



PRINCIPLES AND METHODS OF TEACHING OTHER LANGUAGES TO YOUNG CHILDREN

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Annotation. This article presents the importance of teaching other languages to preschool children, user method in the educational process, recommendations on the basis of language learning, the need for continuous cooperation of parents.

Keywords: preschool education, information transmission, visualization, linguistic, semantic, axiological.

Nowadays, our children are living in a socio-economic situation associated with globalization and the aggravation of universal human problems. The flow of information is so powerful that it is almost impossible to insulate from it. This often leads to a superficial perception of the information received by the child, which, in turn, can lead to the incorrect formation of information. The methods of transmitting information are also changing: the printed version is being replaced by digital, and the logo book culture is being replaced by a screen.

The importance of learning other languages from childhood is great. Because during this period, along with the rapid reception of information, the child's speech also develops well. That is why foreign language education is now being established in pre-school institutions, where training is carried out, depending on the interest and demand of children.

As we observe the life of society and speak two languages, we witness that our children are divided in one space according to cultural customs that are semantically and axiologically different from each other and sometimes simply incompatible with each other.

What is the role of Uzbek and Russian-speaking parents and teachers in the process of education and in the formation of the human personality of a bilingual child in the current complex conditions?

To answer this question, it is necessary to consider the child not only as an object of educational influence, but also as a subject of his own activity. That is, parents and teachers should be interested in creating an evolving environment that is person-oriented so that the student can implement all the "I" components of the individual.

Philosopher S.Popov viewed the environment as a set of environmental conditions that directly and indirectly affect the object. In our case, we should not miss the vow of the state of a child who has mastered two languages since childhood.

The task of parents and teachers is to become a kind of environment for a small person, visible as part of his living space and studying the Russian language. In this case, the educational



environment is not only a prerequisite, but also a means of teaching and raising a child, an important factor in the formation of his moral stability. If such an educational environment does not exist, then the level of mastering the Russian language is very low, learning is ineffective.

There is no way to grow speech when learning a foreign language without communication. The simplest and shortest dialogues will have more effect than expected. In the course of the lesson, it is necessary to equally ensure the participation of all students in the class. While training should be interesting and understandable, the tasks should also be evenly distributed according to their essence and content. In fact, today the demand for the study of foreign languages is increasing day by day. Now both parents are directly taking the initiative in extracurricular activities, and their children are mastering the same foreign language themselves. It is noteworthy that as a result of mutual communication formed in the family, learning the language is easy and fun. However, this must have involved a certain amount of time. Because constant interest and activity in learning a foreign language should not lead to a decrease in attention to our native language. Therefore, it is advisable to follow the norms and rules when learning a foreign language, as is the norm in everything.

Individual classes with the teacher and groups in groups (ethno-cultural associations) should be perceived by the child not as free time and space, but as directed and systematic education. Only in this case you can get the desired result of education and training. This is not an easy task, the solution of which should come, first of all, from the state of parents who want to teach the Russian language to their child.

Based on the experience of teaching bilingual children, we give several examples. If the mother has clearly established for herself that the child needs Russian as a systematic and continuing education, and has created an educational environment that ensures the constant development of reading, speaking, writing skills learned in classes with the teacher, encouraging phrases, creating speech situations, joint knowledge with parents, successfully overcoming new, difficulties, the speed and quality of learning Russian will be very high. On the contrary, if the parents themselves did not determine for themselves why and for what purpose the child is learning Russian, but did not cooperate with the teacher, the effectiveness of the lessons will be very low. In language learning, parental cooperation occupies a very kata place.

Teachers should pay more attention to the use of didactic tools in language learning, to the personal activities of children. Psychological research proves that a person absorbs 10% of what he reads, 20% of what he hears, 30% of what he sees, 50% of what he sees and hears, 70% of what he speaks. Thus, for children in the educational process, it is necessary to create situations in which they speak more and draw conclusions, go from examples to explanations, from language material to rule Editing. Naturally, not every person is a unique person, methods and Means can get 100% closer to everyone.

The proposed principles and methods of teaching bilingual children also make it possible to successfully carry out the process of intercultural communication, since the deep foundations of the culture of any nation have a similar, more or less value for all cultures inherited from generation to

generation. The perception of bilingual children, along with the languages of two national cultures (Russian and Uzbek), allows them to expand their worldview, enjoy their other national culture, and increases interest in introducing children to the languages and culture of other peoples, which is especially important in the present.

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