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MUNDARIJA

1. O'QUV MATERIALLARI_____
2. MUSTAQIL TA'LIM MASHG'ULOTLARI_____
3. GLOSSARIY_____
4. ILOVALAR
5. O'quv dasturi
6. Sillabus
7. Tarqatma materiallar
8. Testlar
9. Ishchi fan dasturiga muvofiq baholash mezonlarini qo'llash bo'yicha
uslubiy ko'rsatmalar.

O`QUV MATERIALLARI

VI SEMESTR

LESSON 1. History of teaching English as a second language to preschool children

Plan:

1. Scientific research on preschool education
2. The main directions of research on the development of preschool children's speech abroad, in Russia and in the Republic of Uzbekistan

Basic concepts: technology, research, object, pedagogical technology, new methods of teaching.

Contemporary studies of speech tend to be systematic, which is reflected in the study of multiple influences and internal relations (B. F. Lomov) that exist as a single system. The speech-language system is involved in many relationships, including the semantic information apparatus, where human emotions and feelings are transformed into meaningful words, the psychophysiological processes (i.e., brain function, receptive and communicative structures in the brain that generate meaning), and the social communication tools that are the foundations of communication.

Let's talk to someone who understands the constitution. Analysis of the general perceptions of speech as an object of scientific research allows us to draw conclusions about the complexity and wide-ranging nature of this phenomenon, the study of which is extremely important for understanding all aspects of psychic development. Play as a specific activity is not in the same category as other types of activities, it occupies a central place in the process of psychological development... (A. N. Leontiev) It is not possible.

Speech is a form of communication that is historically formed and expressed through language, in the form of a verbal activity and can be expressed as a speech character that is added to a non-verbal activity (L.S. Vygotsky, A.N. Leontiev, A.A. Leontiev, I.A. Zymnaya) as a speech activity, speech is a process of benefiting from language, a process of communication through language, a process of psychic action (S.L. Rubinstein), a process of expressing thoughts, feelings, expressions through language (L.S. Rubinstein, V.A. Armetov); speech is a process of benefiting from language (F.de.Sossiur).

The general characteristics of spoken language as a scientific object of study can be distinguished by comparing the different approaches to describing the language.

Speech is the process of making language work. (I.A.Zimnaya, V.M.Solntsev) He is a lawyer . The subject's speech activity includes language and speech as its internal means and methods of implementation.

- A speech is a psychic event, a person's interaction with another person in a certain way, a person who has individual characteristics. The people, who are represented in a different way in socio-historical conditions, are the owners of social property.

In the methodological literature, the names “speech”, activity of speech” are often used as synonyms, as well as connection by speech “as a name that means "main object".

The study of language and speech, which combines the understanding of languages, local activities, and local communities, is of particular importance. Experts on foreign language (I.A.Zimnya, A.A.Leontyev) and mother tongue (A.M.Bogush, M.R.Lvov, A.K.Markova, F.A.Sohin) believe that the language is a means of expression of the subtle activity as an object of learning, a means of transmitting and receiving thoughts (his-tuyuli) that are aimed at establishing the communicative identity of the human being in the process of development, and a purposeful object (meaning).

At the same time, as in other cases, when it comes to being sure that you will not make mistakes, you must be sure that you will not make mistakes in what you are doing. Akc Holding is a natural communicative slogan, in which "zurma-zurki" is a template.

At the same time, as in other cases, when it comes to something necessary and important, while in other cases it is about something necessary and important.

Literature analysis of speech activity on the motivational component of those in need of shaklantiirish, for example, darazhad yeritilganin bridge. In this verse, Allah Almighty revealed that he sent down to His Messenger, peace and blessings of Allah be upon him, the revelations that were sent down to the Prophet Muhammad, peace and blessings of Allah be upon him, and his companions, peace and blessings of Allah be upon him.V.Gerbova, E.P.Korotkova, M.R.Lvov, A.K.Markova.A. and others).

The works of L.S.Vygotsky, A.N.Leontev have methodological significance, because in them speech occupies a central place in the process of mental development, its internal connection with thinking, the word as a unit of human speech is the source of generalization, with the help of it and the formation of the human understanding system through the medium of language and the rule about its existence (generalized reflection of real existence) is formulated.

Works on linguistics, psychophysiology, the priority of speech semantics in modern research (T.N. Ushakova, A.M. Shakhnorovich), allows us to talk about the growing interest in research on these problems.

Psychophysiological studies studying the mechanisms of speech activity are considered an interesting and promising direction of science. N.I. Jinkin was the first to raise this problem. According to him, "the mechanism of speech is a living, flexible and constantly improving mechanism."

When analyzing the mechanisms of speech activity, scientists are based on the concept of N.I. Jinkin, on the one hand, and on the other hand, the basic rules

of the approach to human speech behavior from the perspective of activity, comparing the mechanisms with the stages of speech activity.

- Activation of motivation, that is, implementation of the first stage of activity, is considered the initial mechanism of speech. According to I.A. Zimnyaya, this mechanism includes:
- adding an option;
- subject of desire - the meeting of the speaker's thoughts;
- emotional experiences of this desire, i.e. interest;
- management by will;
- interest support.

In the last decade, the problem of "language ability" has been intensively discussed by linguists and psychologists, where language ability is understood as "individual characteristics that help to quickly form skills and competencies in mastering the language system" (F. De Saussure, L.V. Sherba, J. Green, M.K. Kabardov, V.I. Markova and others).

Building a conceptual model of human speech ability as a prospective task of psychological research of speech is considered as a psychological phenomenon (T.N. Ushakova). The following phenomena should be explained in the model: the transmission of thought through speech (i.e., the problem of speech semantics), in which the use of grammatical rules (i.e., the activation of language), the activation of the acoustic channel, the use of speech as communication and social communication, all these operations the presence of the ability to express in coordination with brain movements.

We refer to the concept of "speech development" based on the above-mentioned ideas and descriptions regarding speech understanding. "Speech development is a change from simple to complex, from bottom to top; the gradual accumulation of quantitative changes is a process that leads to the occurrence of qualitative changes".

The analysis of ideas about speech ontogeny is very important. The ontogenesis of speech has been of interest to white scientists since the 19th century (V.A. Aleksandrov, I.I. Sreznevsky, I.A. Sikorsky, K.D. Ushinsky).

While K.D. Ushinsky justified the necessity of teaching children in their mother tongue and developed the methodology of primary teaching of the mother tongue to children, he expressed an opinion on the characteristics and laws of language acquisition by children based on a deep philosophical analysis of the relationship between language and thought, self-development and education.

Parents' diaries have long served as a source of information about speech ontogeny. There are many interesting facts in these works, which scientists later used in the analysis of the child's speech development (Russian linguists V.A. Bogoroditsky, A.A. Potebnya, L.V. Shcherba, etc.).

Especially the work of A.N. Gvozdev entitled "Issues of learning children's speech" is of great importance, in which the author analyzed a large number of facts and showed the rules of mastering the phonetic system and grammatical construction of the Russian language.

Research on the ontogenesis of speech in foreign science can be divided into several theoretical directions.

In the late 1920s and early 1930s, J. Piaget gained a lot of followers. The generational theory of intelligence came to the conclusion that the logical operations necessary for language acquisition are not innate, but are gradually formed during development.

In the 50s of the 20th century, the mimetic approach within the framework of behaviorism and neobehaviorism was separated. According to the concept of P. Skinner, the formation of speech skills takes place in accordance with the laws of emergence of operant (from the word "operation") conditions of reflexes. In this approach, language acquisition consists of repeating a series of sounds, ready-made phrases, the child's imitation of adult pronunciation, and any novelty in the child's language - these ready-made words, phrases encourage action. The imitative period does not allow to explain the phenomenon of the child's understanding and creation of new, previously unfamiliar speech structures (V.A. Zvegintsev).

In the early 1960s, the theory of children's sentence creation, based on the transformational theory that generates grammar, became widespread. The founders of this theory were linguist N. Chomsky and psychologist J. Miller. They considered language ability to be innate, viewed as some system of ideas about general grammatical principles. Language acquisition does not require pre-linguistic knowledge or interaction with adults: the only limitations are memory capacity and attention span. In other words, according to this theory, the child's language acquisition is not directed by his environment, but by the internal mechanism of the child. Regarding language acquisition, the conceptual scheme proposed by N. Chomsky remains an abstract model that does not reflect the most important features of natural language. The research of speech ontogeny was carried out by Russian scientists based mainly on the cultural-historical theory of L.S. Vygotsky and the activity theory of A.N. Leontev. As a result, a system of views was formed, according to which the emergence and development of speech occurs in the process of communication with the surrounding people. In this case, the child actively learns speech as part of the universal human experience, instead of passively accepting adult speech samples.

Based on the rules of L.S. Vygotsky and A.N. Leontev, A.A. Leontev developed the concept of the formation of speech activity in the 70s.

According to A.A. Leontev, the development of a child's speech is primarily the development of communication methods, because language skills cannot be formed without it. In turn, the formation of language skills is related to the development of neuro-psychological mechanisms on the one hand, and social needs on the other hand.

Within the framework of this concept, various aspects of speech ontogenesis are being researched in Russian psycholinguistics (E.I. Isenina, N. I. Lepskaya, S. N. Tseitlin, A. M. Shakhnorovich, N. M. Yurev, etc.).

M.I. Lisina's concept of the genesis of communication as a communicative activity is important because of the problem of speech development. Research

carried out within this concept (V.V. Vetrova, M.G. Elagina, A.G. Ruzskaya, E.A. Smirnova, etc.) showed that communication is a decisive condition, it is the emergence of words, speech in children determines the period of appearance and the pace of its development. Therefore, in the genesis of speech means of communication, the experience of children in communicating with others has a decisive importance. In ontogenesis, speech develops first as a means of communication, and later - as a means of thinking, controlling one's own behavior.

The analysis of the research conducted on the problem of speech development allows to form the basic rules describing the modern ideas about the ontogenesis of speech.

Speech development is considered as the formation of language skills - dynamic, functional systems that include language elements and the rules of operations with them. It is an individual language system based on language generalizations. At different age stages, individual differences in children's speech are observed in the acquisition of various language tools, namely: speech sounds, lexical-grammatical materials, etc. Also, individual differences are observed in the main stages of children's speech formation.

Children's language is not only the first stage of adult language, but also completely independent structures that obey their own laws.

Children's speech is a valuable voice of a child-specific culture. Speech development is not only a part of introducing the child to the environment, but also a pillar of general mental development. The development of the child's speech is related to the formation of the personality as a whole, and at the same time all mental processes. "Language acquisition process is not just a process of imparting knowledge, skills and abilities. This is education first of all. Educating the heart, educating the mind, forming thoughts, patiently processing the most subtle aspects of the psychological image of a person" (K.D. Ushinsky).

Understanding that the child's speech development is determined by external influences on the one hand, and is characterized by its sudden occurrence, "spontaneous movement" on the other hand, is characteristic of modern ideas about speech ontogeny. Understanding these laws and mechanisms of speech development requires their detailed consideration.

In the process of communication and elaboration, language acquisition takes place by resolving the conflicts between the language tools at the child's disposal and the requirements imposed on them by the activity of the condition of speech communication, as well as between the child's desire, the results achieved in mastering the world and understanding it (E.I. Tikheeva, E.A. Flerina, F.A. Sokhin et al.).

In a number of studies and some methodological manuals (A.P. Ereemeeva, L.P. Fedorenko, G.A. Fomicheva), the previously widespread point of view regarding the development of speech is based entirely on imitation, as a process of involuntary acquisition of language by the child with the help of internal intuition. the view is preserved. However, these views were rejected by Wilhelm von Humboldt as early as the 30s of the last century:

"Children's language acquisition is not about introducing them to words, committing them to memory and repeating them by imitation, but about the growth of language skills over the years as a result of practice."

The ideas of Humboldt, I.A. Beaudoin de Courtin, L.V. Shcherba on the independent development of speech were used and enriched by F.A. Sokhin to base the methodology of teaching children's mother tongue. Thanks to F.A. Sokhin and his students, the problem of independent speech development has gained a deep theoretical foundation in preschool pedagogy and child psychology.

"Language acquisition does not consist only of imitating speech samples of adults and mastering language norms based on internal intuition (involuntarily), it is primarily characterized by the development of language generalizations and simple understanding of language phenomena. This development also occurs outside of special education" (F.A. Sokhin).

It should be noted that, according to scientists, the processes of self-development are clearly manifested not only in speech, but also in the process of games and children's curiosity, which are absolutely children's activities (N.N.Podyakov), and he does not deny the role of adults: adults respond to children's activity, while paying attention to the child, he invites him to activities and communication.

F.A. Sokhin's real discovery and merit is that he managed to connect the nature of language communication with the creative nature of speech development. Simply put, the child's acquisition of language units as generalizations turns his speech into creative speech (K.I. Chukovsky).

In recent years, much attention has been paid to the study of certain stages in the development of speech. It is known that every person improves his speech throughout his life, while acquiring language skills. Each age stage brings something new to his speech development. The most important stage in the acquisition of speech corresponds to preschool age.

Modern scientists are well aware of the importance of the pre-speech stage and are carefully analyzing it (M.G. Elagina, I.M. Kononova, G.M. Lyamina, L.G. Ruzskaya, etc.).

Psychological analysis of the period before the verbal stage (or preparatory stage) leads researchers to the conclusion that important factors of speech are formed in this period. After all, during this period, the desire for communication is formed, emotional connection with the surrounding adults is established, voice relations, speech-movement apparatus, phonemic listening ability, active reception and understanding of adult speech are developed. The formation of these factors is an important condition for a timely transition to the speech stage of development.

The facts obtained in recent years indicate that the child's timely and properly organized direct-emotional communication with adults has a decisive importance in determining how the child begins to understand the speech of adults, when he begins to speak actively, and at what pace his speech will develop in the future.

The stage of formation of speech, which is close to the borders of early childhood, is of interest to scientists of various fields, including: psychologists, pedagogues, linguists, first of all, due to its unique period in the development of speech. Its peculiarity is that it is considered sensitive for the development of speech; speech appears and improves as a means of communication in this period; its development takes place at such a rapid rate that it is no longer observed during all future ontogeny. K. D. Ushinsky noted: "a child... at the age of two or three learns so easily and quickly that after twenty years of diligent study, he will not be able to master even half of it."

The issues of speech development of children of early age have been developed for many years. This period attracts researchers with aspects of speech development that play a major role not only in a certain period, but also in the future development of the child. Many of the causes of defects and delays in the development of the speech of relatively older children often depend on the specific aspects of the formation of the child's speech in the early stages. E.I. Tikheeva also paid attention to this aspect. E.I. Tikheeva, N.M. Shelovanov, F.I. Fradkina, N.M. Aksarina, G.M. Lyamina, V.A. Petrova, well-known scientists, practicing pedagogues and methodologists made a significant contribution.

Summarizing the results of a large number of studies on the development of a child's speech during the transition to active speech, we outline these basic rules.

Speech development at an early age is carried out in two directions: improving the child's speech and forming his own active speech. During the development of children's speech of early age, individual differences in the duration and pace of formation of pronunciation aspects of speech are very noticeable, active speech usually appears by the age of 2-2.5 years. A child's desire to communicate with adults who are close to him is considered a decisive condition for the timely and correct development of speech. Communicative function is the primary function of speech.

During this period, speech becomes the most important means of introducing the child to social experience, controlling his activities by adults, all mental processes are reconstructed under the influence of speech. The child's use of active speech in situations related to practical cooperation with adults is considered one of the main criteria for the transition to the third stage of speech formation - the period of improving it as a means of communication. A large number of studies on the ontogeny of speech are devoted to this stage.

Preschool childhood attracts linguists because the subject (child's speech) is linguistically versatile and interesting. According to linguist scientists, any fact about child's speech can be considered in at least two directions and must: 1) As a temporary speech on the way to the "language of adults" (if we are talking about innovation); 2) As an element of the child's autonomous language system, the child has a certain functional task within it.

A reliable psycholinguistic justification of methodological issues of children's speech development is considered a characteristic aspect of modern pedagogical research. These studies, carried out in the spirit of the best traditions of

Russian pedagogy, have a large factual material and determine the objective laws of the child's speech. Using the classification of F.A. Sokhin and O.S. Ushakov, the psychological-pedagogical research of children's speech can be divided into three directions: structural (formation of various structural levels of the language system: phonetic, lexical, grammatical levels), functional (formation of language acquisition skills in communicative activity); cognitive (forming a simple understanding of language and speech phenomena).

In the Republic of Uzbekistan, speech research has been carried out since the 1950s. A. V. Nikolskaya was the first to raise the issue of the need to teach Russian language to children of local nationality in national kindergartens.

On the basis of the research tests (1958-1960) conducted in preschool institutions of Tashkent city (#67, 70), he developed the content of the methodology of teaching Russian speaking to Uzbek children of preschool age and its main tasks. In 1961, A.V. Nikolskaya's methodical manual entitled "Teaching Russian speech in Uzbek kindergartens" was published, and in 1967, the instructional manual "Methodology of teaching Russian spoken speech in national kindergartens of Uzbekistan" was published for preschool educational institutions.

The publication of the above-mentioned teaching-methodical manuals provided great practical help in the training of personnel for the national preschool educational institutions of the Republic of Uzbekistan, as well as in the organization and implementation of teaching Russian colloquial speech to children of preschool age.

In these manuals, the previously widespread view of speech development as a process based entirely on imitation, on the child's acquisition of language on the basis of intuition, is preserved.

In the 70s, under the scientific leadership of A.V. Nikolskaya, by E. M. Razbaeva, "Education of respect for adult cocktails in older children of preschool age on the basis of interviews conducted on the works they read", S.A. Gozieva (under the scientific supervision of E.M. Razbaeva) conducted research entitled "Formation of fair attitude towards others in preschool age children based on the use of Uzbek folk art (folk tales and games)".

In these studies, speech was considered as a means of educating children of preschool age to respect the behavior of adults and to treat others fairly.

In the 1990s, A.N. Nikolskaya's students - F.R. Kadirova, R.M. Kadirova, conducted research on the use of games in teaching Russian language to preschoolers and the formation of internationalism and patriotism in them during the process of teaching Russian language to preschoolers.

G. Jumasheva's research (1996) is aimed at forming the foundations of the culture of communication in Karakalpak language in preschool children with the help of staged theater in the conditions of bilingualism.

Since the end of the 90s, relying on the rules created by A.S. Vygotsky, A.A. Leontev, F.A. Sokhin, A.M. Shakhnorovich, E.I. Negnevitskaya and other scientists, F.R. Kadirova and R.M. Kadirova are researching the aspects of speech ontogenesis in the native language and at the same time in foreign languages.

In particular, under the guidance of R.M. Kadirova, research was conducted by D. Boboeva on the development of speech in the process of introducing older children to the environment, and by N. Nurmukhammedova on the issues of bilingualism and the development of fluent speech in children.

The above-mentioned studies were carried out within the framework of the concept of the development of children's speech as a process of development of means of communication, which requires mastering the formation of language skills of the general psychological development pillar.

Control questions:

- 1. What scientific research has been conducted on preschool education?**
- 2. What are the main directions of research on the development of preschool children's speech abroad, in Russia and in the Republic of Uzbekistan?**

LESSON 2.

**THEME: PSYCHOLOGICAL, DIDACTIC AND LINGUISTIC
FOUNDATIONS OF PRESCHOOL EDUCATION**

Plan:

1. The essence and tasks of the methodology of teaching children a foreign language.
2. Psychological, didactic and linguistic foundations of teaching a foreign language to preschool children

The task of teaching the Russian language to children in national kindergartens and schools in Uzbekistan is, first of all, of practical importance, that is, the formation of skills to participate in speech activities in a language other than the mother tongue. Because of this, for educators and teachers, what speech consists of as a type of activity, how ideas are born and accepted, how the "process" of establishing "dialogue between people" takes place, and what are the reasons why a person expresses an opinion, in particular, when he expresses an opinion in Russian it is very important to know the output. In psychology, language is understood as the most important natural system of signs (sounds, words, phrases, rules for combining and changing certain elements) used in human communication. And speech is understood as the process of people learning language, that is, using it to receive and transmit information.

The methodology of speech development is a science that studies the laws of pedagogical activity aimed at the development of speech in preschool children. The ability of a teacher of primary and preschool children to teach children their native language is considered an important indicator of his professional training. All the mental abilities given to the child by nature appear and develop due to mastering the mother tongue, especially learning it at preschool age.

It depends on the teacher how much the children will inherit the national spiritual wealth passed down from generation to generation in their mother tongue,

whether the students will be able to master the scientific achievements of their time in the future, their loyalty to the advanced poetic and aesthetic ideals of humanity, that is, whether they will be able to become full-fledged builders of a democratic society in independent Uzbekistan.

In order to teach children the mother tongue, the future educator should study the theory of speech development methodology in depth and master the methods known to science in this field, understand the rules of mastering the child's mother tongue.

Methodology of mother tongue teaching is considered a branch of pedagogical science. In it, the methodology of speech development in a preschool educational institution and the methodology of teaching the Uzbek (Russian) language in primary and secondary schools are distinguished. Each of them has its own purpose, tasks and content.

The methodology of speech development is a science that studies the laws of pedagogical activity aimed at the development of speech in preschool children.

The main task of the methodology is to develop the most effective means, methods and methods of speech development on a scientific-pedagogical basis, and to equip kindergarten educators with them to successfully develop the necessary speech skills in children.

