking the force of friction and movement when children play with cubes and cubes, they learn the concepts of color, shape and ornament, as well as weight, size, height, length, vertical and horizontal. [3.1]

Educational activities that encourage children to communicate young children learn through their feelings and actions, so learning English should also happen through these feelings and behaviors. Involving young children in fun and stimulating communication situations and activities when learning English is a very important factor for mastering language skills. Although the purpose of the event is to teach English, special attention is also paid to the fact that it can attract children as a game, and that children can participate in these classes unintentionally and that children can learn a foreign language as naturally as their native language. It is especially important to use all available opportunities to create various situations that are interesting and motivate young children to learn English, and to ensure the active participation of children in it. Situation / educational activities Since English language



teaching is at the heart of any situation and activity, it is desirable that these classes are conducted in English fluently and clearly. It is necessary to reduce communication in the native language and make the main emphasis on English. Of course, the coach's ability to captivate the child with movements, gestures and fluent English speech and tone of speech is considered one of the first and main successes in language learning. In particular, "Playing with blocks or legos" (playing with blocks or LEGO tools), "Dressing" (putting on clothes of various fairy-tale characters), "Animals and their sounds" (getting to know the world of animals and their sounds), "Crafts" (making various objects using manual labor). The use of such types of educational activities as singing and song (singing) [4.1] is considered one of the acceptable methods of forming language skills in young children. Using these classes, we will be able to expand and develop the vocabulary, imagination and creative thinking of children. "Playing with blocks or legos" has proven in practice that learning is better when the goal is to give children an idea of shapes, colors and numbers in English, namely using blocks, cubes, as well as LEGO games. The game of cubes and LEGO encourages the child to think and reveals his creative abilities when he does something, at the same time, thanks to these games, the child has the opportunity to replenish the vocabulary of the English language.

In games, the vocabulary is replenished with new words and phrases in English, as well as the transfer of basic concepts using instructions. The child learns to count and sort using this game: How many blocks are there? (how many cubes are there?) Shall we put the blue one here? (are we going to put a blue cube here?) Study the arrangement of things through prepositions: in (inside), On (on), under (under), below (below), Behind (behind), next to (next). They will have an idea of the units of measurement: big (large), small (small), long (long), short (short). The following words are used to indicate what the child is doing: Find the red block, please! (find the red cube!), Pull the blue one, please! (draw a blue cube!), Push them! (push them!), Build the house, please! (build a house!) Make the car, please! (make a car!). The definition of objects and forms that a child makes is given: square (square), rectangle (rectangle), tower (tower), house (house), castle (palace), garden (garden) through the type of educational activity "Dressing", you can introduce children to fairy-tale heroes of the peoples of the world. Dressing up and role-playing the images of fairy-tale characters when they meet children is carried out in English, and with the help of this activity, the vocabulary of the English language of the child increases and the children's imagination and worldview expands. Thanks to this educational activity, children will learn words related to body parts, as well as clothing, and will have the opportunity to put them into practice.





Body parts: head(head), hands (hands), arms(hands), foot (feet)(legs), legs (legs), eyes (eyes)... clothes:dress(dresses for girls), shirt(white children's shirt), t-shirt(T-shirt), shoes(shoes), slippers(slippers), cap(cap), belt(belt), gloves(gloves) ... The appeal is also given with an emphasis on body parts: Put your arms through here (insert your arm here), tie this around your waist/wrist (put it on your waist), put these on your feet (wear them on your feet) — first your right foot (first start with your right foot), then your left foot (then on the left foot), put this over your head (put it on your head). Children also animate fairy-tale characters in their imagination, introduce them to the image and learn to use basic words and phrases. This, of course, also contributes to the development of conversational skills in English by understanding words by ear and making sentences from memorized words.

