

occur automatically, without awareness or control of direction. But if the initial training phase is designed in such a way that something is not executed, something is executed incorrectly, etc., then subsequent training will correct the incorrect execution and the result will not be satisfactory.

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BENEFITS OF LEARNING A SECOND LANGUAGE AT AN EARLY AGE

*Baymuratova Gulzar 3rd year student
Dauletmuratova Kh. Scientific advisor
NSPI, English language and literature*

In our society, the focus on advancing education, fostering scientific research, promoting deep knowledge acquisition among youth and developing proficiency in foreign languages and modern technologies continues to be a top priority of government policy. This commitment aims to nurture a new generation of talented individuals and unlock the potential of many young children. Nowadays the ability to speak multiple languages is increasingly valuable. Not only does it facilitate communication and understanding across different cultures, but it also opens doors to new opportunities that may have otherwise been out of reach. “Human personality consists of various set of characteristics and patterns of feelings, emotions and thoughts which can be seen in person’s behavior, attitudes, and habits of responding in different situations. We are surrounded by calm or extrovert people, generous or mean, optimistic or pessimistic, flexible or stubborn, friendly or reserved. So are our learners” [6;3]. Therefore, it is essential to promote early second language acquisition in children to equip them with this valuable skill.

The Montessori Academy researchers highlight that the early years of a child's life, specifically between 3 to 4 years old, are optimal for learning a second language. This period is crucial as children's minds are highly receptive to new information, their brain development is rapid and their memory retention is at its peak. With the rise of technology, young children are exposed to cartoons and short videos in foreign languages, making it easier for them to learn a second language. As a result, children can quickly and effortlessly pick up a new language due to their exposure to diverse media content.

Studies consistently demonstrate that children who begin learning a second language early on often experience improved cognitive functions. Their brain becomes more efficient at processing information, problem-solving and thinking creatively. Acquiring multiple languages enhances memory, boosts attention span and strengthens multitasking abilities. All of which are valuable skills that benefit individuals across their lifespan. According to the researcher, acquiring a second language not only expands a student's lexicon but also enhances their ability to communicate effectively. This improvement in listening, speaking and writing skills in their primary language results in overall enhanced communication capabilities. Such proficiency is advantageous in fostering connections and adapting to various settings. As previously stated, modern technology is playing a significant role in enhancing the skills of young learners across various domains. Therefore, it has more beneficial facts such as we will explore strategies for teaching young beginner students and addressing their unique challenges. Francis highlights that young beginners are naturally curious and open-minded, with no fear of the unknown. They may rely on non-verbal communication to connect with their peers and can easily translate and relay information between languages [1:365-413]. When teaching young learners a foreign language they may struggle with applying the patterns of their native language. However, once they learn a few words, they are eager to communicate. Utilizing poems, songs, fairy-tales, plays, cartoons and visual aids can be effective in engaging young learners. Repetition, such

as drawing simple diagrams or revisiting the same content multiple times, can help reinforce learning and make grammar concepts more enjoyable for them.

Various teaching techniques and methodological concepts exist for EFL learning, ranging from suggestopedia to cognitive approaches. Understanding psychological and cognitive aspects of language acquisition, including Howard Gardner's theory of multiple intelligences, can inform effective teaching practices for young learners [2: 48]. The process of acquiring a second language, such as English, should mirror the natural progression of learning a first language, with listening skills preceding speaking skills. This approach allows for the development of communicative abilities in a spontaneous and authentic manner.

Harley stated that conventionally not only English but also Russian teachers may have emphasized explaining new language structures before focusing on communication skills. However, they may incorporate elements of traditional Russian language teaching, such as phonetic transcription, sound drills and rule-based learning, in moderation [3:313-319].

In today's educational landscape, there is a growing emphasis on communicative approaches in English language teaching. As universal education and rapid advancements in information and communication technologies (ICT) become more prevalent, communication has become the primary objective for language learners. The integration of ICT in foreign language instruction enhances motivation, boosts cognitive abilities, and fosters a positive classroom atmosphere. This approach offers increased flexibility in language acquisition. Creating a relaxed and informal learning environment is key when teaching English young children to utilizing authentic poems, nursery rhymes, cartoons, and songs can be highly effective in introducing new words. Incorporating games into the learning process can also make it more engaging for children.