The main content of the speech development methodology is the formation of children's oral speech and their speech communication skills with others. The methodology of speech development makes it possible to find answers to the following basic questions: what to teach (how to develop speech skills in children), how to teach (what methods and methods should be used in the formation of children's speech under what conditions), why exactly this kind of teaching is necessary (the proposed methods of speech development are based on theory and based on which data of practice).

In the theory of speech development methodology, the objective features of teaching children's mother tongue are reflected, all the positive results created in the field of speech development methodology in the Republic of Uzbekistan and abroad and currently available are summarized.

The theory of speech development methodology is developing together with methodical practice. The viability of some methodological rules is being tested in practice, practice itself is putting important issues before science that have not yet found their solution.

An educator who does not know the methodological theory blindly educates children based only on his own assumptions or copying the experiences of others. He misses many things, because he does not know colorful methods and techniques.

The method of speech development is inextricably linked with other special methods of preschool education, because speech is one of the most important tools for the full development of a child's personality. Understanding the speech of others and the active speech of the child is necessary in any pedagogical process. Speech accompanies the child in all his activities. According to E.I. Tikheeva:

"Mother language, its comprehensive development without any obstacles should be the basis of education." Acquiring speech in time is the most important and first condition for the child to have a full-fledged psyche, as well as for its proper development later. Timely - that is, starting in the first days after the birth of the child, full-fledged - means training that encourages the acquisition of speech, provided that the language material is sufficient and the child fully utilizes his potential at each age.

It is therefore important to pay attention to the development of the child's speech in the early stages, because during this period the child's brain grows rapidly and its functions are formed. Physiologists know that the functions of the central nervous system can be easily trained during their natural formation. Without training, the development of these tasks slows down and can even stop altogether.

"Such a "crucial" period of development for speech is considered to be the first three years of a child's life: by this period, the anatomical growth of the speech areas of the brain comes to an end, the child learns the main grammatical forms of the native language, a large vocabulary is formed. If the baby's speech is not paid enough attention in the first three years, then a lot of effort will have to be made to make up for it in the future."

The methodology of speech development, like any other pedagogic science, belongs to the social sciences. Teachings about language and thinking are considered its methodological basis.

Just like language, the thinking that appears and develops during the joint activity of a person is considered a reflection of the existence that surrounds it. Strong organic connection of language with thinking occurs due to the need for people's productive activity, exchange of ideas and joint action. Although language and thinking cannot exist without each other, they are not related to the same phenomenon.

Thinking is an objective reflection of being, and language is a way of expressing, consolidating and conveying an idea to other people. Word and concept are dialectically related to each other.

The rule about the interrelationship between language and thinking has a decisive importance for the development of the system of teaching children's mother tongue, and for justifying the demand for the interdependence of education and upbringing.

Intellect, that is, the ability to understand the external world with the help of memory, imagination, imagination, thinking, as well as speech - these are important characteristics that distinguish a person from an animal. Intellect and speech appear in a person in early childhood, and in teenagers and young people, it rapidly improves not only because their organism is developing, but also when they master speech.

If the adults around the child teach him to speak correctly from the cradle, then such a child will develop normally from the intellectual point of view: he will develop the ability to imagine, then to think and imagine; At each age, this ability

improves. Along with the development of the child's intellect, his emotional-will sphere is also improving. The methodology of speech development relies on the laws and categories of dialectics, which reflect the general forms, aspects and interdependence of any development.

Language is a historical and changing phenomenon. Every people, nation, nation and tribe of people has its own language. The language of each nation reflects the historical development process of this society, its living conditions, changes and updates in its social life, new discoveries and achieved results in social work activities.

Each language has its main parts - vocabulary (lexis), sound system (phonetics) and grammatical structure (grammar).

The wealth of vocabulary (lexicon) seems to store our various knowledge about the world around us, about the psychic life of a person. The main thing in a word is its content and semantic structure. Lexicon is the building material of the language, its content is considered. The more developed the language, the richer its vocabulary. Among the large number of words in any language, it is possible to distinguish a certain group of main root words that make up the main vocabulary of the language. The vocabulary of a language is a very stable, centuries-old part of the lexicon, which serves as the basis for the emergence of all or almost all new words and phrases.

The sound system is inextricably linked with vocabulary and grammar. A person communicates with other people and expresses his thoughts and feelings with the help of spoken speech. The phonetics of one language are usually not the same as the phonetics of another language, meaning that the sound of speech seems to distance one language from another. Pronunciation norms are uniform within a language (dialects are larger than the literary language and they differ from it). Grammatical construction of the language is the generality of laws and rules for changing words and phrases in a sentence. Using grammar, words in a sentence are placed and joined together. Words become a means of communication only through sentences. Any word outside the sentence, whether it is a word in the native language or a foreign language, does not have a specific meaning. Therefore, mastering its grammatical structure is of great importance in learning a language. In teaching children, it is necessary to take into account the modern standards of spelling, grammar and vocabulary.

The methodology of speech development is based on the basic rules of psycholinguistics. His basic rule that "language serves as a means of communication in all spheres of human activity" is considered as a program in the methodology of speech development. Therefore, the method of speech development is aimed at equipping the educator with knowledge and skills related to the development of children's speech as a means of communication.

The basis of the language is the lexicon, sound system and grammatical structure of the native language. The speech development program of the preschool educational institution was developed on the basis of the achievements in linguistics and it envisages the enrichment of children's vocabulary, the

development of phonetic aspects of the mother tongue, and the development of grammatical construction. Children are taught their native Uzbek language, which means they learn the Uzbek lexicon, the specific phonetics of the Uzbek language, and the specific features of the Uzbek grammar.

In order to have professional skills in teaching children's mother tongue, the pedagogue must study the theory of speech development methodology, master the scientific methods of this development, and know the laws of child's speech development.

One of the pedagogical features of the poet's works is that he was able to feel the inner world of children, their mood, experiences and personal aspirations. The characters he created were taken from life. From this point of view, Gafur Ghulam's works are considered not only high-level examples of artistic prose, but also have educational value.

G. Ghulam attached great importance to raising children in the family. He believed that how a child grows up and how worthy he is in society depends directly on his parents. In family education, he advised parents to use age-tested folk pedagogy.

Oybek (Mussa Tashmukhammedov - 1905-1968) is one of the founders of Uzbek literature. His pedagogical ideas and views are clearly expressed in Oibek's artistic and journalistic works. Oybek considered his duty as a writer to serve the people, the Motherland, and considered words as a powerful and reliable means of education.

One of the important aspects of Oibek's work was the idea that it is impossible to raise a child to become a true citizen without sowing the seeds of intelligence and spirituality. That's why he called on the youth to learn, to absorb the rich historical experience of the people, the spiritual wealth of all humanity. He gave great importance to the place of cocktail in the education of the young generation, he believed that only with the help of cocktail it is possible to bring up a well-rounded generation. This was the main pedagogical idea of the writer.

Hamid Olimjon (1899-1944) is one of the great representatives of literature. In 1923, he graduated from a secondary school in Jizzakh, then studied at a pedagogical university in Samarkand, after graduating from which he entered the socio-economic faculty of the Samarkand Pedagogical Academy. Hamid Olimjon faithfully portrayed life in his works while remaining faithful to the high ideals of humanity. These works are of great importance in the artistic and aesthetic education of the young generation.

Since the end of the 20th century, many of his works have been included in the curricula of schools, secondary and special education institutions and pedagogical universities in Uzbekistan.

2. Psychological, didactic and linguistic foundations of teaching a foreign language to preschool children

There are specific difficulties in acquiring a second language at preschool age. Preschool children do not yet have real and relevant motivations for learning a

second language. The formation of such motives is prevented by the fact that the natural language environment stimulates the processes of acquiring the mother tongue with sufficient force. Learning a foreign language remains a sufficiently motivated type of cognitive activity.

The goals that adults set for the child are too abstract for him, so all knowledge is forced to be built as a satisfaction of the child's knowledge, play, personal, psychophysiological needs and capabilities. This is the basis of the advantages and disadvantages of early foreign language learning.

Preschool children may face personal psychological obstacles due to unusual sounds of speech in a foreign language, words and phrases strange to children, and accidental associations with native speech. Achieving success in educational activities allows students to use a personal-humanitarian approach (Sh.A. Amonashvili), this includes the use of encouraging grades, gifts, attracting children's attention to achieve success in educational activities. Well-known psychologists of our country, for example, L.S. Vygotsky, A.N. Leontiev, A.A. Leontiev, D.B. Elkonin, V.S. Mukhin believes that it is necessary to rely on the features, qualities and characteristics that are mature characteristics of the child's personality in the organization of training. It is possible to create a methodology with development and educational potential only by clearly defining the psychological capabilities of the child and the difficulties he may face in the educational process.

Thus, familiarization with a foreign language at preschool age has a beneficial effect on the general mental development of the child, on the development of his speech activity. The psychological, didactic and linguistic features of the foundations of education of preschool children left philosophical, psychological, pedagogical and methodological rules related to the problem under consideration, in particular:

- about the essence of cognitive processes and their nature;
- about cognitive interest and its place in the process of education and training;
- about the dominant role of play in raising a child;
- about the concept of using games and game situations in the process of teaching children a foreign language at an early stage.

Teaching methods: theoretical analysis of philosophical, psychological and pedagogical literature on the research topic, modeling, pedagogical experiment, observation, interview, test, study and generalization of best practice, statistical processing of results.

In science, the state of development of the problem was studied; the practice of traditional innovative educational institutions was studied, the program and methodology of the transformational experiment were developed; the general scheme of the research concept was formed; the essence, laws and principles of formation of cognitive interest of older preschool children, factors, terms and conditions of successful development of cognitive interest were revealed; criteria of effectiveness of pedagogical activity in formation of cognitive interest.

Experimental and experimental testing of pedagogical conditions for the formation of educational interest of older preschool children was carried out. The dependence of cognitive interest on the content of a foreign language at the initial stage was checked; the training itself and the methods of its organization were developed and checked; possibilities of various educational and didactic tools in organizing the process of knowledge interest of older preschool children were determined, the research concept was improved and the methods of knowledge interest formation were corrected.

Processing, analysis and systematization of the results of experimental work was carried out; an innovative model was created to substantiate the main theoretical rules of the research, to form the educational interest of older preschool children in the course of game activities; dissertation preparation.

Scientific innovation - the concept of "cognitive interest" was identified in the process of teaching English on the basis of game activities for older preschool children:

- identified and theoretically based game technologies that contribute to the formation of educational interest in the English language of older preschool children;

- the model of formation of educational interest of older preschool children in the English language in game activities was developed and tested;

- criteria and levels of formation of interest in English language in play activities of senior preschool children were determined;

- substantiated the pedagogical conditions that ensure the effectiveness of the formation of educational interest in the English language in the game of children of senior preschool age.

Control questions

1. Development of which psychological qualities in a child helps speech? Describe their interdependence, their interaction with each other?

2. Tell the main sections of the language being studied. What are their contents and functions?

3. Scientifically justify the main task of speech development methodology?

LESSON 3.

THEME: Peculiarities of foreign language classes at preschool educational organizations

Plan:

The main goals and tasks of teaching preschool children a foreign language.

Criteria for organizing English language classes in preschool education

Methods of teaching English in preschool education

1. The main goals and tasks of teaching preschool children a foreign language.

The main goal of teaching preschool children a foreign language is the comprehensive development of the child's personality through a foreign language, which includes:

1. Development of a permanent interest in learning English as a means of communication and information exchange in preschool children.
2. Introducing children to the vocabulary appropriate to the level of development, introducing elementary language constructions.
3. Development of language skills of preschool children through the development of creative activities.
4. Educating and developing the child's personality by getting to know the culture of the countries where the language is spoken.

The formation of communication skills and abilities in foreign language classes in a preschool educational institution is aimed at solving the following tasks:

Educational tasks:

- introducing the main sounds in the phonetic structure of the language; form the ability to understand simple commands of the teacher and answer simple questions;
- development of basic language skills and abilities;
- introduction to elementary dialogic and monologic speech;
- teach the child to communicate independently in English within the studied topic.

Development Tasks:

- development of thinking, memory, imagination, will;
- to expand the worldview of students;
- formation of motivation for knowledge and creativity;
- introducing the culture, customs and traditions of the countries;
- development of phonemic hearing;

Educational tasks:

- to cultivate respect for the lifestyle of the people of the countries where the language is spoken;
- education of tolerance;
- formation of skills and abilities to work in a large group (12-14 people) and in small groups of 5-6 people, ability to work in a team.

2. Criteria for organizing English language classes in preschool education

Education of older preschool children has its own characteristics. When starting work with children, it is very important for the teacher to know that the level of development of children is not yet sufficient to independently solve many problems that arise in the course of children's activities (play, speech, etc.). The child's independence is gradually formed under the guidance of adults. When teaching children a foreign language, it is recommended to use methods that develop mental activity and interests, elements of voluntary memory and imagination, and form conscious control of their behavior.

Great importance should be attached to developmental educational methods — systematization of recommended knowledge and skills, use of visual aids that facilitate the child's cognitive process, formation of skills to perform certain types of tasks and apply them in new situations.

In the process of education and training, the formation and development of children's relationships, the initial understanding of the moral meaning of learned rules of behavior play an important role. The ability to create a friendly atmosphere in a group of children, to care for their peers, to show kindness and attention is a necessary condition for the successful completion of any task in the educational process. In order to understand the essence of the relationship between children, it is necessary for the teacher to constantly monitor the communication and behavior of children in various activities, especially in the game.

A kind and gentle attitude of adults relieves children of many sorrows and unnecessary worries, avoids stress. Children develop a love for fair and kind people. Children should be taught positive ways of communication: to be polite to their peers, to be kind, friendly, to show justice, to help organize joint activities, to encourage success, to teach them to bring joy to the people around them. In preschool age, a child learns English, first of all, he learns communication. The focus is on children's understanding of English and answering questions. The basics of pronunciation are also created at this age. Children use elementary English words, memorize phrases from songs, learn to recognize words in games. It is important that English words reflect concepts that children are familiar with in their mother tongue and that they can be easily combined with each other.

It is important for preschool children to hold and animate objects so that they can easily remember their names. In this way, words and phrases about greetings, family members, toys, body parts, clothes, animals and other topics can be taught to children in English. Another feature of children's reception of information at this age is that they have a well-developed figurative memory, so real objects, pictures, toys, audio and video materials help when explaining English words.

Also painting, appliqué, clay work on the subject. performing creative works related to construction makes children's activities more interesting and increases their interest in language.

In the English classes, the children's emotions, such as memory, attention, intelligence, and observation, are developed. Usually, classes are held 2 times a week. However, it is difficult to maintain the attention of preschool children for a long time, so the lesson usually does not exceed 25-30 minutes and includes minutes of physical education in which all exercises and activities are conducted in English.

In lessons, it is necessary to focus not on mastering more lexical units, but on interest in the topic, development of the child's communication skills and expression of his thoughts. It is important for the child to use his knowledge of a foreign language in the created situation or in order to meet his needs.

3. Methods of teaching English in preschool education

The forms of English lessons can be as follows:

- daily 15-25 minutes of training, using speech in a foreign language throughout the day.
- twice a week with 25-45 minute training breaks. Action games and creative activities in a foreign language are held in connection with the subject.
- special lessons — with the use of multimedia technologies as an addition to the main lessons.
- meetings with foreign guests.
- in the mornings and on holidays, children can show their achievements, read poems, sing and dance.
- conversation sessions in a foreign language.
- foreign language lessons in nature.

The main activities of 5-7-year-old children:

- subject;
- playful;
- dramatization;
- descriptive;
- musical;
- experience-testing;
- project activity;
- work with multimedia.

In order not to tire children in lessons, one should not overload with new materials. It is recommended to introduce no more than 2-3 new words or 1-2 sentences per lesson. When developing language material, it is necessary to take into account the speech experience of children in their native language.

It is recommended to use the following technologies in English lessons:

1. Learning to pronounce: quick sayings, rhymes, tales, exercises, gestures.
2. Work with objects: description, creating a dialogue with a toy, games and fairy tales.
3. Working with pictures: description, elaboration, dialogue, games, comparison.
4. Memorizing and expressive reading of poems, conducting team and pair contests in different genres (optimistic, sad, angry).
5. Learning songs.
6. Outdoor games: ball games, "chain" with a toy, physical exercises, dances, movement tasks.
7. Quiet games: board games, bingo, riddles, crosswords.
8. Creative and situational games: role-playing games, interviews, daily stories.
9. Storytelling based on a picture: imagining with analogy, description, comparison, prediction.
10. Learning letters and sounds: writing in a notebook, creating words for given letters or sounds, shaded letters, a video course on learning the alphabet.

11. Working with video materials: watching and discussing cartoons and presentations on the topic in English.

During the educational process, the English teacher can use heuristic technologies, problem-based learning technologies (project method) and other technologies.

Structure of a sample English lesson:

1. Greeting
2. Phonetic exercises
3. Repetition of lexical material
4. Physical moment
5. Breathing exercises
6. Repetition of the subject and introduction of new materials
7. Learning poems and rhymes
8. Material strengthening

Control questions

1. What are the main goals and tasks of teaching preschool children a foreign language?
2. Tell me the criteria for organizing English language classes in preschool education?
3. What are the methods of teaching English in preschool education?

LESSON 4.

THEME: Difficulties of preschool children in learning a foreign language.

Plan:

1. Specific difficulties in acquiring a second language at preschool age.
2. Vocabulary work with preschool children.
3. Activities for deepening children's knowledge about the properties of objects

There are specific difficulties in acquiring a second language at preschool age. Preschool children do not yet have real and relevant motivations for learning a second language. The formation of such motives is prevented by the fact that the natural language environment stimulates the processes of acquiring the mother tongue with sufficient force. Learning a foreign language remains a sufficiently motivated type of cognitive activity.

The goals that adults set for the child are too abstract for him, so all knowledge is forced to be built as a satisfaction of the child's knowledge, play, personal, psychophysiological needs and capabilities. This is the basis of the advantages and disadvantages of early foreign language learning.

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Amonashvili), which includes the use of encouraging grades, gifts, focusing children's attention on achieving success in educational activities attraction for. Well-known psychologists of our country, for example, L.S. Vygotsky, A.N. Leontiev, A.A. Leontiev, D.B. Elkonin, V.S. Mukhin believes that it is necessary to rely on the features, qualities and characteristics that are the mature characteristics of the child's personality in the organization of training. It is possible to create a methodology with development and educational potential only by clearly defining the psychological capabilities of the child and the difficulties he may face in the educational process.

Thus, familiarization with a foreign language at preschool age has a beneficial effect on the general mental development of the child, on the development of his speech activity.

The psychological, didactic and linguistic features of the foundations of education of preschool children left philosophical, psychological, pedagogical and methodological rules related to the problem under consideration, in particular:

- about the essence of cognitive processes and their nature;
- about cognitive interest and its place in the process of education and upbringing;
- about the dominant role of play in raising a child
- about the concept of using games and game situations in the process of teaching children a foreign language at an early stage.

Teaching methods: theoretical analysis of philosophical, psychological and pedagogical literature on the research topic, modeling, pedagogical experiment, observation, interview, test, study and generalization of best practice, statistical processing of results.

In science, the state of development of the problem was studied; the practice of traditional innovative educational institutions was studied, the program and methodology of the transformational experiment were developed; the general scheme of the research concept was formed; the essence, laws and principles of formation of cognitive interest of older preschool children, factors, terms and conditions of successful development of cognitive interest were revealed; criteria of effectiveness of pedagogical activity in formation of cognitive interest.

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Scientific innovation - the concept of "cognitive interest" was identified in the process of teaching English on the basis of game activities for older preschool children:

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- criteria and levels of formation of interest in English language in play activities of senior preschool children were determined;
- substantiated the pedagogical conditions that ensure the effectiveness of the formation of educational interest in the English language in the game of children of senior preschool age.

2. Carrying out vocabulary work with preschool children.

Formation of knowledge about the theoretical foundations of conducting vocabulary work with children of preschool age.

Implementation of programs related to vocabulary works is carried out through the training system. This system consists of three types of exercises:

- vocabulary works are activities carried out in the process of familiarization with the ever-expanding range of objects and phenomena in the world (excursion, demonstration of objects, etc.);

- vocabulary works are activities based on deepening children's knowledge of surrounding objects and phenomena (adjective, introduction to features, specific aspects); exercises in which the decisive task of vocabulary work in the process of generalizations is the formation of concepts.

In all these types of training, the development of vocabulary is carried out in close connection with the development of cognitive activity. From this, general requirements regarding the organization of training and their methodology arise:

- the unity of vocabulary development with the development of cognitive processes (reception, imagination, thinking);

- organization of speech and cognitive activities with a specific goal in mind; the presence of demonstrativeness as a basis for organizing speech and cognitive activities;

- Solving all tasks of vocabulary work is unique in each lesson.

- How is the task to be solved in the activities related to introducing children to the world of objects?

This content is implemented through three different types of training.

Training on primary introduction to subjects

In these activities, the educator shows objects and their images, the actions performed with them, in the categories "We will dress up the doll for a walk", "We will drink tea to the teddy bear" conducts game training, etc.

The main goal of these activities is to introduce the names of objects and certain actions performed with them into children's speech. This task can be solved only by proper organization of reception.