This, of course, also contributes to the development of conversational skills in English by understanding words by ear and making sentences from memorized words. Describes the clothing of an existing hero (fairy (fairy), princess (princess), pirate (pirate), king (king), clown (pirate)), and also uses phrases related to wearing clothes: put on (get dressed!), zip up(pin the lock!), do the buttons up (buttons up!), unbutton (unlock buttons), unzip (remove the lock). As part of the educational activity "Animals and their Sounds", the world of animals and insects is introduced in English. Children love to listen to various stories and stories involving animals. Learning animals and their movements, sounds in English with the help of pictures with color images of animals is also an exciting activity for children. For example, domestic animals: dog, cat, duck, rooster, deer, chicken, cow....Wild animals : lion, tiger, wolf, rabbit, fox, snake, deer ... Learning the names of animals and insects by children in English and imitating their temperament together with a trainer gives the child great pleasure. How animals make sounds for example: Dogs bark It Cats mew, purr, meow, Cats moo,Ducks quack,Frogs croak,Bees hum and buz, Lions roar, Chicks cheap.Manual labor: making and decorating objects is a type of educational activity. It is well known that a child is curious by nature, but it is also important to remember that the child's development process cannot proceed the same way at the same time. The stage of development of some children may differ from the phase of development of others, depending on their social origin, character and interests. Some children will be quiet, many will not be able to join quickly, but due to the fact that they are observant, they will have well-developed creative abilities. If such children are attracted to the activity of making objects by means of manual labor, then they will undoubtedly grow into real inventors of artistic works. When children are taught to do colorful things with the help of manual labor, the child develops creative abilities, and when this lesson is conducted in English, the vocabulary of the English language increases, as well as the





skills of understanding by ear and speaking develop. Consequently, this type of educational activity may consist in making figures out of scraps of paper, coloring figures with paints or making various objects out of plasticine. Any process should not be devoid of English words and phrases. The name of each tool and object must be conveyed to children in English: Paint (paint), Paintbrush (brush), crayon (pencil), marker (marker) card (card), Paper (paper), crepe Paper (crepe paper), shiny Paper (glossy paper), tissue Paper (texture Paper)newsprint(newspaper), glue(glue),scissors (scissors),cotton wool(cotton wool), fabric (fabric),feathers(feathers). Instructions should be in English: paint (draw), Draw(draw), color (paint), smudge(clap) blow(blow), copy(copy), pour(pour), Make (make), Cut(cut, scrape), stick (glue), decorate (embellish).Sing together (sing together). One of the most enjoyable children's activities. Children tend to sing from an early age, and with the help of singing, children not only replenish their vocabulary, but also learn to pronounce words in melody.One of the most popular types of English songs for young children is "Rain, Rain go away".

Rain, rain, go away
Come again another day
Daddy wants to play
Rain, rain go away...

Analysis of children's participation in the game it is necessary to ensure the active participation of children in educational activities, pay special attention to each child and encourage the child to learn something in the classroom. Encouraging children who are very active in the learning process gives motivation for learning a foreign language, but psychologists believe that encouragement should be directed not at the person, but at what he did. Because if it turns out to praise a person, it can lead a child to selfishness later. The praise directed at his work guarantees that any work will be of high quality and fast even in the future. [5.14].

Conclusion

The way children study at school, achieve high goals, largely depends on the family atmosphere, the attention of neighbors and upbringing in a preschool institution. Scientific observations and studies presented in the article show how important the role of preschool education in the development of a child's personality is the fact that a person receives 70% of all the information he receives during his life, at the age of 6 years. At a meeting held by the President of the Republic of Uzbekistan Shavkat Mirziyoyev on August 16, 2017, a decree of the President of the Republic of Uzbekistan "On the organization of the activities of the Ministry of Preschool Education of the





Republic of Uzbekistan” was adopted in order to determine measures for 100% coverage of children aged 5-6 years in preschool educational institutions. The purpose of the state requirements is also to educate a spiritually perfect and intellectually developed personality in the preschool education system, taking into account the socio-economic reforms carried out in the country, the best practices of foreign countries, scientific achievements and modern information and communication technologies. So it is no coincidence that the knowledge gained by children at an early age is “carved in stone,” as our ancestors used to say. Based on this point of view, teaching foreign languages to children at an early age contributes to the easy acquisition of language skills and skills. Especially when this knowledge, skills, and skills are acquired through various games and educational activities, the child develops the language as naturally as his native language. Educational games not only form a child's cognitive skills, but at the same time provide a physically healthy development of the child, strengthen self-confidence, and also provide great help in forming social relationships with others.

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