



## Methods of Mastering a Second Language and the Organization of the Work of Preschoolers

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**Annotation.** The article discusses the methods of mastering a second language and the organization of the work of preschoolers.

Today, preschool educational organizations (PEE) are increasingly striving to support the development of the individual abilities of the child, to prepare him to meet the modern requirements of a dynamically developing world. Despite the fact that the issue of teaching a foreign language to children of preschool age is still the subject of extensive discussions, this topic firmly occupies its niche in children's educational organizations, development centers, and in programs of preparatory school courses. There has been a new international approach to primary language education, and knowledge of a foreign language is one of the most important competencies of a modern person. In view of the fact that the positions of the English language are quite strong in the world and there are no trends to weaken them, it is appropriate to consider the modern approach to teaching a second language to preschool children using the example of English.

**Key words:** methods, second language acquisition, organization of work of preschool children, preschool educational organizations.

The specialty "Foreign language teacher in kindergarten" can be obtained at pedagogical universities, colleges, schools - at the faculties of foreign languages and at the faculties of preschool pedagogy and psychology. It can be mastered additionally by studying a foreign language at a linguistic university and at the Institute of Foreign Languages or at advanced training courses. A small number of methods and a lot of manuals for preschoolers in foreign languages, primarily in English, cannot replace a textbook on the methodology of teaching a foreign language to preschoolers. The proposed manual contains, along with fundamental knowledge on the basics of mastering a second language at an early age, evidence-based principles and applications of the methodology that correspond to the modern level of teaching, as well as a workshop on its implementation. The main methodological developments are universal in nature and can be applied in teaching any foreign language in childhood. Each teacher and each student has their own experience of learning different languages, getting to know the language situations in families, cities and regions of the Republic, in the world. No one at this age starts from scratch. Based on the students' ideas about how multilingualism and language acquisition work, one should try to systematize the available experience, activate the analytical approach in the current situation, and come to conclusions applicable in the real learning environment. The authors have accumulated more than 20 years of experience in teaching preschoolers a second language and teaching the psychological and pedagogical foundations, theory and methods of teaching a second language to preschoolers at all levels of higher and secondary specialized education. The proposed manual is designed for students with different levels of training in a foreign language. It is addressed primarily to those who work with young children and want to conduct classes professionally, but can also be used when teaching a



foreign language to younger students in the pre-literary period. The methodology is based on educational programs and standards. They meet the requirements for foreign language proficiency, approved and adapted to the conditions of education of preschoolers in the Republic. The manual includes various learning situations for adults and is provided with sample lesson designs. Questions and tasks placed after certain sections are an integral part of the process of mastering the methodology. Those provisions that are worked out in them in accordance with the modern principles of the methodology of higher education, being mastered, turn out to be the basis for the competent application of the methodology, depending on the specific situation of the given preschool institution where the training takes place. Flexibility, the ability to adapt and not forget about the fundamental categories at the same time - this is a manifestation of deep professionalism.

Teaching a foreign language to a preschool child can take place in various forms. In standard modern urban conditions, it is possible to educate a child, first of all, in specially organized classes, guided by one or another teaching method. At present, the prestige of an educational institution is largely determined by whether it teaches a foreign language, and if so, how many foreign languages are studied and from what age. This applies not only to schools, but also to preschool institutions. Among the foreign languages offered to kids, English is the most common, but German, French and Spanish are also taught. Often at the same time, children learn not one, but several foreign languages. For example, along with the native Russian language, they begin to master English and French or English and Spanish at the same time. Now foreign language teaching is organized in state and commercial kindergartens, mini-schools, pro-gymnasiums, lyceums and pre-school institutions. In a private kindergarten, where children from 3 to 6 years old are admitted, among other subjects, such as the development of speech, mathematics, rhythm, a foreign language is a must. Children come in the first half of the day for 2-3 hours, their stay is organized as consecutive 30-minute classes conducted by different teachers, specialists in different fields of knowledge. In state and non-state kindergartens, where children stay all day long (from 7 a.m. to 7 p.m.) or even for 5 days around the clock, foreign language teaching is usually conducted in specially organized classes lasting from 20 to 30 minutes 2–3 once a week - in public institutions and up to 5 times a week - in private. Education is conducted by a teacher with knowledge of a foreign language, whose duties include only teaching the language. Most often, these classes are planned for the afternoon. In some private kindergartens, an additional native speaker is invited for a period of several months to a year, who conducts classes with children according to their own program, regardless of the Russian teacher.