While drawing children's attention to the actions performed with objects, the teacher tries to force the children to say their names: offers to repeat, answer questions, encourages the speakers, makes the children speak together and separately. encourages to do.

Game methods are widely used in this type of training:

Unexpected appearance of objects, game actions with them, as well as game accessories: "wonderful bag", "magic cap", shipment, a house where toys live, TV with actions, etc.

In order for children to successfully master the names of objects and the actions performed with them, each of them needs to be active, so the younger the child, the more it is necessary to organize such activities and conduct them with small groups of children.

3. Activities to deepen children's knowledge about the properties of objects

Exercises for examining objects (for the first time these exercises were developed by Ye.I. Tikheeva). The main purpose of these trainings is to distinguish the functions of parts, details and things, to introduce the qualities and characteristics of the product.

The basis of the inspection training methodology is to distinguish the parts of the children, to establish active movements directed at their function and use. Intensive activity makes knowledge about things important for children and ensures accurate comparison of words with parts of things and their details. Such classes are held with three, four and five-year-old children. The set of things in these activities may be different, but one thing is: for the child to be able to find his way around the world, to be important for his activity; the child must have parts to move.

Depending on the progress of development of preschool children, this type of training becomes more difficult due to the reduction of motor activity and increased reliance on the vision analyzer, which allows to increase the number of training participants to a whole group.

Another type of activities that develop children's vocabulary is activities that introduce the quality of things.

The pedagogue should take into account the following rules when conducting these classes:

- vocabulary work relies on distinguishing the qualities and characteristics of things, so the teacher should know how to organize their careful sensory examination. Inspection methods in children are formed in the process of training in these classes. The formation of inspection methods requires the teacher's clear

instructions regarding the use of inspection movements, which correspond to the quality being extracted (for example, press - to distinguish hardness, stroke – to extract softness, etc.)

- separating each quality and feature, freeing it from its companion features, is relatively effectively achieved by comparing it with the opposite feature. For example: hard-soft, heavy-light, transparent-opaque. This makes it possible to distinguish hardness as a quality from the accompanying temperature sensations relatively clearly, to feel the smoothness or roughness of the surface of the perceived object.

- In order for the qualities and characteristics of things to be understood and mastered by children, it is necessary to make them important, that is, it is necessary to include them in productive and meaningful activities, the success of which depends on taking these qualities into account. Achieving this result requires the child to extract the sought-after quality or characteristic and take it into account. the successful solution of the task of vocabulary work in training depends on the choice of visual material. It is necessary to choose such things so that the qualities that are distinguished in it are vividly depicted, and the distracting qualities (painting in bright colors, the presence of moving parts, fun in terms of the game, etc.) are as few as possible.

The cognitive logic of a preschool child has a certain structure that requires:

Part I - To extract the quality of a thing in a situation related to this or that activity.

Part II - teaching children to check actions, distinguishing the necessary qualities from each child. Based on it, a new word defining this quality is introduced.

Part III - to teach children to distinguish the qualities of different things and to practice using new words.

The knowledge and skills acquired by the children will be strengthened in the next classes and in everyday life.

The complexity of this type of training is carried out in order to increase the set of qualities and characteristics that are allocated. The most diverse collection occurs when children are introduced to different materials. Methodological requirements for training in this content remain the same, but their complexity is that quality is considered as a sign of one or another characteristic.

Lessons on comparison of objects are considered to be the final part of the system of exercises for forming children's vocabulary based on the deepening of knowledge about objects, their qualities and characteristics.

Due to the fact that such activities rely on the ability to see the parts and details of things, distinguish their qualities and characteristics, they are conducted in large groups and in preparatory groups for school.

The goal of these exercises in solving the tasks of vocabulary work is to form the ability to choose relatively specific words to describe the separation of things. The success and effectiveness of training depends on the following conditions:

- selection of items for comparison. They should have a sufficient number of comparable signs: signs of difference and commonality (color, shape, quantity, parts, details, function of the material, etc.);

- the design of the comparison. The teacher directs the children from comparing things in general (according to function, color, shape, quantity) to dividing and comparing things first by their differences, and then by their similarities. The comparison ends with a generalization, in which distinguishing features of each thing are distinguished.

- choosing things. In such trainings, the educator consistently builds comparisons; questions and instructions that help children to see the unique characteristics of children that they do not notice, formulate the answer as accurately as possible and choose the necessary words are considered the main methods of education.

- comparison of speech activity of teachers and children. Here, it is necessary for children to show speech activity as much as possible. The educator awakens their mental and speech activity with his clear questions and instructions.

Thus, activities to introduce the parts, qualities and properties of things and materials include various parts of speech in children's speech: nouns (names of things and their parts), verbs (names of actions with things, use of things, search actions), allows you to enter a much wider and more diverse stock of words that include adjectives (names of adjectives). Activities that solve the task of vocabulary work in the process of generalizing and forming concepts.

Concepts vary in scope and degree of distraction and generalization. Due to the specific characteristics of cognitive activity, children of preschool age learn only those concepts whose significant signs are sufficiently clearly expressed and which are possible for visual-motor and visual-figurative ways of thinking. The program of the preschool educational institution includes the requirement to form generalizations about type and category. Categorical generalizations require the program to distinguish significant features and perform generalizations on them, but these features are limited in number.

For example, often the external properties of things can be significant signs of various generalizations. In particular: parts, shapes, quantities, etc. for example, an armchair differs from a chair in that it has armrests; golf, sock length, tablecloth, durra - differ in shape, etc.

For categorical concepts, both external signs and internal signs, as well as relatively hidden signs or groups of them, can be noticeable.

For example, category concepts such as "toy" and "clothing" are based on the way of using things that are different according to their external features. The concept of "vegetables" and "fruits" is based on several signs, that is, their use, methods of human cultivation, etc. constitutes.

In the process of forming the concepts of type and category, new words that clearly express the types and groups of things are introduced, thanks to which the precise use of the word and the definition of the names of things are ensured. This ensures brevity, accuracy and mutual understanding in speech communication.

Activities dedicated to the formation of concepts and their corresponding vocabulary require children to be able to see the specific features of things, that is: parts, shape, quantity and function. Therefore, they rely on the knowledge and skills that preschool children have acquired in the activities that deepen their knowledge of subjects.

Thus, these exercises are part of the general system of vocabulary development work and they are inextricably linked with other types of exercises. Despite the fact that there is a lot of commonality, classes on the formation of the concepts of type and category have their own methodological features, they are explained by the content of the concepts and are mainly conducted with four-year-old children.

In the methodology of conducting these trainings, the educator must take into account the following:

- training is built on the basis of demonstration material. The set of things should include things of the same type and things of similar types, which are distinguished by insignificant signs: a bowl with a handle, which is different in color, shape, size, as well as a cup, a mug, etc., children should distinguish a bowl with a handle from them.

- the child is left with the need to choose an object from a group of similar objects. If he separates the sign that caused the choice, he must justify his decision.

- the need to choose should be clear to the child. In this regard, the task of choosing is added to an activity that is interesting for the child, often a game. For this type of training, you can use puppet games and training. The training methodology for the formation of type generalizations and relevant vocabulary is also aimed at extracting nouns from a group of characters. But in this case, due to the generalization of a group of different things, such training will have a different structure:

Part I. Separate all the sets that are familiar to children, selected for training.

Part II. Separation of nouns from non-significant ones to generalize their signs, generalize groups of things according to their significant signs, and introduce defining words into this group (work on the concept).

Part III. To train children to bring types of objects under their understanding based on the calculation of their tangible signs.

Here, the selection of visual materials for different parts of the training will have its own characteristics. For the first and second parts, three or four types of objects are selected, which are clearly different from each other in terms of insignificant signs.

For the third part of the exercise, the set of objects is filled with other types that belong to this concept and are somehow close to each other, but belong to other concepts. For example, for the first two parts of training on the formation of the concepts of "vegetables", you can take carrots, onions, cucumbers, which differ in shape, taste and color. For the third part, potatoes, cabbage, radishes, tomatoes,

etc. are additionally taken, and for differentiation, turnip pears, mushrooms, fruits, lemons, etc. is given.

The first part can be omitted in exercises devoted to concepts and related words. At the same time, work is carried out with two previously formed concepts (for example, vegetables and fruits, clothes and shoes, furniture and dishes, etc.). In this place, not only pictures and objects are used, but also word games such as "flying-not flying" are used.

Further work on concepts will be carried out in the direction of their classification and division into parts. For example, the concept of "transport" is classified, and new words are introduced on this basis: transport - air, water, surface, underground transport; clothes - winter, summer, seasonal clothes; dishes - tea, canteen, kitchen dishes. This content is implemented in special classes. However, the main thing here is to distinguish a significant sign and bring it to the understanding. Thus, in the course of training, the conceptual character of the word is formed in children of preschool age, and their thinking develops. Vocabulary activation and strengthening is organized in the course of special activities, didactic games and daily communication.

The training in which special work is being carried out on the strengthening of the vocabulary is considered training in which you learn to describe things, say riddles and find them.

Training on describing things should be widely used in practical work with five-, six- and seven-year-old children. They should be played in the form of the "Amazing Bag" game familiar to children. To direct children's attention to distinguishing a large number of signs, "Who sees and says more?" it is recommended to use the form of the game.

Activities to teach how to find a puzzle take a special place. The value of these classes in solving the tasks of vocabulary work is not only in the fact that they provide knowledge about the properties of things and the strengthening of the relevant vocabulary, but also in the fact that they help the child to enter the figurative expression of the Uzbek language.

Each riddle is a pictorial description of a thing, its specific features. At the moment, such descriptions are often given by something else. Therefore, in order for a child to find a riddle, it is necessary for him to know the characteristics of things, to be able to compare things, to see the commonality in them. This is the reason why the puzzle activities are introduced after the children get acquainted with the properties of objects.

In order to use such activities to the highest level in the development of the speech of preschool children, it is necessary to take into account the following methodological rules when conducting them:

- according to the content of riddles, it should be possible for children, that is, it should be about things that are well known to children. According to the form, the most possible riddles are two types of riddles: riddles that are constructed as a direct description of the specific characteristics of an object without mentioning its name ("it is the same color both in winter and in summer") and

metaphorical riddles, in which one thing itself characteristics are given by something else (for example, the riddle about the hedgehog: "Under the trees, under the spruce, under the needle of the running pillow").

- in training, it is necessary to set the goal of teaching children to see real things and their characteristics behind figurative descriptions, without memorizing the answers to riddles. This gives rise to the following needs: firstly, to include visual materials in such classes, secondly, to teach the comparison of verbal images with specific features of things, and thirdly, to justify the answer with evidence related to the interpretation of the image.

Puzzle activities usually consist of two parts. The first part shows only finding things a review will be organized if the marks are separated. At the same time, puzzle elements are used to define its characteristics.

The second part of the training is dedicated to finding riddles. At this point, the educator asks how the child found the answer to the riddle.

Initially, two or three such exercises are conducted on different materials, and then the subsequent exercises should be made more difficult. Finding new variants of riddles about familiar things with and without demonstration is also considered to be more difficult. However, in all cases there must be a motivation to find a riddle. It is during these activities that children are given familiar riddles, old riddles are repeated, but they are performed without demonstration.

Consolidation and activation of the vocabulary is carried out in the course of a number of didactic games and game exercises, which are added to the training or are carried out in everyday life, in addition to special training. To activate the vocabulary, didactic games with words such as "Say the reverse", "Paint", "Gardener", "Continue", which are widely used in groups of children of preschool age, are very useful. Naming the various parts or qualities of the same thing included in the generic generalizations may be the content of such a continuation.

Independent use of various vocabulary obtained from lessons and didactic games is carried out in the domestic communication of preschool children. The teacher's role here is to start a meaningful conversation, to draw the children's attention to the teacher's speech, to the content of his vocabulary, and to organize the children's use of the entire wealth of the accumulated vocabulary.

In the process of familiarization with the things discussed above, the order of vocabulary formation in children fulfills the programmatic requirements and envisages the joint implementation of mental and speech development of the preschool child.

Control questions:

1. What is the essence of vocabulary work in a preschool educational institution?
2. What are the characteristics of children's vocabulary acquisition process?
3. In what directions does the content of the vocabulary work program become more complex in all age groups?

LESSON 5

THEME: Teaching English to preschool children with the help of games

Plan:

1. Forming the interest of preschool children in the English language in the course of game activities.
2. Types of educational games.

1. Forming the interest of preschool children in the English language during play

What are the pedagogical conditions for the formation of educational interest in the English language of older preschool children during the game? The solution to this problem is to form the educational interest of older preschool children in the English language during the game.

The object of research is the process of formation of cognitive interest in a foreign language in older preschool children during the game.

The subject of the research is the pedagogical conditions for the formation of educational interest in the English language in the play process of older preschool children.

The purpose of teaching children English in the game is to develop and experimentally test a functional model of the formation of interest in the English language of older preschool children.

Formation of the interest of preschool children in the course of game activities is effective if the following pedagogical conditions are met:

- development of a system of education and training that excludes short-term means of influencing the child's interest in learning a foreign language;
- arousing cognitive interest as a quality of the child's personality, which becomes a dominant component of the educational process;
- teaching children to distinguish foreign languages based on their individual capabilities;
- to provide a holistic process of teaching English to older preschool children during game activities.

The following tasks must be solved here:

1. Grounding of the theoretical principles of formation of educational interest in the English language of older preschool children during the game.
2. To describe the potential possibilities of the educational process in the preschool educational institution to form the educational interest of older preschool children in the course of entertainment activities.
3. Development and testing of a functional model of formation of educational interest in English language of older preschool children during the game.
4. Determine the pedagogical conditions that ensure the formation of educational interest in the English language of older preschool children during the game.

The game is the leading way to teach preschool children a foreign language. L.S. Vygotsky and D. B. Elkonin call "the game the leading type of activity of preschool children." Despite the fact that children's games have been studied by many scientists, the questions of its theory are so complex that there is still no unified classification of games. I.L. Sholpo offers its own version of the classification of educational games that can be used in foreign language lessons with preschool children. The author divides educational games into: **situational, competitive, rhythmic-musical and artistic.**

2. Types of educational games.

Situational types include role-playing games. Such games show different life situations of children. For example: seller-buyer, doctor-patient, actor and his fan, etc. They, in turn, are divided into games of a reproductive nature, in which children use usual, standard communication in a specific situation, and into improvisational games, which require different models and changes.

It is necessary to organize various mini-games, contests or competitions for preschool children in English classes. For example, in the game "Let's lay the table" - "Let's lay the table" on the theme "Meals", children are invited to eat: "Let's lay the table". Dishes with toys, fruits and vegetables, food are placed on the table in front of the children, an assistant is chosen. The assistant follows the teacher's order: "Take a banana. Put the banana on the table. Take a cheese. Put the cheese on the table" — "Take the banana. Put the banana on the table, take the cheese. Put the cheese on the table."

"Animals" — "What can you do?" — "What can you do?" in the game, children imagine themselves as some kind of animal and ask "What can you do?" to the question they must answer "I can run/jump/swim/fly." — "I can run/jump/swim/fly."

The purpose of the game "Magic mirror" is to develop attention. Children in animal masks approach the mirror. Several animals are reflected in the magic mirror. Children should be told how many and which animals they see. For example: I see a dog. I see five dogs. "I see a dog." I see five dogs.

Competitive games develop vocabulary and literacy. The one who knows the language materials better will be the winner. It will be all kinds of crosswords, auctions, linguistic tasks, execution of orders. They can be on any subject: animals, fruits, vegetables, furniture, toys, etc. In lessons, children can play the game "Simon says" - "Simon says". The purpose of this game is to develop interest in language. Children should stand next to the teacher and follow his instructions. For example: Hands up! Sit down! Jump! Run! "Raise your hand!" Sit down! Jump! Run! During this game, you can use lexical materials of various topics.

In addition, it is necessary to organize various mini-games, contests or competitions for children during the game-educational activity. Lexical games should be as simple and understandable as possible for children. These are the default dialogs Show me! "Show me!" The teacher says the name of the object and the child has to show the speed at which it is described. What's this? "What is

it?" The teacher shows pictures and objects, children name them. What's missing? "What's wrong?" What doesn't belong? - What's more? there can be games like.

Exercises should be done in English lessons with babies. Although they are only in English, they can be the most favorite and interesting activity for children. With the help of counting, movement, toys, etc., you can correct some words and thus change the type of learning activity. As a result, children's fatigue disappears quickly, and their activity and motivation to learn English increases.

All kinds of traditional dances and songs are included in the **rhythmic-musical games**, they help not only to acquire communication skills, but also to improve the phonetic and rhythmic-melodic aspects of speech, to be absorbed into the soul. For example: "Nuts and May", "What's your name", "I like my friends", "Head, shoulders, knees and toes" — "Head, shoulders, knees, and toes," &c.

Artistic or creative games are a combination of play and creative activities. In turn, they can be divided into the following.

1. Dramatizations (that is, staging small scenes in English). For example: "In the wood" animals meet and a small dialogue is played (Hello! I'm fox. I can run. I like fish.— Hello! I'm a fox. I like fish.)

2. Visual games include graphic dictation, painting, etc. Coloring is a very common relaxing activity that doesn't always have to be meaningful. In this game, ready-made pictures can be shown as samples. While the child draws the outline and parts of the picture, the teacher repeats the words many times in English. As a result, the child can hear and tell what he is doing in English. In graphic dictation, for example, the teacher tells the children what to draw, in what color, shape, and paint, and then the completed work is compared with the sample picture.

Verbal-creative games - choosing rhymes, performing collective composition of small tales. For example:

Back and forth, top to bottom.

I brush my teeth in the morning.

Honey is very tasty.

I licked my lips — lips... and so on.

In the combination of situational improvisation games and creative dramatization, there is a type of improvisation activity on the theme of famous fairy tales, which is distinguished by giving new content based on the main events of fairy tales. For example, the fairy tales "Turnip" or "House in the Forest" can be created with a new content: change the number of characters or add new phrases.

It should be mentioned that the following rules should be observed when choosing or inventing games to be used in classes:

1. Before you start playing, answer the following questions: What is the purpose of the game? What should the child learn then? What words, phrases and actions should he use in his speech? What difficulties can children have?

2. Feel like a child and think in what interesting situations you can strengthen your knowledge of the topics covered.

3. Think about how to describe your situation to children. Do they accept these immediately?
4. Enjoy playing with the children yourself!

Control questions:

1. What kind of pedagogical conditions will be effective in forming preschool children's interest in English during play activities?
2. What are the types of educational games?

LESSON 6

THEME: Arousing interest in the language by reading books and telling stories in English for preschool children

Plan:

1. Development of sound culture of speech when reading books and telling stories
2. Educating the sound culture of speech through storytelling

1. The concept of sound culture of speech

Speech culture is the ability to speak correctly, that is, taking into account the conditions of speech communication and the intended purpose of expressing opinions, and using all language tools (language tools, including intonation, lexical reserve, grammatical forms). It consists of speaking according to the content being described.

The child is learning to speak. But for this, he must first say all the phonemes characteristic of this language; to pronounce the sounds and the combination of sounds in a certain position in the word according to the tradition, that is, according to the rules of orthography; should master the modeling of prosodes that create intonation.

It is known from the experience of teaching children to speak in their native language that mastering the articulation of individual sounds is considered the most difficult task for a child. O.I.Soloveva, marking the main directions of work on the education of the sound culture of speech, "in front of the teacher, children should be taught to pronounce sounds in words cleanly, to pronounce words correctly according to the rules of orthography of the Russian language, to pronounce clearly (good diction) emphasizes that they have the task of educating expressive speech".

Sometimes the activity of the educator in the formation of correct speech in children is compared to the cocktail of the speech therapist, which eliminates the defects of sound pronunciation. However, training the sound culture of speech is not only about forming the correct pronunciation of sounds. Forming the correct pronunciation of sounds is part of the work related to education of sound culture in speech. The educator teaches children to breathe correctly, pronounce all sounds in their native language, say words clearly, use sound, accustom children to speak expressively without haste, that is, he can deal with work aimed at preventing speech defects, just like a speech therapist.

Acquiring sound articulation is a long and complex process, which often lasts five years, sometimes up to seven years: if the work in this regard is carried out successfully, the child begins to speak clearly from the age of five. "Program of education in preschool educational institution" sets the task of ensuring that by the seventh year of a child's life - that is, by the time when children are taught to read and write, they will fully master the articulation of all sounds.

The task of acquiring the correct pronunciation for children is very easy to solve if they grow up among individuals with orthoepic pronunciation (in this case, they have the correct articulation base from the first day), and at the same time, it is characteristic of the dialect from adults. or if he hears the words in folk pronunciation, this process may be very difficult (more precisely, he will not be able to learn anything).

In the science of language, the issue of intonation of different categories of sentences and by itself, prosodemes, their participation in modulating the organs of articulation has been studied very little.

Experiments show that children learn all prosodemes without any difficulty, especially it is very easy for them to learn tone modulation, most children learn prosodemes almost without practice. However, educators (parents, educators, teachers) do not notice this because they perfectly master the intonation of the native language. If a child cannot master certain prosodes "independently", adults usually quickly ignore this speech deficiency, do not help the child in this regard, and he goes to school with this deficiency. There, it is more difficult to eliminate a defect in intonation than to eliminate defects in the articulation of speech sounds. Children learn to distinguish some elements of intonation (prosodemes) from the overall intonation of a sentence and do it not separately, but in the sentence itself. Children learn to understand the sentence itself (complete thought) depending on the intonation. They master two complete intonations, that is: statement and interrogative intonations.

