

Impact of learning foreign languages on children development

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ABSTRACT

Studies have shown that learning a foreign language, with proper training, developing children, increases their educational and cultural level. Under the early learning of a foreign language is meant training, carried out on the basis of intuitive, hands-on approach in the period from birth to his schooling.

Keywords: *native language, internal block, strong connection, audiobook, English pronunciation, vocabulary, grammar, object, picture, cartoon, language barrier.*

INTRODUCTION

Many studies have proven that children are able to learn a foreign language several times faster than mature people. They associate this, first of all, with the fact that the main task of childhood is cognition of the surrounding world. The child's psyche and body are tuned in to gain new knowledge, children have not yet formed a rigid system of their native language, there is no internal block in front of the unknown. In infants, the ability to speak languages is even higher, since at the age of one and a half years, the child is actively developing speech activity. For kids, learning English is a kind of game in which feedback is important to them. They do not have the opposition "their own - someone else's" language, they use words as tools that allow them to get a response from their elders. Experts adhere to the idea that by the age of 10 in children, the work of the brain is rebuilt, and then languages are more difficult to learn. At this time, a strong connection with native speech is already being established. The sooner the child starts learning English, the better the result will be. You can start learning crumbs from the first days of life. Of course, these will not be classical activities. Play audiobooks read by native speakers for several minutes every day, read fairy tales aloud. So, the baby will get used not only to the native speech, but also to the English pronunciation. Cartoons in English help a lot in mastering the language, they immerse the child in the appropriate language environment. Play outdoor and finger games with your baby, accompanying them with comments in English. It will take kids several years to master the language well, so the training programs in Smile English are long-term. At the same time, the intensity of the classes should not be excessive. Let your child gradually "become akin" to a foreign speech. Of course yes. Anyone can learn a foreign language. The only explanation is that for an adult, the learning process is slower and more complicated. Unlike children, people of mature age are worse at distinguishing sounds that are not in their native speech. Therefore, adults often have to spend a lot of time getting to know phonetics, as well as filling vocabulary, and learning grammar. This is due to the fact that information simply has to be memorized. Sometimes, it is even useful for adults to learn the language from English textbooks for children, watch video clips aimed at children. This is due to the fact that such books are usually written in an accessible language that is easier to understand, and the

most common words and phrases are used in cartoons. Therefore, if you did not learn English as a child, it is not too late to start learning in adulthood. You will definitely succeed! "English from three (or even two years)" - such a proposal is now in the range of any children's club. At the same time, parents are divided into two groups, one of which believes that the sooner the child begins to learn the language, the better, and the other is sure that this is a useless burden for the child. Early development is a trend, books and the Internet literally shout to young parents that "it's already too late after three", neighbors on the playground are surprised: "Oh, your child is not yet learning English? We have been walking for the second year! " Should I start learning a language at the age of three? Let's clarify right away that we do not take into account bilingualism, because completely different mechanisms work there. We will only talk about learning a foreign language in the format of regular classes that are held in kindergartens and kindergartens .

Methods: New vocabulary is introduced in various ways, including in the form of pictures, storytelling, toys, and other handy material. Do not sound the alarm if the child cannot or does not want to immediately repeat words or answer questions. If a child is silent, he still hears the teacher or the answers of other children, which means he will definitely leave this fragment of the dialogue in his memory. The repetition of children after the teacher is not a guarantee that they will be more capable in languages than those children who simply listened to him, refusing to answer. At this moment, they not only "accumulated" words for a passive vocabulary, which they can use in the future, they absorbed English speech, its intonation, pronunciation. It is not uncommon for children who were silent in the lesson to recall even those words and phrases that were not emphasized in the lesson, but the child liked them, so he remembered them and tried to apply them.

