SOME WAYS OF LEARNING FOREIGN LANGUAGE AT AN EARLY AGE

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ABSTRACT

This scientific research deals with the problems of teaching foreign language at an early age. The beginning of the article is about conditions in preschool system in Uzbekistan and the importance of learning foreign language in the life of children, as the process of learning is much easier in this period of life, as baby brain have special skills for second language learning. The sequential item is dedicated to the history of kindergartens, their names in different countries of the world. The main part of the article gives the information about opinions of the world scientists and their experiments in the field of teaching foreign language at an early age. The article also dedicated to point out the importance of an interesting and effective method of teaching which is called game in the educational activities of pupils that can be used at any stage of language learning. It is important in education, training and development of children as a means of psychological preparation for future situations providing the opportunity to think logically because game situations demand the usage of various objects, and the players have to interact with each other. Playing roles and communicating children try to understand others and explain themselves. Games motivate language learners to study a foreign language and influences for the all sides of their development: the senses, the will and behavior.

Keywords: Foreign language, children, preschool age, ability, kindergarten, behavior.

INTRODUCTION

As the English language has become a universal language in Uzbekistan as well as throughout the world the educational system of Uzbekistan got the responsibility of enhancing the system of teaching English as a foreign language in Uzbek schools and as a second language in Russian schools (further EFL and ESL). The Presidential decree №1875-“On measures of improvement of learning foreign languages” makes contribution to a noteworthy development of teaching ESL and EFL in the educational establishments of Uzbekistan.

It is known, that versatile training and education of young generation begins since the period of preschool training which is the initial stage of continuous education. Due to very big attention of the state to field of education, many preschool educational

institutions of the republic, conditions, having in them, are created according to requirements of time. Now along with training of basic knowledge on mathematical training, the native language and development of speech, graphic activity, natural study, music and physical training to pupils of kindergartens training foreign languages is widely applied, and it gives the effective results. According to the number of specialists' opinion that preschool period is the best time to begin studying a foreign language because the brain of a child develops intensively in this period. Along with all round educating, teaching FL will be the cause of speech increasing, developing memory in high level and raising attention of a child. An early start provides maximum learning time for English—the earlier you start, the more time you have to learn.

METHODOLOGY

We can say that early training foreign language provides development of various abilities of the child. For example, through distinction of subjects and their distribution according to their properties (form, size, etc.) logical-mathematical abilities develop, during listening to riddles, finding of the answer the abilities of logic thinking are formed. It is also known, that through singing, performance of different actions, lyrical motives studying the information easily proceeds, and also development of long-term memory is provided. Also singing pronunciation, melodic and rhythm practice, acoustical abilities develop. If words from song to express through picture, children, looking at them, can make the small text, in result abilities of monologue speech are formed. As a result of putting on a stage of the most interesting, familiar fairy tales in English, participations of children in them their attention, abilities to supervise the actions and acts, perception, indicative–effective reason grow dialogue speech abilities develop (JalolovJ.J., Foreign language teaching methodology, 2012).

Here it is necessary to say about the most basic thing that all listed above can be displayed in invaluable activity – during game. The game is the basic sense of the life of the child, through it the child is formed as a person. K.D.Ushinsky in his works writes, that the contents of game of children is defined by their impressions, received from life, they influence formation of a person. As researchers assert, realization of games and an estimation of behavior of the child by coevals helps faster achievement of an object in view. Through it the child easily adapts to educational activity. Therefore game is considered the most main activity during training foreign language. Notarious Russian psychologists (e.g., Vygotsky, Zaporozets, Leontyev, and Elkonin) consider a game to be the leading activity of the age. Today, games are widely used in teaching FLs. In text-books and resource books, it is possible to find games of different types and categories, with the focus on oral or written language, pronunciation or

grammar, loud or quiet, long or short, and team games or group games. Each of them has its own aim, rules, and procedures. It is important to choose and to select them in proper way. And they are wonderful source if they are used appropriately in the teaching situation. Games are the leading activity at that age that they cannot be something complementary to teaching, and they are the core of it. Every learning exercise, every item for practice with young children should be developed as a game.

