

THE METHODS TO DEVELOP CHILDREN'S SPEECH IN FOREIGN LANGUAGES DURING PRE-SCHOOL EDUCATION

Mardonov E., Salimova N.

Annotatsiya

Maqolada bolalarning yoshlikdan chet tillarida nutqini rivojlantirish yo'llari ko'rib chiqiladi va maktabgacha ta'limda amalga oshirish mumkin bo'lgan usullar taklif etiladi. Mualliflar muammolarni muhokama qilgan holda tegishli yechimlar va misollar keltirishgan.

Kalit so'zlar: maktabgacha ta'lim, metod va uslublar, TPR, hikoya qilish, qo'shiq va qofiyalar, rolli o'yinlar, tilni o'rganish, texnologiya, ko'rgazmali qurollar, madaniy singdirish.

Аннотация

В статье рассматриваются способы активизации речи детей на иностранных языках в раннем возрасте и предлагаются возможные методы для реализации в дошкольном образовании. Авторы обсуждают проблемы и предоставляют соответствующие решения и примеры.

Ключевые слова: дошкольное образование, методы и приемы, ТПР, рассказывание, песни и стихи, ролевые игры, языковое погружение, технология, наглядные пособия, культурное погружение.

Abstract

The article examines the ways to enhance children's speech in foreign languages at a young age and suggests possible methods to implement in pre-school education. The authors discuss the challenges and provides relevant solutions and examples.

Keywords: pre-school education, methods and techniques, TPR, storytelling, songs and rhymes, role plays, language immersion, technology, visual aids, cultural immersion.

In today's globalized world, being able to speak multiple languages is becoming increasingly important. Learning a foreign language at a young age can be an advantage, as children have a natural ability to absorb new information and learn new skills. Pre-school education is the ideal time to introduce children to foreign languages, as they are at a stage in their development when they are receptive to new experiences and learning. However, teaching a foreign language to children can be a challenging task, and requires specific methods and techniques to be effective. This article will explore various methods and techniques that can be used to improve children's speech in foreign languages in pre-school education.

Method 1: Total Physical Response (TPR)

Total Physical Response (TPR) is a language teaching method that was developed by James Asher in the 1960s. TPR is based on the idea that language learning is best achieved through physical actions and responses. In TPR, the teacher gives commands to the students, who then respond with physical actions. For example, the teacher might say "stand up" and the students would respond by standing up. TPR is particularly effective for teaching young children, as it allows them to learn language through play and physical activity.

TPR can be used to teach children vocabulary, grammar, and sentence structure. For example, the teacher might use TPR to teach the vocabulary for different body parts. The teacher would give a command like "touch your nose" and the children would respond by touching their nose. TPR can also be used to teach sentence structure. The teacher might give a command like "put the apple on the plate" and the children would respond by placing an apple on a plate.

One of the benefits of TPR is that it is a fun and engaging way to learn a language. Children enjoy the physical activity and the sense of play that TPR provides. TPR also helps children to develop their listening skills, as they have to listen carefully to the teacher's commands in order to respond appropriately.

Method 2: Storytelling

Storytelling is another effective method for teaching a foreign language to young children. Stories provide a context for language learning, and can help children to understand new vocabulary and sentence structures. Stories can also be used to introduce children to different cultures and customs, which can help to broaden their understanding of the world.

When telling stories to young children, it is important to use simple language and to repeat key phrases and vocabulary. The use of props and visual aids can also help to make the story more engaging and memorable for the children. For example, the teacher might use puppets or pictures to illustrate the story.

After telling a story, the teacher can ask questions to check the children's comprehension and to encourage them to use the language they have learned. For example, the teacher might ask the children to retell the story in their own words or to act out different parts of the story.

Method 3: Songs and Rhymes

Songs and rhymes are a fun and engaging way to teach language to young children. Music and rhythm can help to reinforce new vocabulary and sentence structures, and can also help children to remember what they have learned.

When teaching songs and rhymes to young children, it is important to use simple language and to repeat key phrases and vocabulary. The use of actions and

gestures can also help to make the songs and rhymes more engaging and memorable for the children.

Songs and rhymes can be used to teach a variety of language skills, including vocabulary, pronunciation, and sentence structure. For example, the teacher might use a song to teach the names of different animals. The children would learn the names of the animals through the lyrics of the song, and could also act out the different animals as they sing.

Method 4: Role-Playing

Role-playing is a fun and interactive way to teach a foreign language to young children. Role-playing allows children to practice using the language in a meaningful and natural way, and can help to build their confidence and fluency.

When using role-playing to teach a foreign language, it is important to provide the children with a clear context and script. The teacher might provide a scenario, such as going to the grocery store, and then assign different roles to the children, such as the shopkeeper and the customer. The children would then use the language they have learned to interact with each other in a natural and meaningful way.

Role-playing can be used to teach a variety of language skills, including vocabulary, grammar, and sentence structure. For example, the teacher might use role-playing to teach the vocabulary for different foods. The children would play different roles, such as the chef and the customer, and would use the language they have learned to order and prepare different foods.