In the course of classes with children 4-7 years of age, the following principles of work should be taken into account: - the obligatory use of all kinds of incentives, both verbal and material; - the formation of a positive image of a teacher in children, which increases the child's reflexive abilities; - imitation of the teacher's speech in the native language up to 5-10%, and, as a result, bringing the speech of children in English up to 90%; - systematic introduction of vocabulary according to the scheme: the first lesson - 4 words, the second lesson-consolidation, subsequent lessons - activation using speech structures plus 3-4 new words; - taking into account the peculiarities of the short-term memory of children at this stage of development, a systematic return to the previously studied material and its inclusion in subsequent classes; - compulsory training in both truncated and complete speech structures, which contributes to the development of speaking skills; - preference for group training; the introduction of pair education as an essential element of successful teaching of speaking in primary school (such work helps to establish a favorable psychological climate in the group and removes language barriers); - the ability to organize their learning activities, to develop quick response to commands and teacher questions. Types of work in the classroom in English:

Work on pronunciation: tongue twisters, rhymes, fairy tales, exercises, gestures.

Working with objects: description, dialogue with a toy, games and fairy tales.

Working with pictures: description, detailing, dialogue, games, comparison. Learning and recitation of poems, nursery rhymes, counting rhymes, tongue twisters, rhymes competition of reciters, multi-genre recitation (including optimistic, sad, angry, competitions in teams and pairs).

Learning songs. Outdoor games: ball games, "chain" with a toy, exercises , physical education, dances and round dances, teams in motion Calm games: board games, bingo, riddles, crosswords

Creative and situational games: role-playing games, interviews, everyday subjects Story by picture: comparison, description, comparison, imagination with forecasting Work with video material: watching and discussing cartoons and dia-films in English There are a number of reasons why teaching English in the early stages of education (for preschoolers from the age of 3) is so important. period for language development. The child is open to everything new and assimilates information not because it is necessary, but because everything is interesting to him. realizes that it can be difficult or burdensome - this is just another aspect of life. This period should be used to create a primary language base that will contribute to further linguistic education. Early education of children makes it possible to have maximum study time for learning English as a foreign language - the earlier you start, the more time you will have to study it. If you manage to captivate the kid with English, then later, in school English lessons, it will be much easier and more interesting for him. Children who learn English as their first foreign language during the preschool period have more opportunities to learn a second foreign language at school. Moreover, such children often want to study a second foreign language themselves, since, as senior students, with decent education, they will already have a good language base of English, an understanding of how necessary and interesting it is, and, as a result, a desire to learn something else, something new. At the age of three to four years, children still do not know about the concept of "language barrier", they learn English in a fun way, which helps them to further develop language skills without unnecessary constraint and fear. Learning English at an early age, along with practical value, develops children's ability to better comprehend their native language. Some parents believe that it is not worth "loading" a child with a foreign language until he has fully mastered his native language. In this case, do not forget that the memorization mechanism in children does not work at all the same as in adults. The kid easily assimilates parallel streams of information, builds interdependent thought chains. He, sometimes unconsciously, compares both languages, compares the learned words and phrases, shares with his parents his impressions of what he has learned, using all his linguistic resources at once - both obtained thanks to his native language and thanks to English. In addition, it is not uncommon for babies learning English at a younger preschool age to have improved general articulation and speech skills. Learning foreign languages improves children's memory, their thinking, perception, imagination, etc. English is more and more included in our daily life - songs in English are heard on the radio more often than others, computer users are required to know English at least at an elementary level, to be able to use new programs and developments, the Internet is completely replete with articles and videos in English, plus everything English opens up the opportunity for rich travel abroad. The sooner a child immerses himself in the environment of a foreign language, the earlier he gets used to it, and the easier it will be for him to navigate in the modern world. Of course, learning, say, French or German at an early age still has a positive effect on a child's memory, general speech skills, improves thinking, perception, etc., but it is English that is in demand now more than others.

Discussion

1. Development of memory, attention and intelligence. Learning new words with cards and toys is great for developing a child's memory and attention. A game English lesson is a great developmental activity for a preschooler. Logical connections in a foreign language differ from the native language, in order to remember a new word or phrase, and then also to apply it for its intended purpose, you need to keep both the sound and the picture in your mind, and this requires a serious strain of the baby's thinking abilities. Classes for preschoolers are very active - with songs, dances and games. At the same

time, the pace of assimilation of the material is very unhurried, literally "one step forward, two steps back" - they learned a word or phrase, repeated, learned one more, repeated both it and the previous one.

