

COMMUNICATIVE APPROACH TO SECOND LANGUAGE TEACHING IN PRESCHOOL EDUCATION

Ergasheva Hilola Yunuskhonovna

The teacher of Turan International University

Abstract

It is important to provide the necessary methodical system, based on their interest in the subject, to achieve success in teaching preschool children a second language, which is one of the urgent tasks of today. Conversation is the most convenient and common type of work in the early stages of second language learning. During the conversation, children learn new words in the necessary grammatical form, repeat the materials of the previous training, and develop communication skills in the language they are learning. It is necessary to use mainly formative (on the basis of the material) and summarizing conversations in English language classes in pre-school educational organizations. Conversation is used to systematize children's knowledge. In order for the conversation to have a lively tone and give the highest effect, it is necessary to listen to the independent opinions of children, to try to determine their personal relationship to the topic of conversation.

Keywords: preschool education, conversation, English Language, L1, L2, communicative competence, intellectual abilities, impressions and feelings in speech

Introduction. The conversation should be natural and free. If it is logical and grammatically correct, a short answer will sound more convincing than a long one. In order to get the right answer, it is important to formulate the question correctly. Questions should be simple, clear and understandable. Asking possible questions for school-age children requires great pedagogical and methodical skills in terms of their lexicon and phraseology.

In early English classes, children are introduced to nouns in the initial form, so the questions |answers should look like they require the use of words in the initial form:

- What is it? - It is a doll.

- What is it? - It is a teddy bear.

Then it is necessary to ask questions, the answers of which are yes, no, affirmative or negative words:

Is it a doll? - Yes, it is - Yes, it is a doll.

- Is it a ball?-No, it isn't - No, this is not a ball.

The questions should be gradually made more complicated to the extent that children are forced to use words in their answers in grammatical forms that are not used in the question.

— What kind of is this ball? - It is a red ball.

The teacher should pay close attention to children's answers. In the initial training, he gives sample answers. It is necessary to teach children not only to answer the given questions, but also to ask them themselves.

In teaching spoken English, the surrounding environment provides great opportunities. It is necessary to develop the ability to observe in children in order to consistently collect practical experience and reflect their impressions and feelings in speech. The impression must precede the word, and the word must follow the impression.

Methodology of the research. It is recommended to spend trips with children both inside and outside preschool educational institutions. During the trip, children not only consolidate the acquired knowledge, but also get acquainted with new situations, objects and activities. On trips, children develop a sense of acceptance, they are more enthusiastic about the people around them, and they want to express what they see in English.

The following requirements are imposed on trips conducted for the purpose of developing children's English speech [Look Figure 2]:

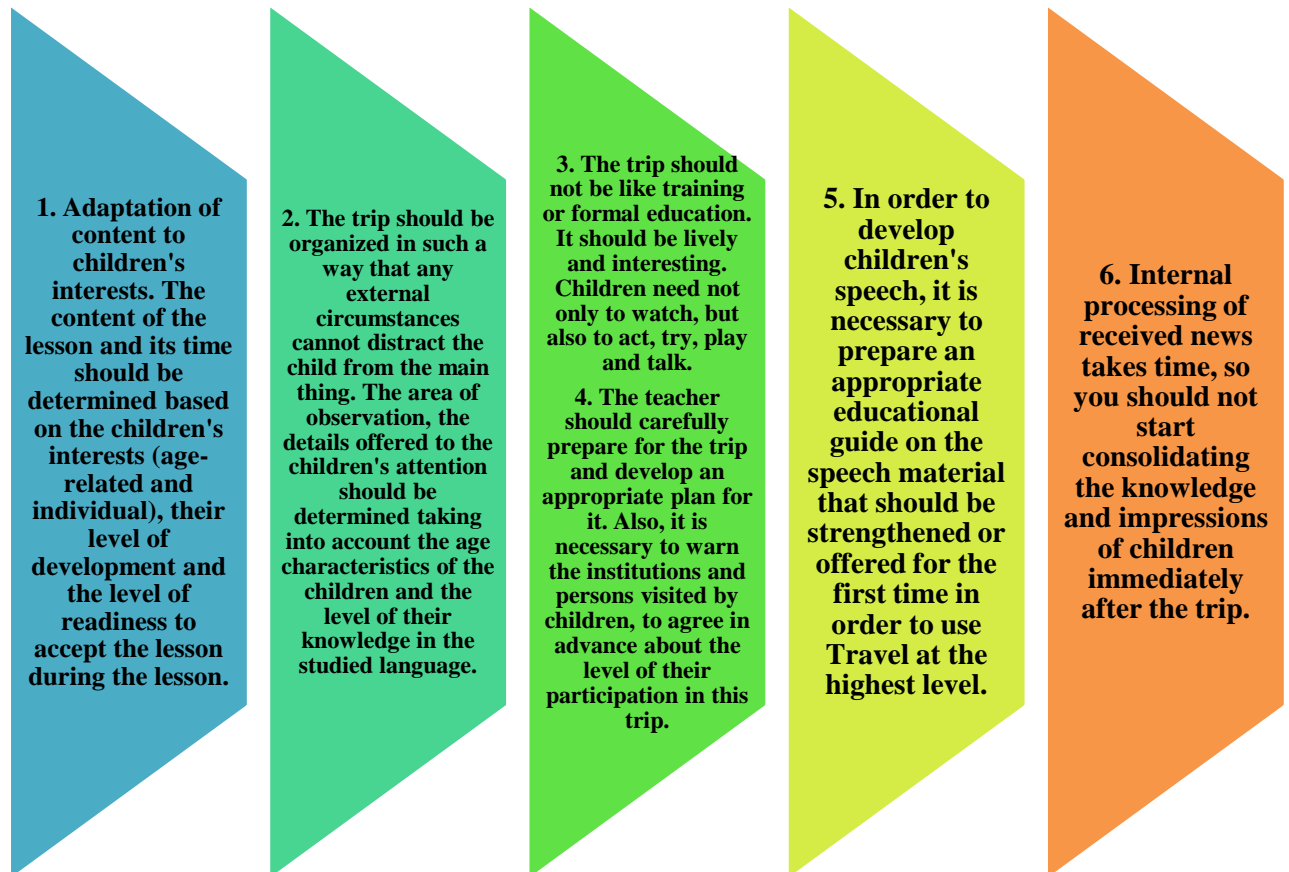


Fig.1 Trips conducted for the purpose of developing children's English speech

The more successful the trip was, the more it interested the children, the more they will react differently to the impressions they received in the future, they will remember, ask, try to recreate what they saw during the trip in games.

Training with pictures takes a leading place in the methodology of speech development. The brightness and beauty of the pictures create positive emotions, children have a desire to express their experiences and feelings in words. Light and strong recall and speaking activity in language learning make pictures an indispensable tool in teaching children a second language. In order to teach children to speak English, it is necessary to observe strict consistency in the selection of pictures, that is, from simple (plots) to relatively difficult and complex plots. it is necessary to try to help the development of aesthetic feelings in children [6].

Pictures can be displayed in the form of lotto and doubles games. Such games help children to find their way in the world of things, introduce the classification of objects according to their purpose and signs. They develop attention, reasoning and, most importantly, children's speech in the language being studied.

Choose a photo for the theme. Children independently choose pictures for a certain topic, for example, "Toys", "Our house", "Pets", "Our homeland" and others.

