

Importance of Bilingualism in the System of Preschool Education

Dilfuza Mahmudovna Rakhmonova

A teacher of Preschool Education department Bukhara State University, d.m.raxmonova@buxdu.uz

ABSTRACT

Today, preschool educational organizations (PEO) are increasingly striving to support the development of the individual abilities of the child, to prepare him to meet the modern requirements of a dynamically developing world. Despite the fact that the issue of teaching a foreign language to children of preschool age is still the subject of extensive discussions, this topic firmly occupies its niche in children's educational organizations, development centers, and in programs of preparatory school courses.

KEYWORDS: *preschool educational organizations, primary language education, modern teaching methods, language environment, kindergarten.*

Introduction

There has been a new international approach to primary language education, and knowledge of a foreign language is one of the most important competencies of a modern person. In view of the fact that the positions of the English language are quite strong in the world and there are no trends to weaken them, it is appropriate to consider the modern approach to teaching a second language to preschool children using the example of English. It should be noted that the possibilities of teaching a foreign language for preschool children have significantly expanded in recent years:

- the use of a variety of modern teaching methods with innovative components;
- attraction of teachers;
- native speakers for teaching children according to foreign methods with the effect of immersion in the language environment;
- the possibility of children going abroad to specialized schools to continue their education in a natural language environment.

Literature review

The scientific and practical search for effective ways of teaching is carried out in several directions, carrying out both the selection of methods and the identification of the age range.

Although at present there is no single starting age limit for learning a foreign language, according to Russian psychologists A.A. Leontiev, P.Y. Toddlers do not have a psychological barrier, and they are not afraid to make mistakes in the course of learning a second language. In addition, after six or seven years, the flexibility of the speech mechanism is lost to a certain extent, and this gives the right to argue about the appropriateness and timeliness of teaching a foreign language to preschoolers. Of course, due to age characteristics, there is no need to start learning the alphabet and grammar at the age of 4-5 years. First, the baby listens, remembers foreign words and phrases, and only then begins to speak. Early learning of a foreign language does not pursue the solution of momentary problems. The task of mastering a second language is put into perspective. There is also no need to fear the emergence of an imbalance of bilingualism.

<https://cejsr.academicjournal.io>

Analysis

Bilingualism, which is formed in the conditions of kindergarten, implies the priority of the native language. The main thing is to keep the movement for learning a second language. The principles of presenting language material to preschoolers are distinguished by the absence of strict grammatical topics, the periodic repetition of material in a cyclic form, the presence of an emotional, fascinating plot for developing speech skills. Foreign language lessons should be built through games, songs, rhythmic movements, inventing and acting out situations with fairy-tale characters. It is necessary to highlight the important components of the modern organization of the process of teaching a second language to preschoolers: integrative, individual and multisensory. The topic of integrating the English language into the educational work of preschool educational institutions is very relevant and promising. The integration process should be carried out in the most familiar forms of play activities for children: didactic games, musical outdoor games, visual activities, etc. When planning the content of cognitive situations for children learning English, it is necessary to focus on the main educational program of a preschool organization, transferring knowledge, skills and abilities from academic disciplines to a foreign language and vice versa. The content of verbal communication in foreign language classes should be linked to the calendar and thematic planning of the preschool educational institution, through the cooperation of a foreign language teacher with a group teacher, a music director and a physical education teacher. Children who have mastered knowledge of elementary mathematics are happy to learn the English names of already familiar geometric shapes in funny songs.

If the kid already knows the count up to 10 in his native language, then he will easily master the English count, relying on the already formed system of knowledge, ideas and skills. An important condition for an integrative approach is the orientation of the educational process towards practical actions, since it is not enough for a child to just look and think, he needs to take an object in his hands, determine its shape, the material from which it is made. The lesson can become more interesting if you diversify it with elements of visual activity: drawing, modeling or appliqué. Such an activity helps to gain experience in the logical representation of elements in an imaginary situation, promotes the transfer of words, phrases and grammatical structures learned by children during classes, trains visual memory, imagination and develops fine motor skills of hands. It is necessary to include in the lesson elements of activities that contribute to the creation of a communicative situation in which children can master the phrases of greeting, apology, and request. It is very important to model situations that provoke children to comment on the course of their activities, to express their attitude to a situation or an object.

Discussion

A promising direction in language learning is project activity. For example, within the framework of the Mother's Day project, children learn with interest the English names of family members, the names of rooms in the house, and are acquainted with the types of household work in English formulations. In the "Two Capitals" project, children are happy to look at the sights of Moscow and London, compare, remember the names, thereby expanding their understanding of the overall picture of the world. In connection with the humanistic orientation of the development of society, an individualized component in the structure of the modern approach has been clearly identified.