At the same time as complete intonations, children are shown logical accents (actual reading of the sentence) and they practice performing incomplete intonation in meaningful parts of common sentences. It is known that there are six such intonations (A.N. Gvozdev): counting intonation ("I k sarevne nalivnoe, molodoe, zolotoe pryamo yabloko letit"), contrasting intonation ("V tretiy raz zakinul on nevod, - prishel nevod s odnoy rybkoyu, s neprostoyu rybkoyu -zolotoyu"), calling intonation ("Chego tebe nadobno, starche?", "Svet moy zerkalse, skaji, da vsyu pravdu rasskaji.."), warning intonation or colon intonation ("Otvechaet zolotaya rybka: "Ne pechalsya, stupay sebe s bogom!", "Udivilsya starik, ispugalsya: rybachil tridsat let i tri goda i ne slykhival, chtob ryba govorila", introductory intonation ("Vot prishel on k sinemu moryu (pomutilos sincee more), stal on klikat zolotuyu rybku...»), separate intonation of parting ("No sarevna molodaya, tihomolkom rassvetaya, mejdu tem roslo, roslo, podnyalas - rassvela, chernobrova, nravu krotkogo takogo").

The above-mentioned phonetic and phonological tools of the language are used simultaneously in fluent speech. The child's fluent speech style, his

excitement depends on how he pronounces speech sounds (saying articulations energetically and clearly or slowly and intelligibly) and which of the available prosodemes he chooses (low-resonant, fast-slow, positive or negative with voice timbre description of qualities) is related.

L.V. Sherba drew attention to the existence of two main pronunciation styles in the Russian language.

Completeness (or bookish) style in public speaking - giving lectures, speaking at meetings, working as an announcer on radio and television, as well as for students, students and oneself. It is a must for anyone who wants to understand it better and who wants to make it easier for their listeners to understand it. A full-style speech is characterized by clear pronunciation, moderate tempo, and the volume of the voice corresponds to the room size and voice timbre. In the speech, a person's knowledge of his own value is clearly expressed, that is, his respect and attention towards those who listen to him.

Informal, (or colloquial) style is used in domestic communication. In this case, it is possible to say the sounds in the words somewhat low and slow, and to say them quickly, or, on the contrary, to say the phrases slowly and whisper. There are different forms of melodic (emotional) processing of spoken speech: all emotions are fully reflected in the sound of spoken speech.

Any person who has a sufficient level of cultural speech can always use both speech styles without special training, depending on the situation. A specially prepared speech is called an oratorical speech (in journalistic performances) or an artistic reading (in acting).

Cultivating the sound culture of speech is carried out simultaneously with the development of other parts of speech, that is, vocabulary, connectives, grammatically correct speech.

2. Works related to education of sound culture of speech

Cultivating the sound culture of speech is the ability to clearly pronounce the sounds of the native language, to pronounce them correctly, to pronounce words and phrases clearly, to have the correct speech breathing, as well as the ability to use voice power sufficiently, to maintain a normal tone of speech. includes the formation of different intonation means of speech and expressiveness (speech music, logical silence, accents, pace of speech, rhythm and timbre). The sound culture of speech is formed and developed based on the ability to listen to well-developed speech.

While developing correct and well-sounding speech in children, the educator must solve the following tasks:

- to educate children's listening ability, its components, i.e.: listening attention (being able to determine what kind of sound it is and its direction based on the sound of a sound), phonemic listening, the ability to perceive the pace and rhythm of speech develop gradually;

- development of articulation apparatus; to work on speech breathing, that is, to teach short breathing and continuous exhalation in order to be able to speak freely with phrases;

- to develop the ability to control the volume of the voice depending on the communication situation;
- form the correct pronunciation of all sounds of the mother tongue;
- getting used to clear and understandable pronunciation of each sound, as well as words and phrases, good pronunciation in general;
- to develop the pronunciation of words in accordance with the rules of orthography of the Uzbek literary language;
- formation of a normal speech rate, that is, teaching to pronounce words and phrases slowly, without speeding up or slowing down, and at the same time providing the listener with the opportunity to clearly understand;
- education of the melodic expressiveness of speech, that is, formation of the ability to clearly express thoughts, feelings and mood with the help of a logical pause, emphasis, melody, pace, rhythm and timbre.

The educator should have a sufficient idea of such defects before identifying speech defects in time and sending them to a specialist.

Now let's look at each task in detail:

To develop the ability to listen to speech. In the early period of speech formation, the development of the main components of speech listening is uneven. For example, in the first stages of speech development, special attention is paid to listening. However, the main logical task in this is the ability to listen to high volume. Children know how to recognize the change in pitch according to the emotional character of speech (they cry in response to it and smile in response to polite and gentle treatment) and timbre (they recognize their mother and other relatives by their voices), as well as the rhythmic image of the word. , i.e., its dialect-syllable structure (characteristics of the sound structure depending on the number of syllables of the word and the place of the main stress) is correct in unity with the speech rate they accept.

In the future development of speech, the formation of phonemic listening ability, that is, the ability to clearly distinguish one sound from another, and, as a result, the ability to recognize and understand certain words, is important.

A well-developed ability to listen to speech ensures the clear and correct pronunciation of all sounds of the native language, the ability to correctly control its pitch when speaking and speak it at a slow pace, melodically expressively gives The development of the ability to listen to speech is inextricably linked with the development of the articulatory apparatus. Education of the ability to listen to speech in children includes different manifestations of speech soundness, i.e. correct pronunciation of sounds, saying words clearly and intelligibly, lowering or increasing the voice, pitch, speed, slowness of speech, speeding up and slowing down, is aimed at forming the ability to receive timbral processing (please, command, etc.).

Development of articulation apparatus. Speech sounds are formed in the oral cavity, and its shape and size depend on the state of mobile organs: lips, tongue, lower jaw, soft upper part of the mouth, esophagus. The correct position

and movement of the speech organs necessary to pronounce a certain sound is called articulation.

Disturbances in the structure of the articulating apparatus, such as a short tylostylus node, incorrect bite, excessive height or lowness of the upper part of the mouth, and some other deficiencies are the initial factors that lead to the habit of pronouncing the sound incorrectly. However, if the organs of the child's articulatory apparatus are mobile, he has good listening skills, then in most cases he is able to eliminate the shortcomings in sound pronunciation.

If there are defects in the movement of the child's articulatory apparatus (for example, the tongue moves less), in this case, it can lead to incorrect pronunciation of sounds, slow, unclear and incomprehensible speech.

Therefore, the educator's tasks are as follows: to develop the mobility of the language; develop a sufficient level of mobility of the lips; learning to hold the lower jaw in a certain position, which is important for the pronunciation of sounds. Work on the development of speech breathing. The air flow coming out of the lungs through the larynx, throat, oral cavity or nose is considered a source of sound. Speech breathing is considered voluntary breathing, in contrast to non-speech breathing, which occurs spontaneously. In non-verbal breathing, inhalation and exhalation are carried out through the nose, the duration of inhalation is almost equal to exhalation.

Oral breathing is done through the mouth, inhalation is fast, and exhalation is slower. In non-speech breathing, breath is exhaled immediately after inhalation, followed by a pause. In speech breathing, a pause is kept after inhalation, and then the breath is slowly exhaled.

Correct speech breathing provides the necessary conditions for the production of the correct sound, the appropriate height of the speech, the precise observance of pauses, the slowness of the speech and the expressiveness of the intonation.

Speech breathing errors can be a consequence of general weakness, adenoid tumors, various cardiovascular diseases. Also, imbalances in speech breathing, such as not being able to rationally use exhalation, speaking while breathing, not filling the lungs with enough air, which have a negative effect on the development of preschool children, improper upbringing, adult's interference with children's speech it may have happened as a result of not paying enough attention.

Preschool children with weak breathing and exhalation usually speak in a low voice and have difficulty pronouncing long phrases. Improper use of air during exhalation disrupts the coherence of speech, as children are forced to take a breath in the middle of a sentence.

Often such children do not finish words and sometimes whisper them at the end of a sentence. Sometimes children are forced to take breaths to complete a long sentence, which results in slurred speech, and children sound like they are stuck. Because accelerated exhalation forces the phrases to be spoken at a rapid pace without observing logical pauses.

Therefore, the teacher's tasks are as follows: to teach free, even and prolonged exhalation using special game exercises; to educate the correct and rational use of speech (pronouncing small phrases with a long exhalation) if the teacher is dedicated to the speech.

Works on the voice. Sounds of different pitch, power and timbre are produced by means of the voice apparatus: their commonality determines the human voice.

Let's consider each sound feature separately.

Pitch is the rise and fall of a pitch, going from high to low and vice versa.

Voice power - the ability to pronounce sounds at a certain height, as well as the ability to pronounce sounds with full voice.

Voice timbre - quality processing of the voice (loud, meaningless, trembling, muffled, etc.)

Sound is produced by the vibration of the vocal cords. Its quality depends on the joint activity of breathing, voice and articulation apparatuses.

Various vibrations of the upper respiratory tract, chronic colds, adenoid tumors, etc. contribute to the occurrence of voice disorders. Most often, voice disorders in preschool children are caused by its misuse: constant shouting, especially in the cold season of the year, straining the vocal cords by talking loudly on the streets, speaking in a tone that does not correspond to the range of the child's voice. (for example, children emphasize the squeaky speech of much younger children or try to speak in a low voice "on behalf of their father"). Voice disorders can also occur in children who have experienced diseases of the nose, throat or upper respiratory tract, and who do not follow the regimen of voice preservation during the illness or immediately after recovery.

Improper use of voice capabilities is a characteristic of the child's personality (a very shy child often speaks in a low voice; children who are quickly excited speak in high tones); wrong upbringing (if the people around them speak loudly, children will inevitably learn to do so); if there is constant noise in the room (radio, television, constant noise in the preschool group, etc.), it depends on the fact that children are forced to speak loudly.

The tasks of the teacher are as follows: to develop the main quality of the voice - strength and height in games and playful exercises; teaching children to speak without strain, accustoming them to use their voice in different situations (low-high).

Forming the correct pronunciation of all the sounds of the mother tongue. Pre-school is considered the most favorable period for forming the correct pronunciation of all the sounds of the young mother tongue. These works should be completed in a preschool educational institution.

Correct pronunciation of sounds can be formed only if the mobility and rapid change of the organs of the articulation apparatus, speech breathing are sufficiently developed in children, and they are able to control their voices. Having a well-developed ability to listen to speech is also very important

for the formation of correct pronunciation, because it allows self-control, and self-control encourages you to constantly work on yourself.

Defects in sound pronunciation are defects in the speech apparatus (defects in the upper hard and soft parts of the mouth), errors in the structure of the dental-jaw system, shortness of the sublingual nodes, insufficient mobility of the articulation organs, phonemic listening ability (inability to distinguish one sound from another). may occur due to insufficient development. Impairment of physical listening ability, inattentiveness to one's own speech (not being able to listen to oneself or to others), assimilation of the wrong speech of others can lead to pronunciation defects.

Children's mispronunciation of sounds is manifested in dropping sounds, replacing one sound with another, and distorting the pronunciation of a sound. It is especially important to start work on time with children who have been diagnosed with cases of substitution or distortion of sounds, because substitution of sounds can appear later in written speech (replacing one letter with another), which is being distorted, as well as its own. Uncorrected sounds at time z require the speech therapist and the child to spend a lot of time and effort together to eliminate them later.

In addition, it is important not to forget that the deficits in sound pronunciation are often not the child's own mistakes in speech, but only one of the relatively complex speech disorders (alalia, dysarthria, etc.) that require special treatment and education.

The teacher should do the following: teach children all the sounds in any position (at the beginning, in the middle and at the end of the word) and when the composition of the word is different (when there are any consonant combinations and the desired number of syllables) teach correct pronunciation; timely identification of children with speech defects and, if necessary, sending them to special children's institutions in a timely manner.

Good diction, i.e. pronouncing each sound, as well as words and phrases separately and clearly, intelligibly, is gradually formed in the child simultaneously with the development and improvement of the articulatory apparatus. Work on diction is inextricably linked with work on forming the correct pronunciation of all sounds of the native language.

In the period from 2 to 6 years, when all aspects of the child's speech are developing rapidly, it is important to pay attention to his clear and understandable pronunciation of words and phrases. It is necessary to educate imitating speech at a pace. However, it is not always possible to achieve good diction only by imitation. This can be hindered by insufficiently developed ability to listen to speech, insufficient mobility of the organs of the articulation apparatus, inability to control one's own voice, and other deficiencies.

Most often, unclear diction occurs in children who cannot listen carefully to the speech of speakers and have insufficient self-control, cannot concentrate on one thing, and are angry at times. The speech of such children is unclear, mixed, they always do not say the same words and phrases to the end.

Little by little, the child's diction improves as he learns to listen carefully to others and his own speech, develops speech breathing, articulation, and learns to control the voice.

It is necessary for the teacher to teach preschool children correct speech from the grammatical point of view, good diction, to accustom them to listen carefully to the speech of others and monitor the accuracy of their own pronunciation.

In order for people to understand each other, the sound part of their speech should be the same. Therefore, educators should not only observe the rules of oral speech themselves, but they should also accustom children to it. Several times we come across that children use local dialect, slang words, mispronounce words, and pronounce words literally.

The teacher constantly monitors children's compliance with the rules of literary pronunciation. In this case, the task of the educator should be: to improve the pronunciation culture of one's own speech by mastering the orthographic norms of the native language, to regularly use various manuals in preparation for classes, using dictionaries.

Speech rate refers to the rate at which speech continues over time. Preschoolers tend to speak faster than slower. This has a negative effect on the intelligibility and accuracy of speech, sound articulation deteriorates, sometimes sounds, syllables, and even words fall out. These defects are especially common when pronouncing long words or phrases.

The activity of the educator should be directed to the formation of a slow pace of speech in which words sound very clearly in children.

Intonation is a complex set of all means of expression in speech, which includes:

musicality – the rise and fall of the voice when saying a phrase, which gives the speech different colors and allows you to avoid monotony. Musicality is involved in every word of the sounding speech. If it changes according to its height and strength, the vowels bring its processing to the end;

pace – acceleration and deceleration of speech based on the content of the expressed thought, taking into account the pauses between speech segments;

rhythm – an even exchange of stressed and unstressed syllables (that is, their following qualities: length and brevity, raising and lowering of the voice);

phrasal and logical accents – pauses, raising the voice, separating words with tension and distance when pronouncing, depending on the content of the expressed thought;

speech timbre – (not to be confused with voice timbre and voice timbre) expressive-emotional colors of sound (sad, happy, sad timbre).

With the help of these means of expression, thoughts and expressions, as well as emotional-will relations are clarified in the process of communication. Thanks to the intonation, the thought has a complete tone, the said thought can have an additional meaning without changing the main meaning. Also, the content of the expressed opinion may change.

Speech that is not expressive in terms of tone can usually occur as a result of weak listening ability, insufficiently developed ability to listen to speech, improper speech education, various speech defects (dysarthria, rhinolalia, etc.).

The child should know how to use the means of expression correctly in order to convey his various emotions and experiences to the listener. The teacher's speech should be full of emotion and should serve as an example of intonation expressiveness.

Work on intonation expressiveness is mainly carried out by presentation. When memorizing poems and telling stories, the educator uses the expressive means of speech and pays attention to the expressiveness of the child's speech. As children listen to the teacher's correct, expressive speech, they gradually begin to use the necessary intonations in independent speech.

All sections of work on the sound culture of speech are interdependent. In order to regularly and consistently carry out games and exercises related to the education of sound culture of speech, work on "live" voice should be based on it. At each age stage, it is necessary to gradually make the material more complicated, adding sections on the education of the sound culture of speech. Taking into account the age characteristics of children's speech development, the formation of sound culture of speech can be divided into three main stages.

The first stage is the period from 1 year to 3 years. Active vocabulary develops rapidly at this stage (especially at its beginning). If previously formed articulatory movements were involved in the pronunciation of whole words, some changes are made to it, that is, clarification occurs, it becomes more stable. The child's ability to consciously imitate the pronunciation of a whole word develops, thanks to which the educator has the opportunity to significantly influence the sound aspect of the child's speech. The use of various sound imitations forms the basis of work on the sound culture of speech.

The efficiency of the work increases, because training with children of this age is conducted in small groups.

The second stage is the period from 3 to 5 years. At this age, the phonetic and morphological structure of the word is formed. The most difficult articulatory movements will continue to be refined. This creates an opportunity for the child to produce intermediate, affricate and sonorous sounds. Work at this stage relies on children's conscious attitude to the sound aspect of the word, which is significantly different, and it is built on the consistent practice of all the sounds of the mother tongue.

The third stage is the period from 5 to 7 years. This stage is considered to be the final stage in the formation of the sound side of the speech of preschool children in a preschool educational institution. At the beginning of the period, the most difficult articulatory movements can be formed, but it is important that the sounds that are close in terms of articulation or acoustic characteristics (c-III, 3-x, c-3, etc.) are clearly distinguished from each other (in pronunciation, it is also necessary to receive the speech by listening. Special work on improving the classification and differentiation of such sounds helps to further develop the

phonemic listening ability in children, to master phonemes as sounds that differentiate content (surat – pace, stop, etc.).

In this period, education of the sound culture of speech is built on the basis of the classification of the main pairs of sounds, and at the same time diction, pace, intonation expressiveness, etc. includes.

At each stage, the educator should take into account the specific features of the development of children's speech, while considering the main content of the work related to the education of the sound culture of speech.

Control questions:

1. What does the term "speech culture" mean?
2. How to develop the mobility of the articulation apparatus?
3. What is the importance of the work on the development of speech breathing for speech? Why do you think so?
4. How should work on sound be carried out?

LESSON 7

THEME: Practical application of theoretical knowledge in teaching English to preschool children

Plan:

1. The content of the methodology of teaching children a foreign language as a scientific discipline.
2. Distinguish between language and speech in linguistics.
3. Approach to the problem of speech development by pedagogues and psychologists.
4. Searching for new content and forms of organizing mother tongue teaching in the late 80s

1. The content of the methodology of teaching children a foreign language as a scientific discipline

When the word "language" is used in educational practice, speech is often understood along with language. This is explained by the fact that the student's speech is determined by the language system outside of it. As he acquires speech, he essentially acquires the rules and methods of existence of this language system. And again: the speech communication of people cannot be imagined without knowing a certain number of words and the rules of this language, without the skills of connecting these words together to express a certain content. Thus, language and speech, being different concepts, are inextricably linked with each other. Language is a "possible communication tool", and speech is "the very tools in action". Language and speech are most directly connected with thinking, because it is essentially its tool. "Language is as old as consciousness; language is a real consciousness that exists in practice for other people and at the same time for myself, and like consciousness, language arises only from necessity, from the need to communicate with other people." When a child learns his mother tongue, he

forms the appropriate language device in his mind. Children in Uzbek families naturally develop the Uzbek language. By acquiring the mother tongue, the child learns to use a language device that is still incomplete, because he does not yet know the meaning of many words, how to pronounce them correctly; he hasn't mastered grammar yet. Language is an integral part of our life and we take it for granted. We don't think much about what language is, how we speak in it, and how we learn to speak. It is well known to everyone that there is a special science that studies language, and its name is linguistics. Despite the fact that this science is developing rapidly and has undoubtedly made significant progress in this field, it is now clear that we know very little about language, which is the most "human" of human characteristics and without which man cannot exist as a member of society. we are

The question arises: Is it so necessary to study language at a time when there are many tasks that need to be solved urgently in front of humanity? Is it worth the effort and money to learn the secrets of the language? One can often hear opinions that linguistics is a secondary science and that it is more important for humanity to develop other sciences, such as physics, chemistry, astronomy, and medicine.

Although we started talking about the importance of developing other sciences, let's answer the question whether language can have any effect on the development of natural sciences. Currently, language and theory are at the center of methodological problems related to modern sciences, because "the theory, which consists of a system of generalized knowledge and emerges as the initial stage of organizing knowledge, is formed in language, which gives language a special place in the process of cognition, and thus opens new scientific horizons for science, forces it to come out of the corner where it always sits peacefully and quietly, given to dreams about its humanitarian essence".

The language of scientific description becomes one of the criteria of these science degrees. The famous physicist W. Heisenberg noted: "For a physicist, the ability to explain in simple language is considered one of the criteria of the level of understanding in the relevant field". One of the aspects of scientific and technical development is the popularization of science and the introduction of scientific achievements to the general population. The success of this work depends in many ways on how scientific information is presented and how understandable it is to people in this language. And here we run into language problems.

Without underestimating the great role of natural sciences in human development and our daily life, we should not forget that the most interesting, complex and still unexplored phenomenon of nature is man himself. That's why, lately, great importance is being paid to human sciences, first of all to psychology. The word "linguistics" is often taken synonymously with the word "grammar", and the study of language - the study of suffixes, adverbs, rules of types and so on. Of course, this is not the case. Modern linguistics is an extremely multifaceted science, some of its branches merge with psychology. Linguists are currently developing a different view of language: now language is viewed not only as a

large number of fixed words and the rules of their use, not only as a system that develops historically over time, but as a separate human activity.