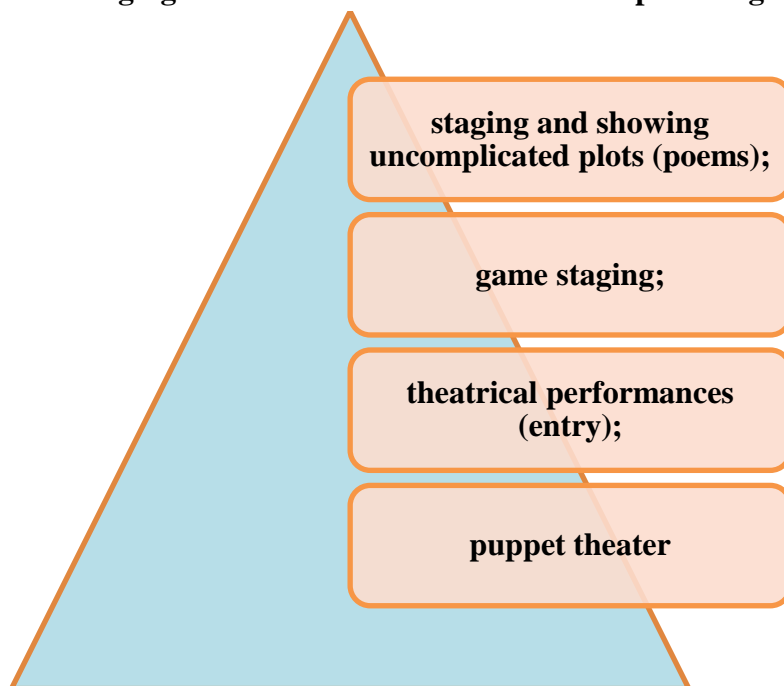
Theatrical shows also bring great pleasure to children.

Performances enrich children with impressions, expand their worldview, (develop thinking, imagination, memory, help to form fluent speech in the language being studied. Dramatized stories, fairy tales, poems with plot toys delight children, activate their speech, hearing, answering questions develops the ability to respond [8].

Dramatization of works of art, fairy tales, poems are different ways of retelling the works read by the pedagogue. For the staging of fairy tales and poems, it is necessary to use works that contain dialogic speech. Retelling them allows you to develop and improve spoken English, including addressing, questioning, counting tone; children's speech becomes richer in terms of emotions, it sounds sometimes funny, sometimes sad, and sometimes pleading, depending on the situation in which the characters find themselves.

In kindergartens, the following methods of staging can be used to teach children to speak English [Look Figure 2]:

Fig. 2 Methods of staging can be used to teach children to speak English



Scenes of poems should be used at the initial stage of education, that is, when children's vocabulary in English is not so large.

The method of performing stage shows is as follows: before the show begins, the educator introduces the persons participating in it to the children, reinforces the names of the objects.

The teacher shows the toys, asks the children what they are called if the toys are new (that is, the children are not yet familiar with their names); the teacher says the name of the toy and asks the children to repeat its name several times. After introducing the children to the main characters of the show, the teacher picks up the toys on the table and starts the show. In this, children should be not only spectators, but also participants [3].

Taking into account the psychological characteristics of children acts as a stimulus for the development of perception, attention, memory, imagination and thinking in children. It should be recognized that preschool children have highly developed skills such as perception and hearing, which serve to quickly understand a foreign language. Therefore, the process of learning even the most difficult lexical, grammatical, phonetic units by means of didactic games in preschool education is easy. In children of this age, thinking is clear, it is based on visual aids and imagination. Therefore, didactic games play an important role in teaching a foreign language and cause interest [8].

Based on scientific and literary sources, it can be concluded that the use of didactic games leads to positive results in the development of children's communication skills, their successful solving, satisfaction and self-confidence. The formation of a child's personality, who can participate in intercultural communication in the studied [15] language and can think independently in foreign language speaking activities, is the main goal of teaching second languages in preschool education.

Didactic games in classes serve the purpose of understanding the content of the given information, giving primary importance to conveying and expressing meaning, learning the language structure and vocabulary.

Didactic games can be used in foreign language education for the following purposes:

- development of necessary abilities and mental characteristics;
- teaching speech actions in the beginning of communication;
- formation of specific communicative skills and competencies on the subject;
- Conscious learning of the content of the communicative task based on the didactic game [7].

Taking into account the communicative-functional, emotional-cognitive features of didactic games is important for teaching communication in a second language today, and their use during practical training is recognized as one of the important factors that increase the effectiveness of foreign language teaching [17].

According to the Chinese philosopher Confucius, I may forget what I hear, I may remember what I see, but if I personally participate in the process, I will remember it for life. [9]

Therefore, the organization of the educational process by means of the game guarantees the event, the understanding of the content, learning, mastering. Didactic games are important as an effective tool in the educational process [14].