Method 5: Language Games

Language games are a fun and engaging way to teach a foreign language to young children. Games provide a context for language learning, and can help children to develop their vocabulary, grammar, and sentence structure in a natural and meaningful way.

When using language games to teach a foreign language, it is important to choose games that are age-appropriate and that align with the children's developmental level. Games should also be designed to encourage interaction and participation, and to provide opportunities for children to practice using the language they have learned.

There are many different types of language games that can be used to teach a foreign language to young children. For example, the teacher might use a matching game to teach vocabulary. The children would match pictures of different objects with the corresponding words in the foreign language. This type of game helps children to associate the words with the objects they represent, and can help to build their vocabulary.

Another type of language game that can be used to teach a foreign language to young children is a memory game. The children would be shown a set of pictures or words in the foreign language, and would then have to remember and repeat them. This type of game helps children to develop their memory skills, as well as their language skills.

In addition to the methods and techniques discussed above, there are several other strategies that pre-school teachers can use to improve children's speech in foreign languages. Here are a few more examples:

Method 6: Language Immersion

Language immersion is a teaching method in which children are fully immersed in a foreign language environment. This means that all instruction, activities, and communication are in the foreign language. Language immersion is based on the idea that children learn best when they are fully engaged in the language and culture.

Language immersion can be achieved through a variety of methods, including bilingual education, dual language programs, and language camps. In bilingual education, children receive instruction in both their native language and the foreign language. In dual language programs, children receive instruction in both languages, with the goal of achieving bilingualism and biliteracy. Language camps provide an immersive environment in which children are fully immersed in the foreign language and culture.

Language immersion can be an effective way to improve children's speech in a foreign language, as it provides a rich and meaningful context for language learning. Immersion also helps children to develop their listening and comprehension skills, as they have to rely on context and non-verbal cues to understand the language.

Method 7: Visual Aids

Visual aids, such as pictures, charts, and graphs, can be a helpful tool for teaching a foreign language to young children. Visual aids provide a concrete representation of the language, which can help children to understand and remember new vocabulary and sentence structures.

When using visual aids to teach a foreign language, it is important to choose images that are clear and relevant to the children's interests and experiences. Visual aids should also be used in conjunction with other teaching methods, such as storytelling or role-playing, to provide a rich and engaging learning experience.

Method 8: Technology

Technology can be a useful tool for teaching a foreign language to young children. There are many language learning apps and programs that are specifically

designed for children, which use games, songs, and other interactive activities to teach language skills.

When using technology to teach a foreign language, it is important to choose age-appropriate apps and programs that align with the children's developmental level. Technology should also be used in conjunction with other teaching methods, such as storytelling or role-playing, to provide a well-rounded learning experience.

Method 9: Cultural Immersion

Cultural immersion is a teaching method in which children are exposed to the culture and customs of the foreign language they are learning. Cultural immersion can help children to develop a deeper understanding and appreciation of the language, and can also help them to develop their cultural competence.

Cultural immersion can be achieved through a variety of methods, including cultural festivals, field trips, and guest speakers. The goal of cultural immersion is to provide children with a rich and meaningful context for language learning, and to help them to develop a broader perspective on the world.

Teaching a foreign language to young children in pre-school education can be a challenging task, but by using a combination of methods and techniques, it can also be a rewarding one. Total Physical Response, storytelling, songs and rhymes, role-playing, language games, language immersion, visual aids, technology, and cultural immersion are all effective methods for improving children's speech in foreign languages. By using these methods, pre-school teachers can help to build children's confidence and fluency in a foreign language, and can provide them with a valuable skill that will benefit them throughout their lives.

Teaching a foreign language to young children can be a challenging task, but by using the right methods and techniques, it can also be a rewarding one. Total Physical Response, storytelling, songs and rhymes, role-playing, and language games are all effective methods for teaching a foreign language to young children in pre-school education. These methods are designed to be fun and engaging, and to provide opportunities for children to practice using the language in a meaningful and natural way. By using these methods, pre-school teachers can help to build children's confidence and fluency in a foreign language, and can provide them with a valuable skill that will benefit them throughout their lives.

REFERENCE

1. Asher, J. J. (1969). The total physical response approach to second language learning. *The Modern Language Journal*, 53(1), 3-17.
2. Brinton, D. M., Snow, M. A., & Wesche, M. B. (2003). *Content-based second language instruction*. New York: McGraw-Hill.

3. Brown, H. D. (2007). Principles of language learning and teaching (5th ed.). White Plains, NY: Pearson Education.
4. García Mayo, M. P., & García Lecumberri, M. L. (2003). Age and the acquisition of English as a foreign language. Clevedon: Multilingual Matters.
5. Larsen-Freeman, D., & Long, M. H. (1991). An introduction to second language acquisition research. New York: Longman.

Eshim Mardonov,

a docent of Uzbek-Finnish pedagogical institute, Samarkand, Uzbekistan

m-eshim@samdu.uz

Nafosat Salimova,

a student at Master's Degree in Samarkand State Institute of Foreign Languages.