In the usual case, it turns out that what a parent can give to a child in the meantime is absorbed in the school curriculum in a shorter time and more successfully. The experience of unsuccessful cases of such training shows that parents discourage children from learning foreign languages and spoil relationships with children. It is very difficult to be natural, to speak an artificially learned language without making mistakes, completely changing your image to the image of a teacher, and at the same time not violate the natural parent-child relationship and not damage your native culture. It will be much better if parents decide to work with a group of children, and even better if they entrust such a task to a teacher, limiting themselves to home support for what happens in the classroom.

Before starting training, you should understand whether there is a competent teacher who speaks a foreign language well, owns the methodology (or is able to learn it), has experience working with preschoolers (or is ready to acquire it). What is the child's motivation for language learning? Is he ready to engage in a new play relationship with an adult, the condition for which will be the use of a special language? Parents' reasons about the benefits of knowing a foreign language are not suitable



for a child. Parents must be prepared for the loss of time and money and little gain in the short term, but big gain in the long run. All preschool education is only laying the foundations, creating a base, developing abilities, removing a psychological barrier, and it should be done in non-violent, pleasant, entertaining ways. The best achievements are possible if continuity in teaching is organized, and even better if all the future languages of the child are already organized in a system, so that it is known how, where, when and what language he will learn.

Organization of communication. Observations of the acquisition of a foreign language by preschool children in a kindergarten, a circle and a club show that usually children memorize certain words of the second language well, can use a small number of grammatical structures in standard situations during games organized by the teacher, but the actual process of communication during classes is built only in the children's native language. Children do not use a second language in the process of real communication with the teacher and among themselves. Difficulties constantly arising in children when creating statements in the language being studied are noted.

"Methods of teaching preschoolers a foreign language: a textbook" 12 role-playing games, for example, in the games "Shop", "School of animals", "Zoo Director" and others, when each child needs to be told that he wants, knows how to do, or about what he has, children constantly need the help of an adult, they expect a sample statement from him, but they cannot always repeat it. Often they say only one word instead of the whole phrase, for example, Run (Run) instead of I can run (I can run), A carrot (Carrot) instead of Give me a carrot, please (Please give me a carrot), etc., which distorts the meaning of the statement, which would be adequate for this situation. Children cannot use the models they have learned in other situations of communication, generalize and transfer the learned material to other conditions of interaction.

As the experience accumulated in various preschool institutions in recent years shows, the most effective organization of the educational process is in which teaching a foreign language becomes the task of not only an incoming professional teacher who meets with children 2 times, but at best 3 times a week for 25 - 30 minutes, but for the entire staff of the preschool institution.

Many teachers note that the main difficulty for them is the inconsistency in the actions of all kindergarten teachers, the isolation of different "subject" programs. Children learn to draw with one teacher, sculpt with another, music with a third, choreography with a fourth, and English with a fifth, and each of these teachers follows the requirements of only his own program. The inconsistency of the actions of different professional teachers leads not only to significant overwork of children, but also to the dissatisfaction of the teachers themselves with the results of their work.

In cases where all kindergarten teachers jointly plan their work, agree on how they can solve the problems of learning in their field, coordinating them with the plans of others, both the effectiveness of their work and their assessment of their own actions increase significantly. Another problem faced by teachers teaching a foreign language to preschool children is the organization of interaction with parents. Almost all parents show great interest in the results of teaching their children a second language. They constantly ask children, taking them from kindergarten (pro-gymnasium, mini-school, lyceum, etc.), what they took in the classroom today, what they learned and memorized, they ask questions about how this or that Russian word sounds in another language.