Experts come to a common opinion that foreign language material for preschoolers should be presented at a different pace for children who quickly and slowly orient themselves in the process of mastering the material. Due to their restlessness, difficulty concentrating and the need to be in constant motion, tasks are offered that combine the process of learning a language with changing several types of activities in one cognitive situation. In the learning process, the personal qualities and preferences of each child should be taken into account: successful and lagging behind, mobile and assiduous, noisy and quiet. Individualization of learning is associated with the personal

<https://cejsr.academicjournal.io>

characteristics of the child, including his momentary experiences and joys. The teacher should find an opportunity to talk about exciting and meaningful children's topics. Material should be personalized so that children can express their feelings. A special role in conducting an effective lesson is given to the multisensory approach, where the teacher must take into account not only the age-related psychological characteristics of children, but also the specifics of the perception of the information they receive.

In each age group, children stand out with sharp hearing and excellent memory. These types of children do not need to be asked to look at and touch the demonstration material. The main thing for them is to hear the information from the position of "sounds, rhythms and melodies", and they will remember and reproduce it in detail. Some children perceive information visually. Such children are inventors and dreamers. They love to look at visual aids, pictures and photographs. For them, novelty and brightness are important. Information is perceived better if the teacher reinforces it with gestures, showing with his hands what size it is, at what distance, in what direction.

It is also necessary to take into account the fact that there are children who perceive tactile sensations, touches well than words. They perceive information only by touching, moving, smelling and tasting. Such babies are very mobile, it is difficult for them to concentrate their attention on anything, and they are easily distracted and sensitive to stressful and uncomfortable situations. In order for the lesson not to be tiring, to retain its target and communicative orientation, it is unacceptable to ignore the following principles: - voluntary classes - you cannot force a child to learn English. By making his training a duty, the classes will become tedious.

The main task is to arouse interest in the child. The study of new words, phrases and simple sentences should take place through songs, dances, games. - The sequence of classes - it is important that the presentation of the material is systematized, structured and consistent; so that new knowledge is superimposed on a prepared basis. - Motivation of learning - to interest the child in the learning process, since it is quite difficult to explain to a four-year-old child about the need for knowledge of English. If the classes are fun and varied, then the kid will strive for knowledge himself. An important component in the learning process is the comfort of the child.

If a child resists learning, the cause should be identified and the approach changed to bring back interest in learning. In this regard, a modern lesson in a foreign language should be:

- bright, flexible and diverse in purpose;
- Rich in the use of the latest technical means.

The purpose of learning a foreign language by preschoolers is, first, intellectual development, expansion and deepening of existing knowledge. This is the basis for raising social status in the future and opening up new horizons in understanding and bringing the world closer together.

Any training should be carried out naturally. Under the nature-friendly teaching of a foreign language in relation to the research problem, we understand the educational process of teaching English, built in accordance with the laws of the development of nature; man and taking into account the spiritual and moral aspects of the student's personality as part of nature. The absence of a foreign language developing subject-spatial environment in a preschool educational institution is the reason for low motivation and a low level of knowledge, skills, and abilities in a foreign language at subsequent educational levels.

The analysis of this problem revealed an urgent need to organize the teaching of a foreign language to children of senior preschool age in such a way that it meets the requirements of modern society and the state standard for preschool education, while being natural, i.e. holistic, taking into account the general laws of the development of nature and man, contributing to the formation of holistic thinking through practice-oriented creative activity in the classroom in a foreign language.

<https://cejsr.academicjournal.io>

In the last decade, research has been carried out aimed at improving the methods of teaching a foreign language to preschool children (N.D. Galskova, E.I. Negnevitskaya, Z.N. Nikitenko, G.V. Yatskovskaya), the development of methods based on the integration of teaching a foreign language with musical, dance, visual, theatrical, gaming activities (N.A. Gorlova, I.A. Makhneva, V.V. Khvoynova), the Smart-Board system with developed computer games and interactive posters (Y.A. Brevnova, E.Y. Portasova, L.V. Spiryakova), training in the context of technical creativity using Lego-constructors and robotics (E.A. Nesvetaeva, N.S. Smertina, A.D. Verisova), teaching methods for types of speech activity (I.S. Garamova, E.N. Nelzina, L.V. Spiryakova), development of propaedeutic courses (E.V. Bodrova, O.E. Sergeeva, L.M. Rizaeva), nature-friendly technologies (N.V. Maslova, A.M. Kushnir).