Regular exposure to spoken English is crucial for children to grasp the language. Using visuals and real-life objects, such as pictures of animals or toys, can provide relatable references that enhance understanding. For example, showing pictures of elephants when teaching about them or using bright toys for toddlers can make the learning experience more interactive.

Incorporating visual aids like cartoons or children's documentaries can also be beneficial for older kids. Using realia, such as actual objects like apples to demonstrate singular and plural forms, can help solidify concepts in a tangible way. By making learning hands-on and interactive, children can deepen their understanding of the language more effectively. Total Physical Response (TPR) is indeed a highly effective method for teaching young children English. By incorporating physical actions along with language commands, children can actively engage in the learning process and internalize vocabulary and grammar structures more effectively. TPR allows children to learn through movement and action, which can be especially beneficial for kinesthetic learners. Using TPR can help children associate specific words or phrases with corresponding actions, making the language learning experience more memorable and engaging. This method can also help children develop their listening skills and comprehension abilities as they follow instructions and respond physically.

For very young learners, it is important to not only say the commands but also demonstrate the corresponding movements or actions. This visual and kinesthetic reinforcement can help children make stronger connections between words and actions, facilitating their understanding and retention of the language.

According to Jahnsen's ideas that Learners are best motivated by a desire to succeed, explore, develop, and improve, rather than by a fear of failure. Learning occurs through active participation. Young learners often benefit from demonstrations when acquiring language skills, as they seek guidance on how to perform tasks effectively and appropriately. Many learners prefer clear instructions and examples of what is expected of them [4: 60-99].

Traditional methods have laid the foundation for the essential requirements of foreign language learning:

- Children should consciously master the language.
- Training should not be based solely on imitation.
- Children should learn the language as a tool for communication.

The primary goals of foreign language education in schools include fostering a willingness to communicate in a foreign language and introducing students to other cultures.

Learning a second language at an early age has numerous benefits, such as improved cognitive development, enhanced academic performance, increased cultural awareness, better communication skills, greater career opportunities, improved memory retention and increased adaptability. These advantages can have a lasting impact on a child's overall development and success in various aspects of life.

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EFFECTIVE TECHNIQUES IN TEACHING VOCABULARY

*Bisenova Aygerim assistant teacher of
English language and literature, NSPI*

The need for teaching English effectively is an incentive for teachers to rethink and develop new teaching methods. Teachers nowadays have to apply different strategies and new approaches to meet students' needs and to organize effective classroom. It should be noted, that these new strategies and approaches are sometimes coupled with old methods to reach the desired effect. Considering new approaches, teachers also need to preserve old methods, by applying them differently, in a new light.

Mastering the bulk of the vocabulary, one's speech becomes correct and fluent. Moreover, good knowledge of vocabulary (here go synonyms, antonyms, high-flown words, idioms, expressions) helps to construct good narratives. For mastering the language one needs to have good stock of vocabulary. When learning English, students always need to learn vocabulary in a systematic way. According to Carter, books devoted to practical approaches to vocabulary teaching do not duly recognize the issues in vocabulary learning and are based on untested assumptions [2]. It can be inferred that the vocabulary learning process or the teaching process of vocabulary should be organized according to practical rather than theoretical considerations.

According to some researchers teaching vocabulary is more important than teaching grammar. As Lewis mentions, "when there is no grammar very little can be conveyed, but when there is no vocabulary nothing is conveyed" [2]. At the same time other researches have been trying to emphasize that learning vocabulary is as important as learning grammar [8]

Alongside with different strategies, the most traditional and effective method of teaching vocabulary remains the method of dictionary definitions. This method suggests that either the teacher gives the students the definitions or the students themselves have to look the new words up in a dictionary. Although this method is sometimes considered to be tiresome and time-taking and many new trends try to minimize its efficiency stating that it is not actual any longer, it should be noted, that this method is persistently serving as an efficient means in several aspects.

Firstly, dictionary definitions (either given by the teacher or looked up by the learner) give the student a clear understanding of not only the concept that the given word denotes, but also a complete description of that word. Such descriptions may usually include pronunciation, part of speech, word