2. Formation of interest. This is one of the key benefits of learning English early. Over time, the border between children who started learning the language at preschool age and from grade 1 or 2 of school is blurring, but a huge difference in the motivation of both remains. The interest that was formed at an early age remains for a very long time and makes learning a foreign language a very exciting process in adulthood.

3. The absence of a language barrier is a very serious plus. A huge number of adults who started learning English at school cannot open their mouths in the presence of a foreigner, despite the fact that they know grammar well and have a sufficient vocabulary. The reason for this is mainly in the school format of study - first the grammar rules, then the words, and then we'll talk a little if the teacher has time. Schoolchildren tend to speak very little English in class, spending more time learning the rules and vocabulary, and therefore feel very uncomfortable when they have to say something in English. For those who began to comprehend English before school, this problem, as a rule, does not arise, because they "speak" (repeat words and phrases first after the teacher, and then in a suitable environment) from the first lesson. All preschool English learning is based on communication through English with minimal use of the native language. The child just gets used to the fact that when he speaks English, he is understood, and is not afraid to make a mistake. And this is the vaccine against the language barrier in the future.

4. Strengthening parent-child bonding. Any joint activity brings together. A preschooler who has learned something new and interesting in class will definitely share it at home, and then it's up to the parents to say one more word to him that he doesn't know, ask him to draw a picture illustrating this word, or just repeat words and phrases together after class.

5. Self-confidence. Any English teacher knows that the main problem of adults is lack of confidence in themselves. "I have been learning English all my life and have never learned it", "I have no ability for languages" - all this is successfully prevented at preschool age, and then the child comes to school already confident that he can speak English.

6. Pronunciation. Young children imitate any sounds, so if the English teacher has good pronunciation, the child will learn it very easily. This aspect is also important in the perception of speech by ear - getting used to hearing and understanding correct English speech, the child will feel more confident in the linguistic environment.

And now the cons:

1. Lack of advantage in knowledge. Learning English early does not give a head start in language knowledge in the future. If in the first or second grade, at the very start of school learning English, the child knows more classmates, then by the end of the year this difference will be leveled. What a preschooler manages to learn in two or three years, a student in the third or fourth grade will learn in a year. Therefore, many parents are in no hurry to "give" their child to English.

2. The likelihood of frequent interruptions. Many preschoolers are often sick and have to skip classes. Because of this, the child may forget a lot of what he learned in the classroom, and it is quite difficult to catch up at home if the parents do not know English (and if they do, too). When a child comes to the group after an illness, he may feel discomfort that the children have gone ahead according

to the program and do not understand the new material. But a qualified teacher is able to cope with this problem.

3. The likelihood of overloading the child. This does not only apply to early English learning. Often, parents, wishing the best for the baby, are too keen on developing activities and sports sections. As a result, instead of an inquisitive and enthusiastic child, a tired, capricious baby appears. Everything is good in moderation - this phrase is applicable to early development as well.

4. Boring at school. Very often, children who went to English classes before school get bored at school English lessons - after all, they have already gone through this in the children's club. But over time, this passes - the material in school textbooks becomes more complicated, unfamiliar words and grammar rules are added.

Conclusion: Learning a language, forcing the brain to work, creates a large number of changes in it (remember the neural circuits?), So it becomes more plastic and adaptive. Moreover, it helps to resist numerous diseases of old age.

For example, in a 2010 study, researchers looked at data from 200 Alzheimer's patients and found that those who spoke multiple languages experienced symptoms 5.1 years later.

Let's summarize. The advantages of early learning a foreign language, at first glance, are not obvious - the awakening and development of interest, improvement of memory and attention, and so on. The child's knowledge will be exactly before the start of learning English at school, then he will be equal to his peers. But it is these non-obvious advantages that will give the child a serious head start both at school and in adult life - motivation to study and self-confidence.

And one more thing .. An adult, in order to start using a foreign language comfortably, needs to develop a sufficiently large vocabulary - comparable to the vocabulary in his native one. It is already very decent in adults, therefore, serious efforts are required to learn the language. The same process will take much less time for a child, because the vocabulary is still small, and when he learns the required number of words and phrases, he will understand that he has a real superpower and this feeling will be the first step towards fluency in English in the future.

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