Parents expect that during the traditional holidays-concerts that take place in preschool institutions 3-4 times a year, it is their child who will perform and recite a poem or sing a song in a foreign language. The success of a child, the assessment of his achievements by adults largely depend on how well he can demonstrate his knowledge in a foreign language. Parents are ready to help



kindergarten teachers by learning words and expressions of the target language with their children at home; they constantly ask the teacher to leave them homework that they could do with the children at home. At the same time, parents know little about how preschoolers acquire a second language, about the features of this age, its difference from primary school age.

Many educators are aware of the need to hold meetings with parents, during which parents could better learn about what goals in teaching a foreign language can be realized at preschool age, what are the advantages and disadvantages of this age, what level of second language proficiency a child can achieve and under what conditions. Without discussing these problems with parents, full-fledged cooperation seems impossible to many teachers; the lack of dialogue leads to misunderstanding and discontent on both sides. The main difficulties experienced by teachers during the classes are related, according to them, with inventing different games and tasks that would be interesting for children and at the same time would be effective in terms of teaching a foreign language. They do not always manage to come up with a new language game in a new situation that has arisen at the moment in the lesson, use new events, impressions received by children for teaching a foreign language.

Teachers emphasize that, without mastering these skills, they often cannot keep children's interest in classes, take into account the individual experience and abilities of each child. Other types of bilingual preschools Foreign language teaching is not the only option for bilingual (or multilingual) education and training of preschoolers in our country.

In addition to kindergartens with the teaching of a foreign language, kindergartens with an "ethno-cultural component of education" have been organized. People of more than 130 nationalities permanently reside in Uzbekistan. The most numerous diasporas are Russians, Tajiks, Cossacks.

Forms of teaching a second language in them are very different. These are classes according to a program prepared by native speakers of the country where this language is the main one. Classes according to such a program are usually held in the first half of the day, and according to the program - in the second. This is how the Russian-Uzbek kindergarten works in Bukhara, for example. The main problem that the teaching staff has to solve in this case is the combination of two, often very different programs in such a way that they do not contradict each other and are organically perceived by the child. In other kindergartens, the national program is taken as the basis, which includes activities related to familiarization with the national culture and teaching a second language. In some kindergartens, this can be organized in the same way as teaching foreign languages, that is, one teacher conducts classes several times a week in which children learn the language. At the same classes, children are sure to get acquainted with national traditions: with games, songs, dances, national costumes and dishes of national cuisine. Such kindergartens participate in many activities organized by cultural centers and work closely with them. The main problem that should be solved in these kindergartens is the creation of a work program for all kindergarten teachers, taking into account the presence of two languages in the language environment of the child, and the different levels of children's proficiency in their national language (some children can communicate in this language at home with their parents, grandparents, while other children do not have such an opportunity, for example, when parents still understand their native language, but can no longer speak it. In some preschool institutions, experience has been gained in which the work of the entire team is subordinated to the goals of bilingual education. Children are accepted in them from families where the language being studied is present in everyday life, as well as children whose parents want their children to know the language. Planning the work of educators, a music worker, a language teacher and a teacher of fine arts is built in accordance with the annual cycle of traditional Russian and



national holidays. language teaching is carried out by the joint efforts of all teachers. For example, children tell their teacher about the works created in the art activity classes in the language they are learning, come up with him what else they could draw and how to tell about it in different ways, use the same words in communication with the teacher when they go for a walk or playing in a band, etc.