Cambridge scholar Ludwig Wittgenstein (1889-1951) believed, "that every word we speak is all part of a language game. For Wittgenstein language games were similar to an inside joke. You would only get the joke if you were in on the joke. This is similar to language, you will only understand the language being used if you are familiar with the language. That is why Wittgenstein believes that Religious language is meaningful, but only to the religious believers. They are all part of a group that regularly use that language, which has a deep meaning to them. Non-believers would not think that religious language is meaningful, because we are not involved in that 'game'. Wittgenstein refers to words as 'tools' because we use them to build our houses and as 'toys' because we play games with them. Language games are games open to coefficial language (not by standards of deprivation of soul food) " [23].

As Carol Read (an educational consultant, teacher trainer and writer) argues in her book "500 activities for primary classroom", games are the stuff of life in the primary classroom. As well as providing stimulation, variety, interest and motivation, they help to promote positive attitudes towards learning English. They also encourage active participation and boost children's confidence and self-esteem. Far from being peripheral or used on an occasional basis, games are an essential, integral part of children's language learning. At the same time, however, the use of games comes with a 'health warning', especially with large classes or in contexts where children are not used to playing games to learn in other subjects. In order to have the intended language benefits and achieve desired learning outcomes, games need to be selected, set up and managed with care [3].

Biboletova and Trubaneva (2004) said that, from an early age, children are exposed to the cultures of the countries where the target language is spoken, they grow up to be tolerant and sympathetic to other peoples.

Buzchinsky (1992), talking about the first steps of teaching English to children, spoke about phonological aspects of speech, according to the data of psycholinguists, the first features to be acquired are those of intonation and rhythm. Thus, supposed the rhythm and intonation the child develops consciousness of meaningful chops of words and word combinations, forming mental images of this relevant pronunciation features. As for isolated sounds are concerned, the child forms their images later, in extensive

practice of manipulation with the given sounds in various phonetic contexts. All that is what a natural top-down acquisition of pronunciation amounts to.

Lenskaya (1999) thought that, one of the major reasons for young children being more successful than adults in learning a foreign language is that they are praised and positively reinforced more. It is easier for them to feel success as the amount of vocabulary they need to accumulate to be able to communicate with their peers is significantly smaller than adults would need for the same purpose.

RESULTS

The long-term experiences which have been carried out in scientific research institutes of many countries, and also in activity of one of scientific researchers of our country G.T. Makhkamova also show that studying of foreign language renders positive influence on mental development of the child. From this it is possible to draw a conclusion, that training of foreign language does not render any negative influence for development of the child.

In opinion of psychologists during training foreign language skills and qualifications of foreign language develop together with intellectual knowledge of the child. Therefore foreign language is trained in various activity of the child and results in development, formation of such qualities as development of speech, skill to solve different problems, definition of the reason, drawing conclusions.

We can say that early training foreign language provides development of various abilities of the child. For example, through distinction of subjects and their distribution according to their properties (form, size, etc.) logical-mathematical abilities develop, during listening to riddles, finding of the answer the abilities of logic thinking are formed. It is also known, that through singing, performance of different actions, lyrical motives studying the information easily proceeds, and also development of long-term memory is provided. Also singing pronunciation, melodic and rhythm practice, acoustical abilities develop.

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DISCUSSION

It is also necessary to use the ICT and multimedia applications. They help children to develop language and ICT skills in an enjoyable way. They also develop confidence and pleasure in listening in English; provide to develop creative thinking skills of young learners.

CONCLUSION

Summarizing the results of the analysis, it can be concluded that using games in learning process helps children to learn how to work more independently and to feel confident, to collaborate with each other and help each other, how to follow instructions. As Chinese proverb says: “Tell me, and I’ll forget. Show me, and I may remember. Involve me, and I’ll understand” and the most today beneficial and funny way of being even more involved in our language learning experience obviously are games! They help language learners improve and motivate to learn beyond their limitsin an enjoyable way. Using games, the learners have the opportunity to express their ideas, feelings and emotions. Moreover, they’re enjoyable and they improve our language learning skills a lot more than we think. They also develop confidence and pleasure in listening in English; provide to develop creative thinking skills of young learners. So, every teacher is required to apply games in teaching process as they provide an opportunity for intensive language practice, offer a context in which language is used meaningfully. Also if every teacher approaches to each child individually accounting their psychical processes just like memory, perception, thinking and feelings, will, temperament, character and abilities, s/he will achieve his/her goal.

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