Conclusion

As the analysis of scientific and methodological literature on the topic of the study showed, the issues of developing modern teaching methods relate to the integration of a foreign language with a specific type of activity. However, nature-friendly learning in a nature-based context is not sufficiently developed in the theory and methodology of language education, which increases the relevance of this study. It is necessary to develop such an approach in teaching a foreign language that reflects the characteristics of modern society, takes into account the problems of social development, the inner nature of a person, complies with the Federal State Educational Standard for preschool education and meets the requirements of an exemplary educational program for preschool education.

References:

1. Galskova N. D., Nikitenko Z. N. Theory and practice of teaching foreign languages. Elementary School. - M.: - Iris-press, 2004-240 p.
2. Islomovich D. M. BOSHLANG 'ICH VA MAKTABGACHA TA'LIM SIFATI VA SAMARADORLIGINI OSHIRISH-BUGUNNING DOLZAB MUAMMOSI //PEDAGOGS jurnali. – 2022. – T. 1. – №. 1. – С. 3-5.
3. Maxmudovna R. D. MAKTABGACHA YOSHDAGI BOLALARNI TEATRLASHTIRILGAN TOMOSHALAR ORQALI MEHNATSEVARLIK ASOSIDA TARBIYALASH //PEDAGOGS jurnali. – 2022. – T. 1. – №. 1. – С. 237-239.
4. Rakhmonova D. Buxoro viloyati xalq ta'limi xodimlarini qayta tayyorlash va malakasini oshirish hududiy markazi //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2022. – Т. 20. – №. 20.
5. Rakhmonova D. ВОСПИТАНИЕ ДОШКОЛЬНИКОВ НА ТРУДОВОЙ ОСНОВЕ ЧЕРЕЗ ТЕАТРАЛЬНО-ТЕАТРАЛЬНЫЕ ПРЕДСТАВЛЕНИЯ //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2022. – Т. 19. – №. 19.
6. Rakhmonova D. MAKTABGACHA TA'LIM O'qituvchisiga TALABLAR //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2022. – Т. 18. – №. 18.
7. Rakhmonova D. MAKTABGACHA TA'LIM O'qituvchisiga TALABLAR //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2022. – Т. 18. – №. 18.
8. Рахмонова Д. EQUIREMENTS FOR PRESCHOOL EDUCATION TEACHER //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 6. – №. 6.
9. Supkhanovna H. N. Formation of Socio-Legal Competences in Primary Class Students //American Journal of Social and Humanitarian Research. – 2022. – Т. 3. – №. 10. – С. 247-249.
10. Supxonovna H. N. Social Competencies of Primary School Students //AMERICAN JOURNAL OF SCIENCE AND LEARNING FOR DEVELOPMENT. – 2022. – Т. 1. – №. 2. – С. 110-112.

<https://cejsr.academicjournal.io>

11. Hakimova, N. (2022). РОЛЬ СОЦИАЛЬНО-ПРАВОВЫХ НОРМ В ЖИЗНИ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 25(25).
12. Khakimova Nargiza Suphanovna //Improving the Mechanisms for the Formation of Socio-Legal Competencies of Students in the Lessons of Education in Primary School // Web of Scholars: Multidimensional Research Journal 1 (7), 25-28. 2022/11/9
13. Hakimova Nargiza Supxonovna //Social Competencies of Primary School Students// AMERICAN JOURNAL OF SCIENCE AND LEARNING FOR DEVELOPMEN. 2022/12/19. 1 (2), 110-112
14. Hakimova Nargiza Suphonovna Intellectual Development of Future Teachers-Educators on the Basis of the Acmeological Approach// European journal of innovation in nonformal education. 2022/2/14.
15. Hakimova Nargiza Supxonovna, Dilova Nargiza Gaybullayevna, //Forming a sense of respect for the students in primary school educational lessons// Journal of Pedagogical Inventions and Practices. 2022/7/1
16. Nargiza Supxonovna Hakimova // Boshlang'ich sinf o'quvchilarida ijtimoiy-huquqiy mehyorlarga hurmat hissini shakllantirish metodlari// Science and Education. 2022
17. Низомиддиновна Х. Н. ФАТИК МУЛОҚОТ ТУРЛАРИ ВА ИЛТИФОТ ҲАҚИДА //BOSHQARUV VA ETIKA QOIDALARI ONLAYN ILMIY JURNALI. – 2022. – Т. 2. – №. 2. – С. 27-31.
18. Намроева N. Тилга антропоцентриқ йўналишда ёндашув: фатика ва унинг хусусиятлари //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 8. – №. 8.
19. Намроева N. Bolalar nutqini ostirishda o'yinlar va sahnalashtirish faoliyatini ahamiyati //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2020. – Т. 2. – №. 2.