2. Distinguish between language and speech in linguistics.

When we use the word "language", we mean two things - language and speech. These distinctions were first introduced into linguistics by the Swiss scientist Ferdinand de Saussure, who contrasted language with speech, which was very important for the further development of linguistics, because "by separating language and speech, we separate society from individuality". In other words, it is a distinction between implementation by a single person in an isolated situation and implementation by all people speaking a language together. For us, these distinctions are very important, because we are talking about both language (the child's speech is determined by the extra-linguistic system) and speech (the child's speech activity, that is, the rules and methods of the existence of the language system). Over the past period, several attempts have been made to introduce a different system of concepts. One of them belongs to L. V. Shcherba, a famous linguist of the Soviet era. It includes speech organization (psychophysiological organization of the individual), language system (summarization of the rules issued on the basis of "all") in theory ("speech and understanding phenomena that occurred in the life of one or another social group in a certain period"⁵) and language material (speech activity) separated. L.V. Shcherba calls the last situation "the totality of the phenomena of speaking and understanding". This three-member system of L. V. Shcherba was improved by A. A. Leontev, a linguist of the Soviet era.

A.A. Leontev defines "language ability" as a reflection of the language system in the mind of a person who speaks this language, "language process", i.e. speech itself, which is a means of realizing language ability, and "language standard" - language distinguished as a system that exists outside the individual⁶. Thus, in addition to the distinction between language and speech, he distinguished something that exists in the human mind and allows him to use language, speak and understand spoken words (language ability). This is a mechanism for ensuring speech activity.

Usually speaking activities are divided into four: reading, writing, listening, speaking. They are connected in pairs and determined by two forms of implementation of the language system - oral and written.

The use of language is compatible with the psychological activity of a person. Language is not an "addition" to his work.

Language is most directly related to thinking. In fact, language itself is a tool of thinking. The process of thought is always traced in language, but its result can be transferred to the form of language and thus reach future generations. Language makes it possible to plan mental activities. In the process of planning, another important task of language appears - the task of controlling human behavior. Language helps to collect and consolidate the entire experience of mankind in the past, to subject a person to the norms developed as a result of this experience. Everything that we have seen in our past, in our present, and even

what we can see in the future comes to us through language. Everything that governs human behavior, including worldviews, moral and aesthetic ideals, and cultural norms, is achieved through language and speech communication.

A person participates in the process of realizing existence throughout his life. The need for knowledge is satisfied in many ways through language. The child cannot use scattered objects to perceive and understand the surrounding existence, he begins to combine objects, categories, distinguishing significant aspects (cubes, cars, etc.) concepts expressed by appear. It is difficult for any concept, whether it is domestic or scientific, to live without its word shell. Thanks to this, we can record our knowledge in our language, convey it to other people, and gain new knowledge through language. American scientist Ch. Peirce notes that "language is such a thing that by knowing it we learn more." Thus, another important task of language is highlighted, that is: language is a tool of human knowledge.

There is another characteristic of a person, a unique human desire, which is the need for communication with other people, "the need for emotional communication" (K. Obukhovsky). It was because of this need that language first appeared. The desire to communicate always leads to language acquisition. The reason why a child learns to speak is that he has to participate in activities together with adults, and for this the child needs to understand what is being said to him and to speak on his own. Here we can talk about the "three qualities of language" (summarization and synthesis of experience - concentration in thought - communication) (V.A. Zveginsev). Language research is of great importance in solving many actual practical tasks, in addition to being of independent general scientific interest. Some of these tasks are directly derived from the tasks of language listed above - to record human experience more accurately with the help of language, for the cultural norms expressed by language to have a stronger and more stable regulatory effect on human behavior, for people to In order for communication (for example, in the field of social relations) to be more successful, it is necessary to study the language.

In addition, there are other practical tasks, the solution of which is directly related to the research of language problems. Scientists working in the field of psychology, management theory, and social sciences are faced with a number of linguistic tasks. In particular, the study of psychological processes involves the study of early speech processes. How does the development of concepts, the solving of mental and practical tasks continue, how does the child adapt to the external (material and social) environment - the answers to these questions involve the study of not only object movements, but also the speech itself.

Communication and management is another huge branch of linguistics. Propaganda and agitation (regardless of whether it is carried out in the form of direct communication or through mass media) is essentially a form of using language to influence the psychological world of a person. In order to influence through language effectively, it is necessary to know the mechanisms of this influence, specific speech mechanisms.

Purely linguistic tasks arise during the rational organization of the operator's activities, for example, when communicating verbally with an airplane, spaceship, etc.

Another branch of linguistics is aphasiology, a branch of medicine that studies speech disorders as a result of brain damage, injury, or trauma. Identification and treatment of these defects will largely depend on what changes have occurred in the patient's speech. For this anomalous speech, there is a need to develop special language features, and the aphasiologist will need the help of a linguist.

Speech disorders are not the only case where language parameters can help in assessing the human condition. In some situations (psychological stress, stress), well-trained people do not notice some defects in physiological parameters. But their speech changes so much that it is difficult for a non-expert to understand. Often, only language criteria can indicate that such a situation occurs. As mentioned above, language is directly related to cognitive processes, and in addition, the level of language development is directly related to the level of general mental development. Therefore, a special study of the child's speech can help to identify defects in psychological development or retardation of development, even if this method can be useful if other types of examination do not detect such defects.

Linguistics can also be of great help to the criminalist. For example, it is possible to find a criminal by a fragment of his speech (written or spoken), to expose the falsehood of his instructions (when a person deliberately lies, his speech changes in such a way that a non-specialist does not notice it).

And finally, the traditional practical task of linguistics is teaching foreign languages. Without a detailed description of the language, it is impossible to study the speech in it.

Modern linguistics is not only a description of existing languages, but also an approach to language as an activity and the study of a person who speaks. "Language has endless and still untouched possibilities for knowing a person and the world around him, but it can be achieved not by describing the language, but by learning it" (V.A. Zveginsev).

Psycholinguistics is a rapidly developing science that studies language as an activity. It has now become an integral part of engineering, aviation and space psychology. is important.

Development of preschool children's speech is a complex psychological process, which does not consist only of imitating the speech heard by the child. This process is related to the development of communication activities in children and, first of all, the need for communication. The child's orientation to new aspects of existence: the transition from practical activities to studying the world, and then people, their relationships, creates the need for new means of communication that serve new purposes.

Expanding the child's lexicon provides an opportunity for him to master a wider and more diverse expression of his experiences.

For modern and complete development of speech, it is necessary to enrich the content of the child's desire for communication through interaction with the surrounding people. The reason why children acquire speech is that the basis of their communication activities is the desire-motivation, and its composition has changed.

In the verbal stage, the child develops slow speech. At this stage the main importance of the period is that in it the necessary conditions for transition to the next stage - the stage of the emergence of active speech are created.

In the second stage of the child's acquisition of active speech, three main aspects are distinguished: emotional relations; relations during joint activity (cooperation); sound relations.

Each aspect of the child's communication with adults under consideration is to help him accept the communicative task set before him by adults, which requires the use of words as a conditionally accepted tool for mutual understanding in society. In addition, each considered aspect of the communicative factor to one degree or another and in its own way helps children to solve the communicative task, that is, to use speech.

In the third stage of speech development - its material (vocabulary and grammar) is inextricably linked to the child's desire to communicate with adults and its content, while changing the communication function of the child. This causes the child to learn new, more complex and comprehensive aspects of speech. The fact that speech plays a decisive role in the psychological formation of a child increases the importance of the conditions and factors that support its development at different stages. The issue of the forces driving the development of speech is especially important because of their rapid and sudden implementation.

Determining the forces that stimulate or slow down the development of children's speech is the key to organizing pedagogical activities with a clear goal in this process.

3. Approach to the problem of speech development by pedagogues and psychologists

The approach to the problem of speech development is based on the fundamental researches of pedagogues, psychologists and methodologists (L.S. Vygotsky, L.A. Wenger, P.Ya. Galperin, V.V. Davydov, A.V. Zaporozhes, N.N. Poddyakov, A.P. Usova, Ye.A. Flerina, etc.). determined by general psychological positions. In these studies, teaching and development are not considered the same, but at the same time, it is emphasized that teaching has a leading importance in helping children to develop the means and methods of finding their way in existence, which creates a "zone of proximal development" (L.S. Vygotsky).

The problem of teaching speech has always been one of the leading problems of pre-school didactics and will continue to be so. The importance of teaching in the acquisition of the child's native language has been repeatedly emphasized by Eastern (Ibn Sino, Alisher Navoi, etc.) and Western (Ya. A. Komensky, etc.) thinkers, as well as K. D. Ushinsky, Ye. I. Tikheeva, noted by

A.P. Usova, L.A. Penevskaya. Ibn Sina stressed the need to talk to children calmly and without touching their personality, starting the conversation with stories and legends. A. Navoi expressed words, speech and their importance in human life through images in a highly artistic form.

Ya. A. Komensky, based on the idea of comprehensive development of natural abilities, set tasks such as teaching children to know, act, and speak from an early age. He believed that the same concern should be given to the development of "mind and speech". Because the child expresses his thoughts and communicates with the people around him through speech, he understands the world around him by acquiring speech, and as a result of communicating with other children, the child develops speech and thinking.

K. D. Ushinsky put forward the thesis that teaching the mother tongue is "the main, central subject" in primary education. According to him, "the child may not be able to master this rather huge inheritance for a long time, maybe never - he may not really make it his spiritual wealth."

Ye.I.Tikheeva was the first among the followers of K.D.Ushinsky to use the term "language teaching" for preschool age. According to him, the basis of the system of education in the kindergarten should be regular teaching of the mother tongue from the first age, which he considered one of the main tasks of the preschool educational institution.

E. A. Flerina also made a great contribution to solving the problem of teaching the mother tongue. He used the term "teaching" in a broad sense to describe the pedagogical influence of adults on children. Based on the understanding of education in this sense, he distinguished its three forms: teaching in the daily life of the child, during his various activities; group classes organized according to children's wishes: compulsory classes where "one or another educational task is put before the whole group". Ye.A.Flerina warned about the danger of "solving the problem of education of preschool children at a narrow level" and emphasized the uniqueness of education of preschool children: "Children, through direct contact with life, their peers and in the case of adults, they also study and learn through the teacher's guidance in classes and special classes." In his educational system, he gave the main place to art and its use in various activities, including artistic and speech activities for the development of the child's abilities.

While A.P. Usova developed a general theory of teaching in a preschool educational institution, he gave a special place to teaching the mother tongue. In his opinion, the educational process itself serves as a guarantee of correct speech development, because "it introduces such qualities into the speech development of children that they usually develop weakly under normal conditions." A.P. Usova believes that if the laws of speech development are properly taken into account, education will ensure the development of all children's speech at an acceptable level. He paid special attention to the formation of the ability of children to tell a story, which is difficult for them to master independently. A.P. Usova believed that it is necessary to train all children in order to master the program in the mother

tongue. At the same time, he did a lot of work to develop training methods. The structure of mother tongue teaching in a preschool educational institution was developed by L.A. Penevskaya. It included the following: children's acquisition of vocabulary and its grammatical structure in their native language; formation of oral literary speech and mastering the sound system of the language; teaching storytelling. Although, according to L.A. Penevsky, "the content of the specified language is not decisive, "as a result of preschool education, children know how to speak correctly, cleanly and expressively in their mother tongue, rich they must have a reserve of vocabulary, be able to tell what they have received from the story fluently and coherently.

In the following years, studies on the problem of teaching preschool children to speak in their native language were conducted from the point of view of clarifying the work structure and searching for ways to improve the educational methodology. The main attention of researchers was focused on the content and methodology of speech training, which gradually led to the narrowing of the concept of "teaching speech" warned by Ye.A.Flerina, and in practice - to the increase in the importance of special training for speech development. In addition, teaching communication due to communication problems (A.V. Zaporozhes, A.A. Leontev, M.I. Lisina, A.K. Markova, A.G. Russkaya and others); forming an analytical attitude towards language and speech (L.I. Aydarova, L.E. Jurova, S.N. Karpova, D.B. Elkonin, etc.); issues of development of speech activity together with all its structural components (A.M. Bogush, A.A. Leontev, A.I. Polozov, V.I. Yashina, etc.) were actively developed.

As a result of these works, children's knowledge and ideas about the elements of language existence, language generalizations that ensure the linguistic development of preschool children were separated from the work on teaching the mother tongue, programs and methods of educational work with children were created, in which the main focus is not on specific knowledge, abilities and skills, but on the development of mental and artistic abilities ("Model program of education and upbringing in a preschool educational institution", "Rainbow", "Development", etc.) Literature analysis showed that the necessity of teaching speech to preschool children has already been proven in the science of pedagogy, which leaves no room for doubt. Currently, the search for the optimal form of organization of children's education, which allows to ensure the high level of mental and speech development of children, and the formation of their language skills, is underway. In theoretical and practical studies, the issues of the content and forms of such education are resolved. Scientific schools, alternative (variant) programs of advanced practical experiences differ in these aspects.

Searching for new content and forms of organizing mother tongue teaching in the late 80s

The search for new content and forms of organizing the teaching of the mother tongue intensified at the end of the 80s, because by this time, the organization of the pedagogical process in kindergartens was primarily visible in the formal, subject-object relations of the educator with children. the educational-

disciplinary model was severely criticized. This relationship is very noticeable in the content and form of frontal training. As a result of the analysis of those arguments mentioned in the order of criticism, it is possible to indicate the main directions of negative assessment of classes as the main form of education in a preschool educational institution: during the training process, the educator's attention is focused only on this, if it harms other types of children's activities;

- The teacher insists on orderly training and formalizes the teacher's relationship with the children; children are offered a large amount of specific knowledge given on the basis of strict programming documents;

- in the absolute majority of cases, activities are conducted only in the name of activities, which does not allow to ensure the activity of all children;

- in training, the school form of organization is used, which is not very feasible for preschool children due to the insufficient formation of involuntary behavior;

- due to the above reasons, as well as the lack of feedback and development tasks, the effectiveness of training is low.

These shortcomings of the preschool education system in the teaching of the mother tongue were manifested in the following:

- teaching the mother tongue in classes often consists of gathering language tools, mastering language units, and it is not aimed at solving the tasks of communicative activity;

- there is no motivation of speech that arises if children's speech is considered within the framework of communication activities; the conditions of teaching speech often differ from the conditions of natural communication: there is no interlocutor (there is only the pedagogue who gives questions, instructions, and gives evaluative conclusions), the organization of classes is based on the conditions of communication (around the table sitting too close to one) does not fit, etc.;

- among the methods used, reproductive speech (imitation of adult speech) takes the leading place;

- in classes, children's speech activity is strictly regulated by the teacher, which weakens children's speech activity and even destroys it completely. In the process of teaching speech, these negative features were identified by pedagogues and psychologists as a result of the existing practice, which was recognized as fair. At the same time, frontal speech training is a very economical form of training, which is aimed at solving didactic and educational tasks; it can be effective in eliminating the above-mentioned negative aspects: if it is built on the basis of game, communicative and cognitive motivation, in the conditions of dominance, when the methods of organizing children are changed (for example, in a circle around the table) 'sitting, sitting on the carpet, moving in a group, etc.), are subjective methods of interaction between the subject - the educator and children, when the methods of accelerating the speech activity of children seeking to know are used.

Practice shows that negative situations can be reduced to a minimum level with the skill of a pedagogue who knows the theoretical foundations of the speech development methodology and specific methods of pedagogical guidance, as well as in cooperation with educators.

In the literature, training options have been developed that are free from most of the above-mentioned negative features and are successfully used in practice by pedagogues who are engaged in positive activities. For example, a comprehensive approach to solving various tasks of speech development is the basis of training developed by the scientific staff of the Children's Speech Development Laboratory of the Research Institute of Preschool Education. The content of the tasks offered to children in these activities and their sequence make the transition to fluent thinking a natural thing for the child. However, even if the factors that increase the effectiveness of speech training are taken into account to the greatest extent, this form of education does not always correspond to the task of developing mutual speech communication between teachers and children. Even when the pedagogue communicates with the children in a very democratic way, the "goodness" of the adults is "pressing" (and this is appropriate from the point of view of the leadership of didactic tasks). Children's behavior is regulated, and adults are the initiators of communication. Therefore, the search for ways to solve the problems of speech and speech communication development continues.

"Developing dialogues" developed by L.I. Aydarova and "dialogue lessons" proposed by A.G. Arushanova are interesting here.

The analysis of different approaches to the issues of teaching the mother tongue to preschool children showed that the research of theoretical and practical problems of teaching speech has a common starting position arising from the recognition of the following theoretical rules:

- education has a decisive importance in the development of preschool children's speech, especially in today's unfavorable speech environment; teaching speech is a creative process, which does not accept strict restrictions such as "from ... to ...", which are determined by the age laws of speech development and the child's characteristics;

- the basis of speech teaching should be a communicative approach, in particular: language acquisition should be included in speech communication activities, educational conditions should be brought closer to natural communication conditions;

- the nature of interaction between adults and children during education should be determined by the form of communication leading for this child; it is necessary to carry out work on the language within the framework of its structure, taking into account all components of speech activity, that is: exhortation-motivation, purpose-research, performance components;

- teaching speech should be based on children's independent activity in language acquisition and should be connected with other types of child's activities. The research of the problem of teaching preschool children to speak is being continued based on the above methodical rules.

The analysis of psychological-pedagogical research in the field of speech development of preschool children and teaching them their mother tongue allows us to come to the following conclusions:

- speech development is a very complex and multifactorial process related to the acquisition of socio-historical experience, which occupies a central place in the individual development of a child.
- it is not a spontaneous process, but a creative process that offers pedagogical guidance.
- The pedagogue managing the speech development process of the child should know the laws, mechanisms and characteristics of this process at different age stages, be able to see the individual characteristics of speech development and have a pedagogical influence on the child's speech, taking into account the unique characteristics of the child. must choose his ways.

Analysis of the phenomenon of "child speech development" itself and the process of its management leads to the conclusion that pedagogues need to undergo special training to work in the field of speech development of preschool children.

Control questions:

1. What is the content of the methodology of teaching children a foreign language as a scientific discipline?
2. How do language and speech differ in linguistics?
3. Describe the approaches of pedagogues and psychologists to the problem of speech development.
4. What were the new contents and forms of the organization of teaching the mother tongue in the late 80s?

LESSON 8

THEME: The importance of reflexive teaching of English to preschool children

Preschool education organization is the first stage of educational work, the first speech skills of the child begin to form at this stage and serve as the basis for the development of children's mind, thinking, character and interests. According to experts' observations, a person receives 70-80% of the initial source of information he receives during his lifetime before the age of 5-7. In fact, in the period of preschool age, which is considered extremely lively and active, the child rises to another level of development both physically and mentally.

It is necessary to direct these processes, which occur naturally in the acquisition of the mother tongue, towards speech in second language education. It should be noted that, in most cases, teaching a foreign language is based on speech formed in the native language. If the child's native speech is well formed, it will be relatively easy for him to learn the words of the second language.

The most optimal and easy learning period for learning foreign languages is the pre-school period, and the uniqueness of language acquisition in older children can be called an innate ability. Learning foreign languages is also one of the tools that effectively affects the general mental development of a child, according to N.A. Tarasyuk, "Through language communication and speech activity, a child develops, is educated, gets to know the world and himself, in particular, a foreign language. it captures all the spiritual wealth that the educational process can give to a child."

In fact, language is a tool that has a strong influence on the development of children's thinking, and every word a child learns has a certain meaning. The motivation and intellectual feelings that begin to arise in a child learning to speak while dealing with this world that is new to him are of great importance in the growth of children's thinking. Speech is the activity of certain areas of the human brain, and this process takes place together with various sensory and motor reactions. Therefore, special exercises for improving sensory channels and motor skills are very important in teaching speech. So, the mind can be affected not only through speech, but also through the development of sensory feelings, that is, by seeing, hearing, touching, smelling, tasting, and gestures. It is also necessary to pay attention to the training of muscle sensations, since the impulses coming from all sense organs are united in the field of movement.

I.M. Sechenov emphasized that muscle sensations affect all emotions and strengthen them. So, the child's activity in the game helps the growth of speech. Psychologists have widely studied the problems of child mental development in this period, including L.S. Vygotsky's hypothesis about the systematic and meaningful structure of consciousness and its development during ontogenesis made a significant contribution to the issue of the influence of education on the mental development of a child. According to him, consciousness is accessible only through speech, and the transition from one structure of consciousness to another occurs due to the development of the meaning of a word (or set of words).

In the process of teaching foreign languages in preschool children, there are linguistic-psychological features such as the ability to perceive, memorize and express their first speech skills. This period is the most unique for learning a foreign language, so it is necessary to use it effectively. When children learn the basic lexical material in English in kindergarten, they come to school ready to read and write with certain skills.

Learning a foreign language is part of the general humanitarian development of a person. Teaching a foreign language helps to reveal the child's creative potential, acquires the ability to work both independently and in a team, and helps to form a well-rounded, well-developed person. Learning a foreign language develops children's memory, imagination, attention; forms interpersonal communication, management and self-management skills. The most effective method of teaching children a foreign language at the initial stage is the natural

way of creating a language image in the child - through repeated listening to practiced language structures.

That's why listening plays a big role, as a result of which the following happens:

- teaching the basics of speaking in English;
- formation and development of listening skills;
- creating a "picture" of English language structures in the child called "intuitive language skills";
- formation of skills of functional use of speech to obtain information;
- development of voluntary memorization and attention;
- development of communication skills, activity and independence;
- introduction to the culture of countries.

