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THE SPECIFICS OF LEARNING A FOREIGN LANGUAGE BY PRESCHOOLERS

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Abstract. this article deals with the specifics of learning a foreign language by preschoolers and highlighting the features of teaching preschoolers a foreign language. In addition, author provides several notions concerning learning a foreign language in preschool stage.

Keywords: *digression, altruism, moral, actors, superficially assimilated cultures, salon, criteria.*

The process of Uzbekistan's entry into the world community, overcoming certain isolation puts the problem of good command of a foreign language on one of the first places in the education system. Against this background, a huge increase in interest in foreign languages is clearly and vividly manifested. To a large extent, this interest is purely pragmatic in nature, reflecting the need for a good knowledge of foreign languages, without which it is impossible to count both the harmonious, natural entry of our country into the world community, and the professional and life success of a single individual. Hence, the significant interest of the state and the even greater interest of parents in the problem of teaching foreign languages, starting from preschool age, become clear.

Being an important component of the system of public education in Uzbekistan, institutions of public preschool education allow creating favorable conditions for solving the problem of mastering a non-native language. The creation of such conditions presupposes knowledge of domestic and international experience in the organization of foreign language teaching in preschool institutions, the specifics of the content, forms and methods of such work.

Before the age of five, a child learns 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 his native language for personal development. After all, there is a bottomless, unconscious depth behind this - the child absorbs the native language from the mother's mouth, 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 for the first time in my life! [9, p. 73]

K. D. Ushinsky wrote about this: "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... Taking language as an organic creation of popular thought and feeling, in which the results of the spiritual life of the people are expressed, we, of course, will understand why a special character is expressed in the language of each people and the deeper we entered into the language of the people, the deeper we entered into their character" [10, p. 11].

Thus, with the native language, the child perceives the peculiarities of national identity, and, being formed as a person; it turns out to be connected with age-old folk traditions and culture by strong, though invisible threads [7, p. 8]. He turns out to be a part of the whole, a part of his people, his Homeland. He understands not only speech in all its nuances, in all its meaning; he understands others, life itself through the enduring value of community with the people as a native speaker. And he unknowingly perceives himself as flesh of flesh, blood of the blood of his people, he is confident in himself and in others.

It is unacceptable to endanger this most important stage of personality formation by prematurely learning a foreign language. It should be noted that K. D. Ushinsky proposed to start learning a second language from the age of seven or eight, and "never before" [10, p. 11]

Here it is necessary to make an important, in my opinion, digression. I believe that in the mental development of a child, it is genetically predetermined what, when and how he can and should (and this is fundamentally interrelated) perceive. And this fully applies to when and in what form he should learn a foreign language. If a child does what he has matured to, he does it willingly, easily and with talent. If they impose on him what he has not matured to by age or individually, he shows unconscious resistance, which is expressed in unwillingness to engage and in the low effectiveness of classes.

On the other hand, if the required age and individual rate of development is not provided to the child on time, he irrevocably loses the golden time to assimilate it. And just as it is impossible to be late with all that a child should be provided for his full mental development, just as it is not necessary to introduce him to all this prematurely. And the saying "every vegetable has its time" is about that. The golden time for learning a foreign language comes from the age of five and a half [5, p. 37].

So, a normally developing child can and should start learning a foreign language from the age of five and a half. However, a child of this age willingly only plays. He does not accept the practicality of adults who claim that knowledge of the language will be useful to him in the future. For a five-year-old, there is only the present or the near future, when "if you behave yourself, tomorrow we will go to the puppet theater". The child willingly comprehends only what he needs today. So, he fantastically easily and quickly learned all the subtleties of his native language, because there was a high need for communication, which can be satisfied only with knowledge of his native language.

Of course, a child can be forced to do something if he does not understand why he needs it, and accordingly does not want to do it. In this case, adults have an argument ready: let them get used to the fact that there is a word "necessary!". However, there is a dull, slavish "it is necessary!", "it is necessary!" out of fear, "it is necessary!" from under the whip, and there is a moral "it is necessary!" of a free person, "it is necessary!" out of a sense of duty, responsibility, often out of love for loved ones, out of friendship, altruism. The motives of the moral "it is necessary!" are cultivated in the child. This general rule also applies to teaching a foreign language.

