

EUROPEAN INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND MANAGEMENT STUDIES

VOLUME03 ISSUE11

DOI: <https://doi.org/10.55640/eijmrms-03-11-14>

Pages: 81-84



THE PARTICULARS OF INSTRUCTING A FOREIGN LANGUAGE AT A YOUNG DEVELOPMENTAL STAGE

Bobaeva Shakhnoza Yarkulovna

A Senior Teacher Of The Department Of Humanities Of Karshi Institute Of Irrigation And Agro-Technologies Of The National Research University, Uzbekistan

ABOUT ARTICLE

Key words: Age, thinking, speech, foreign language, learning, development, and speech competency.

Received: 06.11.2023

Accepted: 11.11.2023

Published: 16.11.2023

Abstract: There are unique considerations when teaching a foreign language to young children. This is mainly because of the age-related traits of children, or more accurately, the quirks in their mentality and way of thinking. The foundation of all foreign language instruction for kids is emotional saturation in the classroom, integration into the natural world, rejection of rule-explanation and translation, and so forth. A child's development of academic motivation and speech competency is the ultimate goal of the process of learning a foreign language.

INTRODUCTION

The demands placed on individuals are increasing as a result of changes in the global, geopolitical, sociocultural, and economic spheres. Free communication in one or more foreign languages is becoming more and more necessary. As a result of the ongoing changes in information volume and perception, learning strategies themselves must also adapt.

Early child development, which implies a wide range of intentional developmental activities starting as soon as the child is born, has become one of the most relevant topics of our time due to changes in the general information background and life in general.

These classes aim to strengthen the child's cognitive and sensory abilities, as well as their counting, reading, and writing skills. They also foster the child's creativity and musicality.

There are a plethora of diverse approaches to early development. Among them, the most well-known and essential are Nikitin, Montessori, Lupan, Domana, and so on. While it is true that new approaches are constantly being developed in the current context, all of the methods that are currently in use share one thing in common: children's foreign language study occupies a distinct place within them. Attention: This issue is simultaneously explained by multiple factors, specifically:

- It is thought that preschool is the best time to learn a foreign language;
- Teaching a foreign language to kids at a young age improves their ability to think critically;
- Early language instruction can be paired with other activities that support kids' overall development.

Certain people hold the opinion that learning a foreign language at a young age has detrimental effects on children, complicates preschool curriculum, and "deprives him of childhood." However, new research indicates that learning a foreign language in a classroom that is appropriately structured promotes a child's overall development, speeds up the development of communicative competence in that language, and raises the child's educational and cultural standing.

Language should be first and foremost seen at an early learning stage as a tool for shaping a child's personality, taking into account motivations, interests, and skills. The child develops, grows up, learns about the world and himself, i.e., masters all the spiritual wealth that the process of learning a foreign language can bestow upon the child through communication and activity in the language. Early development is just as important as language proficiency itself because it is a requirement for future learning success [1. p. 5].

It should be mentioned that early language instruction is defined as instruction beginning at birth and continuing for six to seven years, with a practical and intuitive foundation. Children's brain development peaks at age six, when the foundations of thinking, perception, attention, and memory are established. The basis for further development of subsequent skills is directly correlated with the quantity of developing stimuli (smells, music, sensations, objects, emotions, vivid impressions, events). A child's brain development is greatly influenced by the way his speech develops. The child has a wide range of potential opportunities due to the high degree of plasticity in the brain and psyche, and the senior environment's education and training will play a direct role in putting these opportunities into action. As a result, it is preferable to begin the child's development in multiple directions as soon as he is born.

A child's overall mental development increases with the level of speech development. Since language is a sign system, a child's logical ability development is directly correlated with the quantity and quality of his mastery of one or more of these sign systems. When a child uses a wide vocabulary to describe the same things, their memory and creative thinking both improve. Direct linguistic translation is the means by which analytical thinking is developed.

Early on in a child's development, learning the native language from scratch goes fairly well; it is simple because native speech is inherited from birth and shows up from the earliest moments of life.

Typically, no specific research is done in this area (aside from isolated instances of speech issues). The child initially hears speech by ear, then gradually gains comprehension and attempts to pronounce individual sounds and words. Eventually, the child becomes fluent in the native language (speaking typically begins between the ages of two and four). Simultaneously, the level of complexity of the native language's phonetic and grammatical structures is completely irrelevant to the country.

Early multilingual communication leads to a child's quick acquisition of multiple languages (children's bilingualism). The child must "feel" what bilingualism is by pointing to objects and phenomena and naming them in two languages simultaneously starting at six months of age. It is preferable for each parent to speak to the child in their native tongue if their native tongues do not coincide.

The child gains speech competency in both languages at the same time when using this method. However, this might not occur if the child feels uneasy because one of his parents speaks the language of the nation in which his family resides poorly. In these situations, the child must explain the value of beginning a language education early on in order to properly master it later on. Early on in a child's development, it is crucial to establish the same kinds of environments that led to the development of the native language, specifically:

- 1) During the preschool years, a child's immediate family, nanny, and parents are his best teachers. The more comfortable and trusted one is, the better one can learn. Given the peculiarities of the mind and attention span, the first twenty minutes of a class involving children this age are the most productive. The child finds it difficult to focus on a single activity, so when there's a distraction, he wants to do something else. It is crucial to consider the frequency of classes rather than their length.
- 2) It is essential to incorporate the foreign language being studied into the child's everyday activities, such as games, creative pursuits, and sports. Teaching techniques for foreign languages should resemble those used to teach a child his home tongue, such as role-playing and memorization of songs, poems, drawings, and other materials. At this age, grammar development mostly occurs

through parallel memorization and auditory perception, including verb conjugation and noun declension.

- 3) Every lesson needs to be emotionally charged; in this instance, learning a foreign language isn't the main objective; rather, it's just a fun diversion. The words with emotional meaning and that the child finds interesting are the ones that he remembers the best;
- 4) It is best to steer clear of literal translation; instead, use words that the child is already familiar with in the foreign language they are studying to demonstrate the meaning of the word through an action. The word is remembered in this instance because the child's associative memory is engaged. If the child needs to gain time and translate a challenging word, he should attempt to understand it intuitively from the context, just like he did in his original language, rather than translating it right away after it appears in speech.
- 5) It's imperative to refrain from outlining the guidelines. At this age, it is preferable to learn grammar by repeatedly using grammatical constructions.

The child says the same thing over and over again because "it's necessary" and "it's right." As a child grows older, learning a foreign language becomes more challenging because they are able to speak and interact freely in their native tongue during the preschool years. There is a "hardening" of the special qualities built into the speech mechanism. This occurs because the primary function of these attributes—ensuring the organism's survival in the environment—has already been satisfied, meaning that their purpose has been fully served.

As a result, subsequent assimilation of a foreign language occurs in settings of intentional learning more due to the operation of cognitive, memory, and volitional processes. After weighing all of the information, we can say that, when teaching a foreign language to a child at a young age, using a range of pedagogical strategies and being aware of the quirks in the child's personality orientation can help to improve the learning process. In this instance, the teacher's objective is to make the process as easy as possible for the student to understand, which will increase motivation for learning.

REFERENCE

1. Tarasyuk N.A. «Inostrannyiy dlya doshkolnikov. Uroki obscheniya (na primere angliyskogo yazyika)» – M.: 1999. – 5-25s.
2. Leontev A.A. Rannee obuchenie inostrannyim yazyikam. M., 1986.