The teaching of preschool children is significantly different from the teaching of schoolchildren. Teaching English to preschool children also has its own characteristics, which are based on the psychophysiological development of children of this age. Preschool children need a lot of attention. This characteristic of their psychology, which is explained by the weakness and effectiveness of the braking process, is intensified in relation to stationary objects. This means not only the need for lively, dynamic and interesting learning at the primary level, but also a prerequisite. It is necessary to form the necessary knowledge, skills and abilities in children, as well as to develop voluntary attention. When planning educational material, it is necessary to change the types of children's activities frequently, keeping in mind that children's attention can be attracted for a short time. The child usually feels tired not from activity, but from its monotony and one-sidedness. Varying different activities is a good way for children to relax. Therefore, you should use different teaching methods during foreign language lessons. This enriches the training as much as possible and gives the teacher the opportunity to focus directly on the learning process without being distracted by the restoration of discipline. In preschool children, visual-figurative memory is superior to logical memory. They remember specific things, colors, events well. Therefore, combining words with specific objects or actions is a necessary condition for mastering linguistic material at this stage.

A distinctive feature of preschool children's psychology is the concreteness of their thinking, their inclination to moving, colorful things. Therefore, a bright and colorful look is a good helper when teaching young children. If the child is directly related to the object, picture or action he sees or does, the child learns the word in a foreign language much faster. Therefore, when learning poems and songs, you should accompany them with actions and gestures. Correct, pedagogical and methodical organization of the lesson is of great educational importance. Each element of the lesson should be planned and implemented taking into account age and psychological characteristics.

The main goal of the lesson, taking into account the specific characteristics of a foreign language as an educational discipline, the main task of teaching a foreign language to preschool children is to teach them to understand simple,

understandable speech and to teach children some skills and speech abilities. Teaching English to preschool children is one of the first steps in preparing a child for school, correct pronunciation, accumulation of vocabulary, the ability to understand foreign speech and participate in a simple conversation. Learning English at this stage includes the following aspects:

- listening carefully and repeating the English speech of the teacher or the announcer (developing phonogram work);
- increase, combine and activate vocabulary, without which it is impossible to develop speech communication;
- mastering simple grammatical structures;
- listen carefully to the interlocutor's speech and answer his questions appropriately.

LESSON 9

THEME: The importance of creative tasks in learning English for preschool children

Learning a foreign language is part of the general humanitarian development of a person. Teaching a foreign language helps to reveal the child's creative potential, acquires the ability to work both independently and in a team, and helps to form a well-rounded, well-developed person. Learning a foreign language develops memory, imagination, attention in children; forms interpersonal communication, management and self-management skills. The most effective method in the initial stage of teaching children a foreign language is a natural way of creating a language image in a child - through repeated listening to practiced language structures.

That's why listening plays a big role, as a result of which the following happens:

- teaching the basics of speaking in English;
- formation and development of listening skills;
- creating a "picture" of English language structures in the child, called "intuitive language skills";
- formation of skills of functional use of speech to obtain information;
- development of voluntary memorization and attention;
- development of communication skills, activity and independence;
- introduction to the culture of countries.

The teaching of preschool children is significantly different from the teaching of schoolchildren. Teaching English to preschool children also has its own characteristics, which are based on the psychophysiological development of children of this age. Preschool children need a lot of attention. This characteristic of their psychology, which is explained by the weakness and effectiveness of the braking process, is intensified in relation to stationary objects. This means not only the need for lively, dynamic and interesting learning at the primary level, but also a prerequisite. It is necessary to form the necessary knowledge, skills and

abilities in children, as well as to develop voluntary attention. When planning educational material, it is necessary to change the types of children's activities frequently, keeping in mind that children's attention can be attracted for a short time. The child usually gets tired not from activity, but from its monotony and one-sidedness. Varying different activities is a good way for your child to relax. Therefore, during foreign language classes, you need to alternate different teaching methods, including the use of a mobile phone. This enriches the lessons as much as possible and gives the teacher the opportunity to focus directly on the learning process without being distracted by the restoration of discipline. In preschool children, visual-figurative memory is superior to logical memory. They remember specific things, colors, events well. Therefore, combining words with specific objects or actions is a necessary condition for mastering linguistic material at this stage.

A distinctive feature of preschool children's psychology is the concreteness of their thinking, their inclination to moving, colorful things. Clear, clear and understandable teaching of this characteristic of babies. Therefore, a bright and colorful look is a good helper when teaching young children. If the child is directly related to the object, picture or action that he sees or does, the child learns the word in a foreign language much faster. Therefore, when learning poems and songs, you should accompany them with actions and gestures. Correct, pedagogically and methodologically thought out organization of the lesson and its regime are of great educational importance. Each element of the lesson should be planned and implemented taking into account age and psychological characteristics.

The main goal of the lesson, taking into account the specific characteristics of a foreign language as an educational discipline, the main task of teaching a foreign language to preschool children is to teach them to understand simple, understandable speech and to teach children some skills and speech abilities. Teaching English to preschool children is one of the first steps in preparing the child for school, correct pronunciation, accumulation of vocabulary, the ability to understand foreign speech by ear and participate in a simple conversation. Learning English at this stage includes the following aspects:

- the ability to repeat English words from a phonetic point of view after the teacher or speaker (developing work with the phonogram), the ability to pay attention to primary attention, phonetic to auditory skills
- accumulation, consolidation and activation of vocabulary, without which it is impossible to develop speech communication;
- mastering simple grammatical structures at a number of levels; make a coherent statement.

Paying attention to the interlocutor's speech and answering his questions appropriately. One of the most important techniques in teaching a foreign language is a game. The game is a leading activity for children aged 3-6 years. It should be the basis of the educational process, so the child learns and memorizes not only unfamiliar words. The educational process is bright, memorable, and

children are happy to attend English lessons. I offer to your attention "Confusion", "Simon Says", "Rain-Frost", "Contrary" and other games. The factors that come with play - interest, satisfaction, joy - make learning easier. Play plays an important role in a child's life.

In your practice, you can use active, semi-active and quiet games to explain and master new learning material. Games can be used for various purposes: introducing and strengthening knowledge of vocabulary and foreign language models; for the formation of oral speech skills and abilities; as a form of independent communication of children in a foreign language. The main task of teaching children English in kindergarten is to develop conversational skills. Many teachers tend to believe that at this age you should not force children to read and write. These activities can be partially included in the educational process.

The educational process was not difficult enough for the little one. Lexical games should form the basis of any lesson. First, the principle of visualization should be used when introducing new words to the lesson. This means that it is not only necessary to tell children that a certain word is translated into English in this way, but also to try to create in the child a certain image associated with this concept. This can be done in the classroom using different pictures or toys. After the vocabulary of the lesson is introduced, the children should speak several times. This can be done using various game techniques.

For example, children can pass the ball to each other and say a word, or you can have a competition to see who can say a certain word the loudest. In this way, you can check the correct pronunciation of words by children and correct it if necessary. It should be remembered that teaching English to preschool children is a complex process that requires an unusual approach to language teaching. Lexical games should be as simple and understandable as possible for children. These are "Who will show the picture first?", "What is it?", "What is missing?" and others.

The main thing is that there is a moment of competition during the lesson, as a result of which children are given the opportunity to participate in the processes and develop interest in the subject being studied. By complicating the game in the learning process, we adhere to the principles of gradation, consistency and convenience in learning. Not every child is used to sitting in one place for a long time, and therefore games should be included in the lesson: "The Big Bad Wolf", "Hunters and Rabbits", "Animals" and others. Doing exercises in English classes with toddlers can be a favorite and fun activity for children, even though they are only in English. Some examples are: Counting, movement, toys, etc. With their help, you can correct some words, and thus you can change the type of activity of the children, which quickly eliminates fatigue, and also increases their activity and motivation to learn English. Thanks to this, the effect of the session will be much greater. Even the familiar "Cats and Mice" can be a great addition to the learning process. Playing in a fairy tale with the distribution of roles is a constant success among children. Playing a fairy tale means learning the scene

LESSON 10

THEME: Integrated teaching of a foreign language for preschool children

Plan:

1. Important features and skills of STEAM for children
2. Creative and innovative approaches to projects

1. Important features and skills of STEAM for children

Advanced foreign experiences in modern education STEAM (S-science, T-technology, E-engineering, A-art, M-mathematics) is a modern approach combining science, technology, engineering, art and mathematics.

STEAM helps children develop the following important characteristics and skills:

- comprehensive understanding of problems;
- creative thinking;
- engineering approach;
- critical thinking;
- understanding and application of scientific methods;
- understanding the fundamentals of design.

This approach will help children solve life problems in the future. In many developed countries, including the USA, Japan, Israel, Singapore, and Russia, preschool educational institutions are effectively using this approach to develop children's creative and inventive abilities.

Today's world is not like yesterday, tomorrow will not be like today! Dynamically developing technologies are introduced in all spheres of human activity.

65% of today's children take occupations that do not exist today. Future specialists will need comprehensive education and knowledge from various fields of technology, science and engineering.

STEAM enables our children - inventors, the future generation of discoverers, to conduct research as a scientist, to form technology, to design as an engineer, to create as an artist, to think analytically as a mathematician through play.

Today, STEAM-education is developing as one of the main trends in the world and is based on the integration of five areas into a single educational scheme in the application of the practical approach. The conditions of such education are its continuity and the development of children's ability to communicate in groups, so that they collect and exchange ideas. Therefore, the main educational program includes modules for the development of logical thinking, such as Lego-technologies, children's studies.

Thanks to the **STEAM** approach, children understand nature and regularly study the world, and thereby learn their interests, the engineering way of thinking, the ability to get out of critical situations, the development of teamwork and the basics of leadership, self-expression, in turn, provides a completely new level of children's development.

Building self-confidence. In this approach, children "launch" hand-made bridges and roads, planes and cars, "develop" and test underwater and aerial structures, each time they get closer to the goal. The "product" that did not give good results is repeatedly tested and improved. As a result, solving all problems by oneself, achieving the goal brings inspiration, victory, adrenaline and joy for children. Each victory instills more confidence in their abilities.

Active communication and teamwork. STEAM programs are also characterized by active communication and group work. During the discussion stage, they learn not to be afraid to express their opinions. Most of the time, they are not sitting around a desk, testing and developing "products" based on their designs. They are always busy interacting with educators and their friends in a collaborative team.

Development of interests in technical sciences. The task of STEAM education at preschool and elementary school age is to create the initial conditions for the development of interest. For children, in natural sciences and technical sciences, liking what they do is the basis for developing interest. STEAM is very interesting and dynamic for children and prevents them from getting bored. They don't notice time passing, but they don't get tired either. Building rockets, cars, bridges, skyscrapers, electronic games, factories, logistics networks, submarines, science and growing interest in technology.

2. Creative and innovative approaches to projects.

STEAM education consists of six stages: question (task), discussion, design, impact, test and improvement. These steps are the basis of a systematic project approach. In turn, cooperation or joint use of various opportunities is the basis of creativity. Thus, at the same time, the use of science and technology in children can create new innovations.

Blended learning. Information technologies offer various new forms of education, in particular, the principle of a complex approach in the modular education system is gaining strength in recent times. The placement of various forms and methods in it has led to the introduction of mixed education as an innovation. Declan Burn says about "blended learning" - "this education is aimed at effective use of rich pedagogical experience". Such an approach can be based on the use of different methodologies in the presentation of information, information technologies in the organization of education and in the educational process, and the organization of traditional activities individually and in groups. Such a different approach does not tire the student and increases his motivation to study. The main issue is ensuring the compatibility of the selected methods and achieving high efficiency at low cost. Today, blended learning is a combination of elements of traditional daytime education and advanced education, which allows for the combination of traditional methods and new technologies. In this system, the teacher remains at the center of education and makes extensive and effective use of the Internet. Blended learning consists of distance learning, classroom learning (Fake-to-Fakelearning) and online learning.

Webinar method. Today, another technology of distance education, "webinar" (introduced to the term communication in 1998) has appeared. Webinar technology involves interactive organization of teaching based on web technology. This technology not only conveys information to the audience, but also creates an opportunity to communicate with them (verbally, in writing), that is, it is possible to exchange ideas and express one's opinion in the form of a seminar. In other words, education organized on the basis of the Internet network is moving to the subject-subject paradigm. While a webinar class is a seminar or conference delivered live over the Internet with simultaneous audio and video (and many of the interactive options listed in previous posts) the class can be recorded for later use. the lessons of the entire educational or course process are not interconnected within the framework of a single platform, that is, it can be said that they are separate one-time lessons.

Heuristic teaching method. When using the heuristic teaching method, the teacher determines the problem that needs to be solved in cooperation with the students. The students acquire the necessary knowledge in the process of independently researching the proposed problem, and according to its solution compared to other situations. In the process of solving the set problem, students acquire the experience of conducting research activities by mastering the methods of scientific knowledge. The following actions are performed by the teacher and students when applying the research teaching method in the educational process:

The structure of the teacher's activity.

The structure of the student's activity will be as follows:

- offering students a learning problem;
- establishing a research question in cooperation with students;
- organization of students' scientific activities to understand the nature of educational problems;
- to be active in establishing the research problem together with the teacher and students;
- find ways to solve them;
- mastering the methods of solving research problems.

The heuristic method requires teachers to have the skills and abilities to organize high-level cognitive activities that acquire a creative character. As a result, students can acquire new knowledge independently. They are usually used in certain situations, taking into account the mastery levels of high school students.

The use of these methods in primary classes is somewhat complicated according to the opinions of practicing teachers. However, the preparation of projects in this direction is becoming more and more important in the current situation, where the social movement aimed at the active introduction of person-oriented education into the continuous education system is being implemented. Nevertheless, this classification is somewhat widespread in school practice and recognized by the pedagogical community. Also, scientific research was carried out based on the works of the great didactic I. Ya. Lerner. A number

of terms have been widely used in foreign education in recent years. These include the concepts of tutor, advisor, facilitator and moderator. TYuTOR - (Tutoreme-Latin) acts as a teacher, coach. In some cases, he also acts as a link between the lecturer and the listener. In this case, he plays the role of a consultant and teacher in acquiring the knowledge given by the speaker.

ADVISER (advisor) - French "avisen" ("to think") acts as an advisor in the completion of individual graduation qualification work, course projects.

FACILITATOR - (facilitator in English, Latin facilis – easy, convenient) - performs tasks such as effective assessment of the results of group activities, guidance in finding a scientific solution to the problem, development of communication in the group.

MODERATOR - checks compliance with accepted rules, helps to develop independent thinking and working skills of listeners, to activate cognitive activity. Conducts information, seminars, trainings and roundtable discussions, summarizes ideas. In our education, all these activities are performed by the teacher and are called pedagogues or teachers.

Control questions:

1. What important characteristics and skills does STEAM help children develop?
2. What are creative and innovative approaches to projects?

LESSON 11

THEME: A special approach to teaching English in large groups of children

Plan:

1. Pedagogical and psychological foundations of teaching foreign language to children of preschool age
2. Purposes and tasks of teaching speech development methodology

1. Pedagogical and psychological foundations of teaching preschool children a foreign language

Language is an integral part of our life and we take it for granted. We don't think much about what language is, how we speak in it, and how we learn to speak. It is well known to everyone that there is a special science that studies language, and its name is linguistics. Despite the fact that this science is developing rapidly and has undoubtedly made significant progress in this field, it is now clear that we know very little about language, which is the most "human" of human characteristics and without which man cannot exist as a member of society.

The question arises: is it so necessary to study language at a time when there are many tasks that need to be solved urgently in front of humanity? Is it worth the effort and money to learn the secrets of the language? One can often hear opinions that linguistics is a secondary science and that it is more important for humanity to develop other sciences, such as physics, chemistry, astronomy, and medicine.

Although we started talking about the importance of developing other sciences, let's answer the question whether language can have any effect on the development of natural sciences. Currently, language and theory are at the center of methodological problems related to modern sciences.

"The theory, which consists of a system of generalized knowledge and emerges as the initial stage of organizing knowledge, is formed in language, which gives language a special place in the process of cognition, and thus opens new scientific horizons for the science of language, which is based on its humanitarian essence. it forces him to come out of his corner where he always sits peacefully and quietly, given to dreams".

The language of scientific description becomes one of the criteria of these science degrees. The famous physicist W. Heisenberg noted: "For a physicist, the ability to explain in simple language is considered one of the criteria of how far the stage of understanding in the relevant field has been reached"⁸. One of the aspects of scientific and technical development is the popularization of science and the introduction of scientific achievements to the general population. The success of this work depends in many ways on how scientific information is presented and how understandable it is to people in this language. And here we run into language problems.

Without underestimating the great role of natural sciences in human development and our daily life, we should not forget that the most interesting, complex and still unexplored phenomenon of nature is man himself. That's why, lately, great importance is being paid to human sciences, first of all to psychology.

The word "linguistics" is often taken synonymously with the word "grammar", and the study of language - the study of suffixes, adverbs, rules of types and so on. Of course, this is not the case. Modern linguistics is an extremely multifaceted science, some of its branches merge with psychology. Linguists are currently developing a different view of language: now language is viewed not only as a large number of fixed words and the rules of their use, not only as a system that develops historically over time, but as a separate human activity.

When we use the word "language", we mean two things - language and speech. These distinctions were first introduced into linguistics by the Swiss scientist Ferdinand de Saussure, who contrasted language with speech, which was very important for the further development of linguistics, because "by separating language and speech, we separate society from individuality"⁹. In other words, it is a distinction between implementation by a single person in an isolated situation and implementation by all people speaking a language together.

For us, these distinctions are very important, because we are talking about both language (the child's speech is determined by the extra-linguistic system) and speech (the child's speech activity, that is, the rules and methods of the existence of the language system). Over the past period, several attempts have been made to introduce a different system of concepts. One of them belongs to L. V. Shcherba, a famous linguist of the Soviet era. It includes speech organization

(psychophysiological organization of an individual), language system (summarization of rules issued on the basis of "all") in theory ("speech and understanding phenomena that occurred in the life of one or another social group in a certain period"¹⁰) and language material (speech activity) separated. L.V. shcherba calls the last situation "the totality of the phenomena of speaking and understanding". This three-member system of L. V. Shcherba was improved by A. A. Leontev, a linguist of the Soviet era.

A.A. Leontev defines "language ability" as a reflection of the language system in the mind of a person who speaks this language, "language process", i.e. speech itself, which is a means of realizing language ability, and "language standard" - language distinguished as a system that exists outside the individual¹¹. Thus, in addition to the distinction between language and speech, he distinguished something that exists in the human mind and allows him to use language, speak and understand spoken words (language ability). This is a mechanism for ensuring speech activity.

Usually speaking activities are divided into four: reading, writing, listening, speaking. They are connected in pairs and determined by two forms of implementation of the language system - oral and written. The use of language is compatible with the psychological activity of a person. Language is not an "addition" to his work.

Language is most directly related to thinking. In fact, language itself is a tool of thinking. The process of thought is always traced in language, but its result can be transferred to the form of language and thus reach future generations. Language makes it possible to plan mental activities. In the process of planning, another important task of language appears - the task of controlling human behavior. Language helps to collect and consolidate the entire experience of mankind in the past, to subject a person to the norms developed as a result of this experience. Everything that we have seen in our past, in our present, and even what we can see in the future comes to us through language. Everything that governs human behavior, including worldviews, moral and aesthetic ideals, and cultural norms, is achieved through language and speech communication.

A person participates in the process of realizing existence throughout his life. The need for knowledge is satisfied in many ways through language. The child cannot use scattered objects to perceive and understand the surrounding existence, he begins to combine objects, categories, distinguishing significant aspects (cubes, cars, etc.) concepts expressed by appear. It is difficult for any concept, whether it is domestic or scientific, to live without its word shell. Thanks to this, we can record our knowledge in our language, convey it to other people, and gain new knowledge through language. American scientist Ch. Peirce notes that "language is such a thing that by knowing it we learn more." Thus, another important task of language is highlighted, that is: language is a tool of human knowledge.

There is another characteristic of a person, a unique human desire, which is the need for communication with other people, "the need for emotional

communication" (K. Obukhovsky). It was because of this need that language first appeared. The desire to communicate always leads to language acquisition. The reason why a child learns to speak is that he has to participate in activities together with adults, and for this the child needs to understand what is being said to him and to speak on his own. Here we can talk about the "three qualities of language" (summarization and synthesis of experience - concentration in thought - communication) (V.A. Zveginsev). Language research is of great importance in solving many actual practical tasks, in addition to being of independent general scientific interest. Some of these tasks are directly derived from the tasks of language listed above - to record human experience more accurately with the help of language, for the cultural norms expressed by language to have a stronger and more stable regulatory effect on human behavior, for people to In order for communication (for example, in the field of social relations) to be more successful, it is necessary to study the language.

In addition, there are other practical tasks, the solution of which is directly related to the research of language problems. Scientists working in the field of psychology, management theory, and social sciences are faced with a number of linguistic tasks. In particular, the study of psychological processes involves the study of early speech processes. How does the development of concepts, the solving of mental and practical tasks continue, how does the child adapt to the external (material and social) environment - the answers to these questions involve the study of not only object movements, but also the speech itself.

Communication and management is another huge branch of linguistics. Propaganda and agitation (regardless of whether it is carried out in the form of direct communication or through mass media) is essentially a form of using language to influence the psychological world of a person. In order to influence through language effectively, it is necessary to know the mechanisms of this influence, specific speech mechanisms.