So what should I do to make a child willing to learn a foreign language? At this age, he has an over-need in the game, and, consequently, a foreign language can only be mastered by him in the game [7, p. 54]. He has mastered his native language in communication with relatives, peers, and he will master a foreign language without studying one-on-one with a teacher, but in communication with relatives and peers. The mother uses a foreign language in conversation with him; he plays with a peer or with a group of peers using foreign words and phrases. It is very good if an older brother (sister) studies a foreign language. Then there is a motive - imitation of an older, authoritative one. Then communication in a foreign language is also possible [2, p. 42].

It is very good if the child looks at children's illustrated books in a foreign language together with his mother and the mother is able to translate what is written in them, explain using words and phrases in this language. The same is true for transparencies. In this case, the child learns that there are English, German, French, Spanish languages, but there are also English, German, French and Spanish peoples. There are children for whom these languages are native, and you can meet and play with these children. In the last decade, the computer factor has become real, when in a computer game that engages a child; he meets with a foreign speech [8, p. 38]. It is very good to arrange a home puppet theater when the John doll in the play talks to the Maggie doll in English. In the same way, you can act out performances in which children are actors.

A foreign language up to the age of seven, thus, is mastered only in the form of spoken speech. The alphabet, reading and writing are studied only after they have mastered all this in their native language. Children are able to translate oral speech from one language to another again from the age of five to five and a half. Until this age, they do not understand what is required of them, and repeat the words of their mother or another adult over and over again in the language in which they were pronounced.

From the age of seven or eight, it is necessary to master the system of concepts characteristic of a particular foreign language. Mastering a foreign language is also thinking in it. A well-known specialist in the field of language learning V. A. Artemyev, pointing to the connection between language and national consciousness, gives the following example. There are two present tenses in English, two past and two future tenses in German, and therefore, an Englishman and a German operate somewhat differently with the concept of "time" than a person who speaks and thinks in mother tongue. That's how difficult it is, but from the age of eight a child is able to learn these features of a foreign language [1, p. 44].

It seems that this is information for reflection. If two languages for a child are two superficially assimilated cultures, there is no personal depth. Let's remember from our history: aristocrats who spoke French in Uzbek were often distinguished by a superficial, "salon" mind, and talkers who speak a foreign

language in their country have become proverbial. Many sages knew only their native language. Therefore, after all, you should not “overdo it” with a foreign language, as you should not teach it to a child only for prestigious reasons. Of course, a child who speaks the language of his parents at home, but on the street in the language of peers of another nationality, is not in danger. Both languages are a living everyday life for him, mastering them proceeded naturally, by itself.

The third language should be studied only after successful and solid mastering of the second and during the period when the formation of personality reaches a new qualitative level, i.e. from the age of twelve. As K.D. Ushinsky pointed out, “... foreign languages should be studied one after the other and never two at the same time ...” [10, p. 32].

Apparently, this provision remains fully relevant today. And, most importantly, a third language should be studied by a child who has felt a craving and vocation for this!

If the parents are fluent in a foreign language, they will also speak it with the child no earlier than five years.

How many days a week should a child be taught in a language group and what is the optimal duration of the lesson? Criteria - the power of motivation (the desire of the child!) and individual endurance. So, if a load of one or two classes per week is permissible for one preschooler (at least once a week!) with one or two lessons of 30 minutes each, the other is able to study three to five times a week for two or three lessons lasting 30-35 minutes each without prejudice [6, p. 35-36].

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ЎСМИР ҚИЗЛАРНИ КИТОБХОНЛИК АСОСИДА ШАРҚОНА ДУНЁҚАРАШЛАРИНИ ШАКЛЛАНТИРИШНИНГ ЗАРУРАТИ

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Аннотация. Ушбу мақолада ўсмир қизларни китобхонликка жалб этиш орқали шарқона маънавий-ахлоқий қарашларини шакллантиришнинг назарий асосларини ишлаб чиқиш, педагогик – психологик имкониятларини таҳлил қилиш ва замонавий ёндашувлар асосини такомиллаштириш ўсмир қизларда қомиллик сифатларини таркиб топтириш ҳамда глобал тафаккур ривожига ҳақида гап боради.

Калит сўзлар: глобаллашув, ахборот-коммуникация, китобхонлик, санъат, ўсмир қизлар, ёшлар, тарбиялаш.

Annotation. This article discusses the development of theoretical foundations for the formation of Eastern spiritual and moral views through the involvement of adolescent girls in reading, analysis of