**Peculiarities of Communication in Kindergarten** The studies we conducted in multilingual kindergartens showed that the foreign language material selected for teaching preschoolers cannot fully cover all the lexical richness and all grammatical types of the studied speech that are available to native speakers at the appropriate age (according to various estimates, from 5,000 to 10,000 dictionary forms - respectively, several times more actually learned word forms - by the time they enter school). A child studying a foreign language must master lexical and grammatical phenomena to the extent necessary to ensure normal communication within the framework of the program designed for the kindergarten he attends. In parallel with this, the foundations are laid for further building up skills of orientation and knowledge of the language. So, the child can form principles: analogies (as a result of comparing a new word with a familiar one, change the new one in the context like a familiar one), generalizations (all words ending in the context of "give ..." in - at, end in - and in the context of "here ... "), extrapolation (if the word changes in a certain context, then it changes in another context), transfer (transferring the skills of building one construction to another), etc. The presence of certain formal speech characteristics of communication in a bilingual preschool institution in combination with analysis real language material and pedagogical guidance of the educator's speech activity allows to intensify teaching a second language in conditions of partial immersion in a new language.

The state of speech competence of bilingual schoolchildren can be checked on the basis of the analysis of the mistakes they make, the facts of attrition of the first language, the comparison of the structures of oral and written stories, the measurement of the volume of the dictionary in each of the languages, the structure of associative links, the possibilities of translation from language to language, knowledge of each of cultures, identifying situations of using languages, types of mental activity when communicating in each of the languages.

It turns out that 10–15% of children show generally good results in mastering each of the languages, the same number show poor results; the rest are divided into three equal parts (20-30% each): more or less successful, average and not successful in language. In general, the scores for each of the languages are worse than for monolinguals, although individuals can achieve significant success. It is also interesting to analyze the special speech strategies developed by each of the bilinguals to overcome the difficulties associated with bilingual development. Multilingualism in childhood Many parents, both those who have long lived in national-territorial formations, and those who have recently arrived, strive not only to maintain and preserve the Russian language in their children, but also to master the national language (Komi, Lithuanian, Bashkir, etc.) . They are also interested in the fact that the child fully knows the Uzbek, Russian language, since it is in this language that he will study at school. And if they want a child to study in a good school with teaching a foreign language, he must know this language to some extent before school. So a number of problems arise: how should the simultaneous teaching of several languages be organized; how much you need to know each of them; to whom and in what language to speak with the child at home; how to organize language teaching in kindergarten. Many parents often pay attention to the fact that the same forms of acquaintance with different languages have negative results: the child confuses the words of different languages, feels tired and refuses to go to classes, worries because he forgot and cannot remember the words. Another typical situation in recent times, when a child has to learn a



second language at preschool age, is the arrival of children from different regions of the Republic in kindergarten. The child ends up in a kindergarten with Russian, which is not his native language of instruction.

The main problem in this case is the training of teachers who are able to properly organize the process of adapting a child to a new language environment, build interaction with him in such a way that mastering a second language is as effective and painless as possible. Knowledge of how the process of mastering a second language at preschool age is built, how communication with children in a second language should be organized, is now necessary for all teachers in the Republic, and not just those who work in bilingual kindergartens. Most preschool institutions are interested in sharing their experience in bilingual education and upbringing of children. The experience of such children who lived abroad for some time, were immersed in a foreign language, and then returned to their homeland and began to support the acquired skills in a group of bilingual children with the same experience as themselves, is a good experience. Although a slight loss (attrition) of the second language occurs, the natural idiomatic nature of communication is still preserved. On the other hand, the language is fossilized - it seems to get stuck without development at the same level as it was at the moment of departure from abroad. On the contrary, if a child is immersed in another language for a long time, and the native language is not supported, there is a danger of losing it. This happens, for example, with children adopted abroad. They also give examples of emigrant children who have forgotten their native language abroad. Thus, the science-based and best way of teaching should be considered, if possible, the division by time of the start of teaching different languages (education of consistent multilingualism), taking into account achievements in one language when teaching another (transfer of skills), distribution of languages among teachers (or the principle: "one person - one language"), the most natural introduction of languages (situational), reliance on the speech environment and visibility (contextuality), motivation of speech actions with the help of games, stories interesting for children, exciting activities (in particular, projects, singing, cartoons), age-appropriate pedagogical support for each of the languages, etc. These provisions will be disclosed in more detail in the future.

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