Purely linguistic tasks arise during the rational organization of the operator's activities, for example, when communicating verbally with an airplane, spaceship, etc.

Another branch of linguistics is aphasiology, a branch of medicine that studies speech disorders as a result of brain damage, injury, or trauma. Identification and treatment of these defects will largely depend on what changes have occurred in the patient's speech. For this anomalous speech, there is a need to develop special language features, and the aphasiologist will need the help of a linguist. Speech disorders are not the only case where language parameters can help in assessing the human condition. In some situations (psychological stress, stress), well-trained people do not notice some defects in physiological parameters. But their speech changes so much that it is difficult for a non-expert to understand. Often, only language criteria can indicate that such a situation occurs.

As mentioned above, language is directly related to cognitive processes, and in addition, the level of language development is directly related to the level of

general mental development. Therefore, a special study of the child's speech can help to identify defects in psychological development or retardation of development, even if this method can be useful if other types of examination do not detect such defects.

Linguistics can also be of great help to the criminalist. For example, it is possible to find a criminal by a fragment of his speech (written or spoken), to expose the falsehood of his instructions (when a person deliberately lies, his speech changes in such a way that a non-specialist does not notice it). And finally, the traditional practical task of linguistics is teaching foreign languages. Without a detailed description of the language, it is impossible to study the speech in it.

Modern linguistics is not only a description of existing languages, but also an approach to language as an activity and the study of a person who speaks. "Language has endless and still untouched possibilities for knowing a person and the world around him, but it can be achieved not by describing the language, but by learning it" (V.A. Zveginsev).

Psycholinguistics is a rapidly developing science that studies language as an activity. It has now become an integral part of engineering, aviation and space psychology. is important.

Development of preschool children's speech is a complex psychological process, which does not consist only of imitating the speech heard by the child. This process is related to the development of communication activities in children and, first of all, the need for communication.

The child's orientation to new aspects of existence: the transition from practical activities to studying the world, and then people, their relationships, creates the need for new means of communication that serve new purposes. Expanding the child's lexicon provides an opportunity for him to master a wider and more diverse expression of his experiences.

For modern and complete development of speech, it is necessary to enrich the content of the child's desire for communication through interaction with the surrounding people. The reason why children acquire speech is that the basis of their communicative activities is the desire-motivation, and its composition has changed.

In the verbal stage, the child develops slow speech. The main significance of the period leading up to this stage is that it is the next stage

- the necessary conditions for the transition to the stage of the emergence of active speech are created.

In the second stage of the child's acquisition of active speech, three main aspects are distinguished: emotional relations; relations during joint activity (cooperation); sound relations.

Each aspect of the child's communication with adults under consideration is to help him accept the communicative task set before him by adults, which requires the use of words as a conditionally accepted tool for mutual understanding in society. gives In addition, each considered aspect of the communicative factor to

one degree or another and in its own way helps children to solve the communicative task, that is, to use speech.

In the third stage of speech development - its material (vocabulary and grammar) is inextricably linked to the child's desire to communicate with adults and its content, while changing the communication function of the child. This causes the child to learn new, more complex and comprehensive aspects of speech.

The fact that speech plays a decisive role in the psychological formation of a child increases the importance of the conditions and factors that support its development at different stages. The issue of the forces driving the development of speech is especially important because of their rapid and sudden implementation. Determining the forces that stimulate or slow down the development of children's speech is the key to organizing pedagogical activities with a clear goal in this process. The psychological difficulties of learning a foreign language are hidden not in the field of interest in learning a foreign language and not in the field of emotional attitude towards it, but in the psycholinguistic field: that is, this difficulty is a bilingual system in the mind of the child who is studying. - how the Russian and Uzbek languages take place, as well as the second language (in the teaching of the Russian language), how these two systems relate to each other, that is, how to eliminate interference. Thought serves as the psychological basis of speech, enrichment of thought is a condition for the development of speech. To express thought in a specific language

There must be a motive, that is, a reason, a need to say something. There are different motivational bases for learning the mother tongue and foreign languages. The need to act together with adults and peers in mastering the mother tongue serves as a motivational basis. The need for communication is the main motivational source for learning foreign language speech. the need to formulate thoughts in the language is an important methodical condition for the development of their foreign language speech.

Speech development is a very complex multifactorial process of mastering social-historical experience, which plays a central role in the individual psychological development of a child. It is a creative process, but it is not a random process that requires pedagogical guidance. Work on the development of children's speech should be organized and carried out by a specialist who has formed valuable relationships with children and has good theoretical and practical experience.

2. Purposes and tasks of teaching speech development methodology

The implementation of this goal involves solving the following tasks: formation of the ability to see and understand the features of speech development of preschool children at different age stages;

- taking into account not only the child's age, but also his characteristics, influencing his speech and teaching him to choose the most effective way to cooperate with him, and analyzing the results;

- to ensure the acquisition of knowledge about specific methods and methods of developing various aspects of children's speech, as well as their application in didactic speech communication situations;

- encouraging the desire to create original methods and ways of influencing the speech of preschool children based on the critical analysis of educational and methodological manuals. In the process of studying the course, students should master such concepts as the theoretical foundations of the methodology of children's speech development, the psycholinguistic and linguodidactic foundations of teaching children their mother tongue;

- mastering the basics of the methodology of their practical application based on knowledge of the modern Uzbek language (Uzbek, Russian, etc.), features of speech development of primary and preschool children, psycholinguistic, linguodidactic foundations of mother tongue teaching;

- acquiring the ability and skills to learn logical and emotional-figurative expressiveness in reading and speech; to be able to analyze a work of art and know how to perform it; to develop children's vocabulary, to develop pronunciation skills, grammatically correct speech, and to master the skills of organizing children's communication with each other and with other people.

- acquiring the ability and skills to learn logical and emotional-figurative expressiveness in reading and speech; to be able to analyze a work of art and know how to perform it; to develop children's vocabulary, to develop pronunciation skills, grammatically correct speech, and to master the skills of organizing children's communication with each other and with other people.

Teaching speech development methodology is based on modern native language (Uzbek, Russian, etc.) courses, children's literature that includes the basics of literary studies, general, child and pedagogical psychology, general and preschool children's pedagogy.

The teaching of the course is organized on the basis of the results of scientific researches of recent years, summarization of teaching experiences in various educational institutions, and the results of the authors' test work.

The content of the course and the leading ideas of its implementation are as follows:

- to understand the value of the child and his uniqueness, to take into account the characteristics of the development of the child's speech with the aim of growing it according to the "zone of near development";

- orientation of pedagogical communication to establishing an emotional connection with the child, dialogic cooperation with him;

- recognition of the importance of the basis of special teaching of speech to preschool children as a creative process carried out within the structure of speech activity, which should be a communicative approach.

Mastering the course ensures the formation of professional preparation for the development of preschool children's speech as a combination of three components: motivation, theoretical and practical training.

The criteria for professional preparation for speech development are as follows:

- learn a speech development course and take a responsible approach to working with children;
- the completeness and consistency of knowledge about the mechanism and characteristics of children's speech development, the theoretical foundations of speech activity, the principles and methodology of diagnosing speech development individually, the specific characteristics of methods and tools for the development of various aspects of speech; ability to appropriately analyze and evaluate the results of children's speech communication, choose and apply the optimal system of pedagogical influence on the child's speech.

The goals and tasks are carried out by structuring the course in the following way: the theoretical foundations of the methodology are considered in the first four volumes, its uniqueness as a scientific discipline is shown, the tasks of the course of the higher educational institution are related to the development of the speech of preschool children the essence of the concept of professional preparation for work, modern ideas about the ontogenesis of speech, speech activity, as well as a brief history of the methodology as a science and its current problems at the current stage, the purpose, tasks, content and form of work on the development of children's speech in preschool educational institutions are revealed. A special place is given to reveal the specific aspects of communication with preschool children and to justify the importance of proper organization of communication with them for the development of children's speech.

Then it goes to methodical topics. In them, serious attention is paid to the description of the peculiarities of children's speech as acquisition of language elements at different age stages. Methodical topics and their consistency are related to the development of speech (in the form of fluent speech) that creates communication as a psychological process in a child as a whole state (vocabulary, grammatical structure, sound system). In the early years, the foundation is created for the development of speech at the next stages, therefore, the development of the speech of children in the early years is considered before other methodological topics.

Fiction, which is an important means of speech formation, plays a special role in the development of children's speech. The specifics of children's acceptance of this art form, the content and methodology of work carried out with the help of books in a preschool educational institution will be revealed in the relevant topic. Due to the unique content and methodology of the works that are inextricably linked with the psychological aspects of speech understanding by children, they are placed in a separate section of the program.

The last two topics are devoted to the issues of organization of work related to the development of children's speech in preschool educational institutions and in the family, as well as methodological guidance.

Teaching the speech development methodology course includes theoretical, practical, laboratory exercises, educational and scientific-theoretical conferences.

Control questions

1. Development of which psychological qualities in a child helps speech? Tell us about their interrelationship and mutual influence?
2. Tell the main sections of the language being studied. What are their contents and functions?
3. Scientifically justify the main task of speech development methodology?

LESSON 12

THEME: The role of the teacher in speech activity

Plan:

1. The concept of sound culture of speech
2. Works related to education of sound culture of speech

1. The concept of sound culture of speech

Speech culture is the ability to speak correctly, that is, taking into account the conditions of speech communication and the intended purpose of expressing opinions, and using all language tools (language tools, including intonation, lexical reserve, grammatical forms). It consists of speaking according to the content being described.

The child is learning to speak. But for this, he must first say all the phonemes characteristic of this language; to pronounce the sounds and the combination of sounds in a certain position in the word according to the tradition, that is, according to the rules of orthography; should master the modeling of prosodes that create intonation.

It is known from the experience of teaching children to speak in their native language that mastering the articulation of individual sounds is considered the most difficult task for a child. O.I.Soloveva, marking the main directions of work on the education of the sound culture of speech, "in front of the teacher, children should be taught to pronounce sounds in words cleanly, to pronounce words correctly according to the rules of orthography of the Russian language, to pronounce clearly (good diction) emphasizes that they have the task of educating expressive speech".

Sometimes the activity of the educator in the formation of correct speech in children is compared to the cocktail of the speech therapist, which eliminates the defects of sound pronunciation. However, training the sound culture of speech is not only about forming the correct pronunciation of sounds. Forming the correct pronunciation of sounds is part of the work related to education of sound culture in speech. The educator teaches children to breathe correctly, pronounce all sounds in their native language, say words clearly, use sound, accustom children to speak expressively without haste. , that is, he can deal with work aimed at preventing speech defects, just like a speech therapist.

Acquiring sound articulation is a long and complex process, which often lasts five years, sometimes up to seven years: if the work in this regard is carried out successfully, the child begins to speak clearly from the age of five. "Program

of education in preschool educational institution" sets the task of ensuring that by the seventh year of a child's life - that is, by the time when children are taught to read and write, they will fully master the articulation of all sounds.

The task of acquiring the correct pronunciation for children is very easy to solve if they grow up among individuals with orthoepic pronunciation (in this case, they have the correct articulation base from the first day), and at the same time, it is characteristic of the dialect from adults. or if he hears the words in folk pronunciation, this process may be very difficult (more precisely, he will not be able to learn anything).

In the science of language, the issue of intonation of different categories of sentences and by itself, prosodemes, their participation in modulating the organs of articulation has been studied very little.

Experiments show that children learn all prosodemes without any difficulty, especially it is very easy for them to learn tone modulation, most children learn prosodemes almost without practice. However, educators (parents, educators, teachers) do not notice this because they perfectly master the intonation of the native language. If a child cannot master certain prosodes "independently", adults usually quickly ignore this speech deficiency, do not help the child in this regard, and he goes to school with this deficiency. There, it is more difficult to eliminate a defect in intonation than to eliminate defects in the articulation of speech sounds.

Children learn to distinguish some elements of intonation (prosodemes) from the overall intonation of a sentence and do it not separately, but in the sentence itself. Children learn to understand the sentence itself (complete thought) depending on the intonation. They master two complete intonations, that is: statement and interrogative intonations.

At the same time as complete intonations, children are shown logical accents (actual reading of the sentence) and they practice performing incomplete intonation in meaningful parts of common sentences. It is known that there are six such intonations (A.N. Gvozdev): counting intonation ("I k sarevne nalivnoe, molodoe, zolotoe pryamo yabloko letit"), contrasting intonation ("V tretiy raz zakinul on nevod, - prishel nevod s odnoy rybkoyu, s neprostoyu rybkoyu -zolotoyu"), calling intonation ("Chego tebe nadobno, starche?", "Svet moy zerkalse, skaji, da vsyu pravdu rasskaji.."), warning intonation or colon intonation ("Otvechaet zolotaya rybka: "Ne pechalsya, stupay sebe s bogom!", "Udivilsya starik, ispugalsya: rybachil tridsat let i tri goda i ne slykhival, chtob ryba govorila", introductory intonation ("Vot prishel on k sinemu moryu (pomutilos sinee more), stal on klikat zolotuyu rybku...»)), separate intonation of parting ("No sarevna molodaya, tihomolkom rassvetaya, mejdu tem roslo, roslo, podnyalas - rassvela, chernobrova, nravu krotkogo takogo").

The above-mentioned phonetic and phonological tools of the language are used simultaneously in fluent speech. The child's fluent speech style, his excitement depends on how he pronounces speech sounds (saying articulations energetically and clearly or slowly and intelligibly) and which of the available

prosodemes he chooses (low-resonant, fast-slow, positive or negative with voice timbre description of qualities) is related.

L.V. Sherba drew attention to the existence of two main pronunciation styles in the Russian language.

Completeness (or bookish) style in public speaking - giving lectures, speaking at meetings, working as an announcer on radio and television, as well as for students, students and oneself. It is a must for anyone who wants to understand it better and who wants to make it easier for their listeners to understand it. A full-style speech is characterized by clear pronunciation, moderate tempo, and the volume of the voice corresponds to the room size and voice timbre. In the speech, a person's knowledge of his own value is clearly expressed, that is, his respect and attention towards those who listen to him.

Informal, (or colloquial) style is used in domestic communication. In this case, it is possible to say the sounds in the words somewhat low and slow, and to say them quickly, or, on the contrary, to say the phrases slowly and whisper; There are different forms of melodic (emotional) processing of spoken speech: all emotions are fully reflected in the sound of spoken speech.

Any person who has a sufficient level of cultural speech can always use both speech styles without special training, depending on the situation. A specially prepared speech is called an oratorical speech (in journalistic performances) or an artistic reading (in acting).

Cultivating the sound culture of speech is carried out simultaneously with the development of other parts of speech, that is, vocabulary, connectives, grammatically correct speech.

2. Works related to education of sound culture of speech

Cultivating the sound culture of speech is the ability to clearly pronounce the sounds of the native language, to pronounce them correctly, to pronounce words and phrases clearly, to have the correct speech breathing, as well as the ability to use voice power sufficiently, to maintain a normal tone of speech. includes the formation of different intonation means of speech and expressiveness (speech music, logical silence, accents, pace of speech, rhythm and timbre). The sound culture of speech is formed and developed based on the ability to listen to well-developed speech.

While developing correct and well-sounding speech in children, the educator must solve the following tasks:

- to educate children's listening ability, its components, i.e.: listening attention (being able to determine what kind of sound it is and its direction based on the sound of a sound), phonemic listening, the ability to perceive the pace and rhythm of speech develop gradually;

- development of articulation apparatus; to work on speech breathing, that is, to teach short breathing and continuous exhalation in order to be able to speak freely with phrases;

- to develop the ability to control the volume of the voice depending on the communication situation;

- form the correct pronunciation of all sounds of the mother tongue; getting used to clear and understandable pronunciation of each sound, as well as words and phrases, good pronunciation in general;
- to develop the pronunciation of words in accordance with the rules of orthography of the Uzbek literary language;
- formation of a normal speech rate, that is, teaching to pronounce words and phrases slowly, without speeding up or slowing down, and at the same time providing the listener with the opportunity to clearly understand;
- education of the melodic expressiveness of speech, that is, formation of the ability to clearly express thoughts, feelings and mood with the help of a logical pause, emphasis, melody, pace, rhythm and timbre.

The educator should have a sufficient idea of such defects before identifying speech defects in time and sending them to a specialist.

Now let's look at each task in detail:

To develop the ability to listen to speech. In the early period of speech formation, the development of the main components of speech listening is uneven. For example, in the first stages of speech development, special attention is paid to listening. However, the main logical task in this is the ability to listen to high volume. Children know how to recognize the change in pitch according to the emotional character of speech (they cry in response to it and smile in response to polite and gentle treatment) and timbre (they recognize their mother and other relatives by their voices), as well as the rhythmic image of the word. , i.e., its dialect-syllable structure (characteristics of the sound structure depending on the number of syllables of the word and the place of the main stress) is correct in unity with the speech rate they accept.

In the future development of speech, the formation of phonemic listening ability, that is, the ability to clearly distinguish one sound from another, and, as a result, the ability to recognize and understand certain words, is important.

A well-developed ability to listen to speech ensures the clear and correct pronunciation of all sounds of the native language, the ability to correctly control its pitch when speaking and speak it at a slow pace, melodically expressively gives The development of the ability to listen to speech is inextricably linked with the development of the articulatory apparatus.

Education of the ability to listen to speech in children includes different manifestations of speech soundness, i.e. correct pronunciation of sounds, saying words clearly and intelligibly, lowering or increasing the voice, pitch, speed, slowness of speech, speeding up and slowing down, is aimed at forming the ability to receive timbral processing (please, command, etc.).

Development of articulation apparatus. Speech sounds are formed in the oral cavity, and its shape and size depend on the state of mobile organs: lips, tongue, lower jaw, soft upper part of the mouth, esophagus. The correct position and movement of the speech organs necessary to pronounce a certain sound is called articulation.

Disturbances in the structure of the articulating apparatus, such as a short tylostylus node, incorrect bite, excessive height or lowness of the upper part of the mouth, and some other deficiencies are the initial factors that lead to the habit of pronouncing the sound incorrectly. However, if the organs of the child's articulatory apparatus are mobile, he has good listening skills, then in most cases he is able to eliminate the shortcomings in sound pronunciation.

If there are defects in the movement of the child's articulatory apparatus (for example, the tongue moves less), in this case, it can lead to incorrect pronunciation of sounds, slow, unclear and incomprehensible speech.

Therefore, the educator's tasks are as follows: to develop the mobility of the language; develop a sufficient level of mobility of the lips; learning to hold the lower jaw in a certain position, which is important for the pronunciation of sounds. Work on the development of speech breathing. The air flow coming out of the lungs through the larynx, throat, oral cavity or nose is considered a source of sound. Speech breathing is considered voluntary breathing, in contrast to non-speech breathing, which occurs spontaneously. In non-verbal breathing, inhalation and exhalation are carried out through the nose, the duration of inhalation is almost equal to exhalation.

Oral breathing is done through the mouth, inhalation is fast, and exhalation is slower. In non-speech breathing, breath is exhaled immediately after inhalation, followed by a pause. In speech breathing, a pause is kept after inhalation, and then the breath is slowly exhaled.

Correct speech breathing provides the necessary conditions for the production of the correct sound, and creates the appropriate height of the speech, the precise observance of pauses, the slowness of the speech and the expressiveness of the intonation.

Speech breathing errors can be a consequence of general weakness, adenoid tumors, various cardiovascular diseases. Also, imbalances in speech breathing, such as not being able to rationally use exhalation, speaking while breathing, not filling the lungs with enough air, which have a negative effect on the development of preschool children, improper upbringing, adult's interference with children's speech it may have happened as a result of not paying enough attention. Preschool children with weak breathing and exhalation usually speak in a low voice and have difficulty pronouncing long phrases. Improper use of air during exhalation disrupts the coherence of speech, as children are forced to take a breath in the middle of a sentence.

Often such children do not finish words and sometimes whisper them at the end of a sentence. Sometimes children are forced to take breaths to complete a long sentence, which results in slurred speech, and children sound like they are stuck. Because accelerated exhalation forces the phrases to be spoken at a rapid pace without observing logical pauses.

Therefore, the teacher's tasks are as follows: to teach free, even and prolonged exhalation using special game exercises; to educate the correct and

rational use of speech (pronouncing small phrases with a long exhalation) if the teacher is dedicated to the speech.

Works on the voice. Sounds of different pitch, power and timbre are produced by means of the voice apparatus: their commonality determines the human voice.

Let's consider each sound feature separately.

Pitch is the rise and fall of a pitch, going from high to low and vice versa.

Voice power - the ability to pronounce sounds at a certain height, as well as the ability to pronounce sounds with full voice.

Voice timbre - quality processing of the voice (loud, meaningless, trembling, muffled, etc.)

Sound is produced by the vibration of the vocal cords. Its quality depends on the joint activity of breathing, voice and articulation apparatuses.

Various vibrations of the upper respiratory tract, chronic colds, adenoid tumors, etc. contribute to the occurrence of voice disorders. Most often, voice disorders in preschool children are caused by its misuse: constant shouting, especially in the cold season of the year, straining the vocal cords by talking loudly on the streets, speaking in a tone that does not correspond to the range of the child's voice. (for example, children emphasize the squeaky speech of much younger children or try to speak in a low voice "on behalf of their father"). Voice disorders can also occur in children who have experienced diseases of the nose, throat or upper respiratory tract, and who do not follow the regimen of voice preservation during the illness or immediately after recovery.