A didactic game is an educational activity with a collective goal, in which each pupil or team directs its actions to victory. The main feature of didactic games is an activity based on education. They are focused on the goal of education and education. The game is a kind of doctor who treats a low-spirited, apathetic, shy student [10].

By striving for success and victory, the game encourages the student to pay attention, remember, compare, classify, and improve his knowledge. So, a didactic game helps a child to learn something easily and comfortably. With the help of didactic games, students learn to compare and group objects, solve problems, and also develop balance, attention, determination, knowledge, skills and communication skills through external signs and goals.

Didactic game is one of the leading principles in the modern methodology of teaching second languages. It helps to implement the principle of communicative learning of speech in a foreign language.

G.V. Rogova, I.N. Vereshchagina, E.I. Passov, D.B. Elkonin, E.I. In the researches of a number of Methodist and psychologist scientists, such as Negnevitsaya, the issue of teaching language material to children through didactic game activities was thoroughly studied. According to E. I. Passov, the basis of the theory of the communicative approach to teaching foreign languages is game activity, the content of such activity is to teach knowledge and speech actions.

The aim of the game is to strengthen the learned lexical units and grammatical material in certain forms during the communication process. Games should be organized in pairs and groups of children or in the form of inter-pair, inter-group competition. When forming pairs and groups, the extent to which children's communicative competence and intellectual abilities are formed is taken into account [11]. Games should be organized in pairs and groups of children or in the form of inter-pair, inter-group competition. When forming pairs and groups, the extent to which children's communicative competence and intellectual abilities are formed is taken into account [12].

In conclusion, there is no single classification of approach in foreign language teaching

methodology. For example, M.V. Lyakhovitsky (1981) classifies approaches from a psycholinguistic point of view as follows:

Behaviouristic - language is learned through the method of formation of speech automatisms in response to external stimuli;

Inductive-conscious - the language is learned through the acquisition of language laws and methods of their use in speech as a result of analytical observation of speech patterns;

Conscious (cognitive) - the language is learned in the consistency of formation of speech skills and abilities based on acquired knowledge;

Integrative - organizes the conscious and unconscious components in the process of language teaching, that is, a foreign language is learned through the parallel acquisition of knowledge, skills and abilities.

References:

1. Muqimovich Y. S. et al. Use of Interactive Methods in Teaching Historical Topics in Primary School Reading Lessons //JournalNX. – С. 326-329.
2. Zokirov J. THE IMPORTANCE OF STRENGTHENING LESSONS IN STUDENTS'MOTHER TONGUE AND READING LITERACY //Academic research in modern science. – 2022. – Т. 1. – №. 9. – С. 344-348.
3. Xurramov R. S., Zokirov J. G. O., Temirova M. K. Q. Ethnopedagogical Fundamentals of Developing Interest in Natural Aesthetics in Primary School Students //Scientific progress. – 2021. – Т. 2. – №. 7. – С. 832-839.
4. Sayfiddinovich K. R. et al. The Role of using Interactive Methods in Primary School Lessons //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2021. – Т. 1. – №. 6. – С. 114-123.
5. Anvarovna A. S. CONSTRUCTIONS (MODELS) OF SOCIAL INTELLIGENCE IN FUTURE ENGLISH LANGUAGE TEACHERS //Horizon: Journal of Humanity and Artificial Intelligence. – 2023. – Т. 2. – №. 4. – С. 169-172.
6. Anvarovna A. S. CONSTRUCTIONS (MODELS) OF SOCIAL INTELLIGENCE IN FUTURE ENGLISH LANGUAGE TEACHERS //Horizon: Journal of Humanity and Artificial Intelligence. – 2023. – Т. 2. – №. 4. – С. 169-172.
7. Суллиева С. Х. и др. МЕТОДОЛОГИЯ ПЛАНИРОВАНИЯ КЛАССИЧЕСКОЙ РАБОТЫ //Экономика и социум. – 2020. – №. 1 (68). – С. 774-776.