Improper use of voice capabilities is a characteristic of the child's personality (a very shy child often speaks in a low voice; children who are quickly excited speak in high tones); wrong upbringing (if the people around them speak loudly, children will inevitably learn to do so); if there is constant noise in the room (radio, television, constant noise in the preschool group, etc.), it depends on the fact that children are forced to speak loudly.

The tasks of the teacher are as follows: to develop the main quality of the voice - strength and height in games and playful exercises; teaching children to speak without strain, accustoming them to use their voice in different situations (low-high).

Forming the correct pronunciation of all the sounds of the mother tongue. Pre-school is considered the most favorable period for forming the correct pronunciation of all the sounds of the young mother tongue. These works should be completed in a preschool educational institution.

Correct pronunciation of sounds can be formed only if the mobility and rapid change of the organs of the articulation apparatus, speech breathing are sufficiently developed in children, and they are able to control their voices. Having a well-developed ability to listen to speech is also very important for the formation of correct pronunciation, because it allows self-control, and self-control encourages you to constantly work on yourself.

Defects in sound pronunciation are defects in the speech apparatus (defects in the upper hard and soft parts of the mouth), errors in the structure of the dental-jaw system, shortness of the sublingual nodes, insufficient mobility of the articulation organs, phonemic listening ability (inability to distinguish one sound from another). may occur due to insufficient development. Impairment of physical listening ability, inattentiveness to one's own speech (not being able to listen to oneself or to others), assimilation of the wrong speech of others can lead to pronunciation defects.

Children's mispronunciation of sounds is manifested in dropping sounds, replacing one sound with another, and distorting the pronunciation of a sound. It is especially important to start work on time with children who have been diagnosed with cases of substitution or distortion of sounds, because substitution of sounds can appear later in written speech (replacing one letter with another), which is being distorted, as well as its own. Uncorrected sounds at time z require the speech therapist and the child to spend a lot of time and effort together to eliminate them later.

In addition, it is important not to forget that the deficits in sound pronunciation are often not the child's own mistakes in speech, but only one of the relatively complex speech disorders (alalia, dysarthria, etc.) that require special treatment and education. sign is calculated.

The teacher should do the following: teach children all the sounds in any position (at the beginning, in the middle and at the end of the word) and when the composition of the word is different (when there are any consonant combinations and the desired number of syllables) teach correct pronunciation; timely identification of children with speech defects and, if necessary, sending them to special children's institutions in a timely manner.

Good diction, i.e. pronouncing each sound, as well as words and phrases separately and clearly, intelligibly, is gradually formed in the child simultaneously with the development and improvement of the articulatory apparatus. Work on diction is inextricably linked with work on forming the correct pronunciation of all sounds of the native language.

In the period from 2 to 6 years, when all aspects of the child's speech are developing rapidly, it is important to pay attention to his clear and understandable pronunciation of words and phrases. it is necessary to educate imitating speech at a pace. However, it is not always possible to achieve good diction only by imitation. This can be hindered by insufficiently developed ability to listen to speech, insufficient mobility of the organs of the articulation apparatus, inability to control one's own voice, and other deficiencies.

Most often, unclear diction occurs in children who cannot listen carefully to the speech of speakers and have insufficient self-control, cannot concentrate on one thing, and are angry at times. The speech of such children is unclear, mixed, they always do not say the same words and phrases to the end.

Little by little, the child's diction improves as he learns to listen carefully to others and his own speech, develops speech breathing, articulation, and learns to control the voice.

It is necessary for the teacher to teach preschool children correct speech from the grammatical point of view, good diction, to accustom them to listen carefully to the speech of others and monitor the accuracy of their own pronunciation.

In order for people to understand each other, the sound part of their speech should be the same. Therefore, educators should not only observe the rules of oral speech themselves, but they should also accustom children to it. Several times we come across that children use local dialect, slang words, mispronounce words, and pronounce words literally.

The teacher constantly monitors children's compliance with the rules of literary pronunciation. In this case, the task of the educator should be: to improve the pronunciation culture of one's own speech by mastering the orthographic norms of the native language, to regularly use various manuals in preparation for classes , using dictionaries.

Speech rate refers to the rate at which speech continues over time. Preschoolers tend to speak faster than slower. This has a negative effect on the intelligibility and accuracy of speech, sound articulation deteriorates, sometimes sounds, syllables, and even words fall out. These defects are especially common when pronouncing long words or phrases.

The activity of the educator should be directed to the formation of a slow pace of speech in which words sound very clearly in children.

Intonation is a complex set of all means of expression in speech, which includes:

musicality - the rise and fall of the voice when saying a phrase, which gives the speech different colors and allows you to avoid monotony. Musicality is involved in every word of the sounding speech. If it changes according to its height and strength, the vowels bring its processing to the end;

pace - acceleration and deceleration of speech based on the content of the expressed thought, taking into account the pauses between speech segments;

rhythm - an even exchange of stressed and unstressed syllables (that is, their following qualities: length and brevity, raising and lowering of the voice);

phrasal and logical accents - pauses, raising the voice, separating words with tension and distance when pronouncing, depending on the content of the expressed thought;

speech timbre - (not to be confused with voice timbre and voice timbre) expressive-emotional colors of sound (sad, happy timbre).

With the help of these means of expression, thoughts and expressions, as well as emotional-will relations are clarified in the process of communication. Thanks to the intonation, the thought has a complete tone, the said thought can have an additional meaning without changing the main meaning. Also, the content of the expressed opinion may change.

Speech that is not expressive in terms of tone can usually occur as a result of weak listening ability, insufficiently developed ability to listen to speech, improper speech education, various speech defects (dysarthria, rhinolalia, etc.). The child should know how to use the means of expression correctly in order to convey his various emotions and experiences to the listener. The teacher's speech should be full of emotion and should serve as an example of intonation expressiveness.

Work on intonation expressiveness is mainly carried out by presentation. When memorizing poems and telling stories, the educator uses the expressive means of speech and pays attention to the expressiveness of the child's speech. As children listen to the teacher's correct, expressive speech, they gradually begin to use the necessary intonations in independent speech.

All sections of work on the sound culture of speech are interdependent. In order to regularly and consistently carry out games and exercises related to the education of sound culture of speech, work on "live" voice should be based on it. At each age stage, it is necessary to gradually make the material more complicated, adding sections on the education of the sound culture of speech.

Taking into account the age characteristics of children's speech development, the formation of sound culture of speech can be divided into three main stages.

The first stage is the period from 1 year to 3 years. Active vocabulary develops rapidly at this stage (especially at its beginning). If previously formed articulatory movements were involved in the pronunciation of whole words, some changes are made to it, that is, clarification occurs, it becomes more stable. The child's ability to consciously imitate the pronunciation of a whole word develops, thanks to which the educator has the opportunity to significantly influence the sound aspect of the child's speech. The use of various sound imitations forms the basis of work on the sound culture of speech.

The efficiency of the work increases, because training with children of this age is conducted in small groups.

The second stage is the period from 3 to 5 years. At this age, the phonetic and morphological structure of the word is formed. The most difficult articulatory movements will continue to be refined. This creates an opportunity for the child to produce intermediate, affricate and sonorous sounds. Work at this stage relies on children's conscious attitude to the sound aspect of the word, which is significantly different, and it is built on the consistent practice of all the sounds of the mother tongue.

The third stage is the period from 5 to 7 years. This stage is considered to be the final stage in the formation of the sound side of the speech of preschool children in a preschool educational institution. At the beginning of the period, the most difficult articulatory movements can be formed, but it is important that the sounds that are close in terms of articulation or acoustic characteristics (c-ш, з-х, c-з, etc.) are clearly distinguished from each other (in pronunciation, it is also necessary to receive the speech by listening. Special work on improving the

classification and differentiation of such sounds helps to further develop the phonemic listening ability in children, to master phonemes as sounds that differentiate content (surat - pace, stop, etc.).

In this period, education of the sound culture of speech is built on the basis of the classification of the main pairs of sounds, and at the same time diction, pace, intonation expressiveness, etc. includes.

At each stage, the educator should take into account the specific features of the development of children's speech, while considering the main content of the work related to the education of the sound culture of speech.

Control questions:

1. What does the term "speech culture" mean?
2. How to develop the mobility of the articulation apparatus?
3. What is the importance of the work on the development of speech breathing for speech? Why do you think so?
4. How should work on sound be carried out?

LESSON 13

THEME: Pedagogical requirements for the language teacher's speech

Plan:

1. The essence and meaning of intonation.
2. Work on expressiveness of intonation

The essence and meaning of intonation

Intonation is a complex set of all means of expression in speech, which includes:

- musicality - the rise and fall of the voice when saying a phrase, which gives different colors to the speech and allows to avoid monotony. Music is involved in every word of the speech. Vowels, varying in height and strength, finish processing it;

- pace - acceleration and deceleration of speech depending on the content of the expressed thought, taking into account the pauses between speech segments;

- rhythm - an even exchange of accented and unaccented syllables (that is, their following qualities: length and brevity, raising and lowering of the voice);

- phraseological and logical accents - depending on the content of the expressed thought, pauses, raising the voice, separating words with tension and distance in pronunciation;

- speech timbre - (not to be confused with voice timbre and voice timbre) expressive-emotional colors of sound (sad, happy timbre).

The most common types of intonation.

The most common types of intonation include: Message intonation is characterized by a decrease in tone at the end of the phrase.

1. The intonation of interrogative sentences with interrogative words is the same - who, what, how much, which, where, what kind of interrogative sentences are characterized by a somewhat high tone.

2. Unday intonation is characterized by a lowering of the tone towards the end of the phrase, but the beginning of the exclamation is pronounced with a relatively high tone. And the end is said in a relatively low tone.

3. In emotional intonation, the tone rises towards the end of the sentence, the whole sentence continues with a relatively high and intensive tone.

2. Work on expressiveness of intonation

Development of the sound side of speech. Practical acquisition of the language involves listening to all the sound units of the native language (sound - syllable - phrase - text) and pronouncing them correctly, therefore, work on the formation of sound pronunciation in a preschool child is regular should be carried out.

Different types of tone, timbre, pause, emphasis are important means of expressiveness of sound.

It is very important to teach a child the correct use of intonation, to build an intonation image of the expressed thought, giving not only the importance of the content, but also emotional characteristics. In parallel with this, depending on the situation, it is necessary to develop the ability to correctly pronounce sounds, words, phrases, and sentences (diction), depending on the situation.

While educating children to pay attention to the intonation aspect of speech, an adult person (pedagogue) develops his ability to listen to speech, to feel the timbre (the unique quality of each sound) and weight, to feel the power of sound, which also affects the development of the ability to listen to music in the future. Work on speech intonation, expressiveness of sound allows children to express their attitude to the expressed opinion, based on the text, by raising or lowering their voice, by giving logical and emotional emphasis to the spoken text. necessary for their learning. For this, the pedagogue should use more appropriate assignments. It is these abilities that are necessary for the child to compose different types of fluent thoughts that require different intonation expressions - to tell a story, to describe, to reason.

While developing the sound aspect of speech, the educator should teach the child to take into account the compatibility of the thoughts with the goals and conditions of communication based on the subject, the topic of expression and the audience.

The volume of the speech should be appropriate, and the speed should correspond to the surrounding environment and the purpose of the thought. An important indicator of good, correct speech is its fluency. The interrelationship of articulatory and intonation skills implies the formation of listening and articulatory-pronunciation skills in a broad sense.

In the process of work, the educator helps the children to listen and determine the sound structure of the word, the place of emphasis in the word, to develop a sense of rhyme and weight, to form the ability to give accurate pronunciation, various intonation descriptions of words, phrases, sentences. it is necessary to use exercises that help.

The formation of these complex speech skills requires repetition of phonetic exercises and their regular practice.

While distinguishing the priorities of work on each speech task, it should be noted that all of them participate in interdependence and close cooperation.

Based on the development of fluent speech, it teaches the ability to use different means of communication (between words, sentences, parts of the text), to form ideas about the structure of different types of texts - description, description, reasoning.

In the development of the vocabulary, work on the meaning of the word comes first, because it is the logical selection of words in accordance with the text (revealing the meaning of polysemous words, synonymous and antonymic comparisons) of language and speech phenomena. forms understanding.

In the process of mastering the grammatical structure of speech, learning the ways of forming words in different parts of speech, forming language generalizations, as well as building syntactic structures (simple and compound sentences) are the main tasks.

In training the sound culture of speech, it is necessary to pay more attention to work on intonation expressiveness, tempo, pronunciation and fluency of expressing thoughts, because the formation of fluent speech is based on these skills.

Control questions:

1. What does work on orthography mean?
2. Is it necessary to work with children on the speed of speech? For what purpose and how?
3. What does intonational expressiveness of speech mean?
4. What is the importance of communication?

LESSON 14

THEME: Use of dramatization method in English language learning of preschool children

In accordance with the specific characteristics of the development of preschool children, it is appropriate to use a "live" fairy tale character who speaks only English with children (through the teacher's mouth) during lessons. It can be a toy depicting an English fairy tale character or a well-known cartoon character (for example, Winnie the Pooh, Mickey Mouse, Teddy Bear, Star Boy, etc. This toy is always waiting for children, welcome and farewell, learning new words and rhymes, playing, that is, participating in all stages of the lesson.

Children love this fairy tale character and look forward to meeting him. It is recommended to build classes by alternating different types of activities,

i.e. language games should replace external games; learning rhymes and songs is accompanied by actions whenever possible. For example, "Are you sleeping?" (contact status "Let's play!").

Children dance around the "sleeping" child in the center of the circle. They have bells in their hands. Children sing:

Are you sleeping, are you sleeping, Brother John, Brother John?"

Children ring the bells and "wake up" the sleeping child:

The morning bells are ringing, the morning bells are ringing:

Ding, ding, dong,

Ding, ding, dong.

In listening, alternative games that form the mechanism of concept identification and relevant skills can be widely used: distinguishing the forms of words, phrases, grammatical structures and comparing them with stored standards; meaning, definition of meanings; transcoding values. In addition, this type of exercise is the most effective in forming the working memory mechanism, which includes the skills of grouping (searching, selecting) words by associative properties and their sound representation.

Here are some of these practice games:

"The Trainer and the Animals",

"What number are you thinking about?",

"Traffic light" and others.

In dramaturgy, i.e., in dramatization, taking examples from children's social life, from kindergarten life, and also from fairy tales, stories, by assigning roles to children, teaching them to compose short words and texts, and thereby not only their vocabulary but it is also possible to develop the ability to speak.

LESSON 15

THEME: Expanding the vocabulary of preschool children by teaching singing and dancing in English

Peculiarities of teaching a foreign language to children of senior preschool age

Education of children of senior preschool age has its own characteristics. When starting to work with children, it is very important for the teacher to know that the level of development of children is not yet sufficient to independently solve many problems that arise in the course of children's activities (play, speech, etc.). The child's independence is gradually formed under the guidance of adults. In teaching children a foreign language, it is recommended to use methods that develop mental activity and interests, elements of voluntary memory and imagination, and form conscious control of their behavior.

Great importance should be attached to developmental education methods - systematization of recommended knowledge and skills, use of auxiliary visual aids that facilitate the child's cognitive process, formation of skills to perform certain types of tasks and apply them in new conditions.

In the process of education and training, the formation and development of children's relationships, the initial understanding of the moral meaning of learned rules of behavior play an important role. The ability to create a friendly atmosphere in a group of children, to care for their peers, to show kindness and attention is a necessary condition for the successful completion of any task in the educational process. In order to understand the nature of relationships between children, the teacher must constantly monitor children's communication and behavior in various activities, especially in games.

The kind and gentle behavior of adults relieves children of many sorrows and unnecessary worries, avoids stress. Children develop a love for fair and kind people. Children should be taught positive ways of communication: to be polite to their peers, to be kind, friendly, to show justice, to help organize joint activities, to encourage success, to teach them to bring joy to the people around them.

When a child learns English at preschool age, he first of all learns communication. The main focus is on children's understanding of English and answering questions. The basics of pronunciation are also created at this age. Children use elementary English words, memorize phrases from songs, learn to recognize words in games. It is important that English words reflect concepts that children are familiar with in their mother tongue and that they can be easily combined with each other.

It is important for preschool children to hold and animate the names of objects so that they can easily remember their names. In this way, words and phrases about greetings, family members, toys, body parts, clothes, animals and other topics can be taught to children in English. Another characteristic of children of this age is that they have a well-developed visual memory, so real objects, pictures, toys, audio and video materials help when explaining English words.

In addition, painting, appliqué, clay work on the subject. performing creative works related to construction makes children's activities more interesting and increases their interest in language.

In English lessons, the children will develop the skills needed at school, such as memory, attention, intelligence, and observation. Usually, classes are held twice a week. However, it is difficult to maintain the attention of preschool children for a long time, so the lesson usually does not exceed 25-30 minutes and includes minutes of physical education in which all exercises and activities are conducted in English.

In lessons, it is necessary to focus not on mastering more lexical units, but on interest in the topic, development of the child's communication skills and expression of his thoughts. It is important for the child to use his knowledge of a foreign language in the created situation or in order to meet his needs.

The forms of lessons can be as follows:

- daily 15-25 minute classes, using foreign language speech throughout the day.
- twice a week with 25-45 minute training breaks. Action games and creative activities in a foreign language are held in connection with the topic.
- special lessons — with the use of multimedia technologies as an addition to the main lessons.
- meetings with foreign guests.
- in the mornings and on holidays, children can show their achievements, read poems, sing and dance.
- conversation lessons in a foreign language.
- foreign language lessons in nature.

The main activities of 5-7-year-old children:

- subject;
- playful;
- dramatization;
- descriptive;
- musical;
- experience-testing;
- project activities;
- work with multimedia.

In order not to tire children in lessons, one should not overload with new materials. It is recommended to introduce no more than 2-3 new words or 1-2 sentences in one lesson. When developing language material, it is necessary to take into account the speech experience of children in their native language.

It is recommended to use the following activities in English lessons:

1. Learning to pronounce: quick sayings, rhymes, tales, exercises, gestures.
2. Working with objects: describing, creating a dialogue with a toy, games and fairy tales.
3. Working with pictures: describing, detailing, dialogue, games, comparison.
4. Memorizing and expressive reading of poems, team and pair competitions in different genres (optimistic, sad, angry).
5. Learning songs.

6. Outdoor games: ball games, "chain" with a toy, physical exercises, dances, movement tasks.

7. Quiet games: board games, bingo, riddles, crosswords.

8. Creative and situational games: role-playing games, interviews, daily stories.

9. Storytelling based on pictures: analogy, description, comparison, imagination with predictions.

10. Learning letters and sounds: a video course on writing in a notebook, creating words for given letters or sounds, shaded letters, learning the alphabet.

11. Working with video materials: watching and discussing cartoons and presentations on the topic in English.

During the educational process, the English teacher can use heuristic technologies, problem-based learning technologies (project method) and other technologies.

Structure of a sample English lesson:

1. Greeting

2. Phonetic exercises

3. Repetition of lexical material

4. Physical moment

5. Breathing exercises

6. Repetition of the subject and introduction of new materials

7. Learning poems and rhymes

8. Material strengthening

MUSTAQIL TA'LIM VA MUSTAQIL ISHLAR

Talabalarda mustaqil ta'lim olish ko'nikma va malakalarini shakllantirish

Malakali kadrlar tayyorlashning muhim omillaridan biri - bu ta'lim sifati va samaradorligini oshirishdir. Mustaqil ta'limning noan'anaviy usullari ta'lim sifati va samaradorligini oshirishda muhim o'rin tutadi. Bu esa mustaqil ta'lim mazmunini va uni tashkil etish hamda amalga oshirishning ilmiy-pedagogik asoslarini ishlab chiqish borasida izlanishlar olib borishni taqozo etadi.

Hozirgi vaqtda o'rta maxsus va oliy ta'lim muassasalari talabalarining mustaqil ta'limini tashkil etish "Talabalarning mustaqil ishini tashkil etish, nazorat qilish va baholash tartibi" to'g'risidagi namunaviy Nizom asosida amalga oshirilmoqda. Albatta, ko'pgina ta'lim muassasalarida talabalarning nazariy va amaliy mustaqil talim olishlari uchun katta imkoniyatlar mavjud. Biroq o'quv-tarbiya jarayonida talabalarda mustaqil ta'lim olishning samarali usul, shakl hamda vositalaridan foydalanishga yetarlicha e'tibor berilmaydi.

Talabalarning mustaqil ta'lim olish qobiliyati ko'rsatkichlari quyidagilar hisoblanadi: turli qo'shimcha adabiyotlar va manbalaridan foydalanib, mustaqil ravishda yangi bilimlarni o'zlashtirish va shu orqali o'zida mustaqil bilim olish ko'nikma va malakalarini shakllantirish, qo'shimcha adabiyotlardan o'zlashtirgan bilimlarini nazariy va amaliy mashg'ulotlar hamda kasbiy pedagogik faoliyatga qo'llay olish.

Talabalarda mustaqil ta'lim olish ko'nikma va malakalarini rivojlantirish bir necha bosqichda amalga oshiriladi:

- Talabalarining mustaqil ta'lim olish faoliyati, ko'nikma va malakalarini o'rganish va tahlil qilish;
- Mustaqil ta'lim mazmunini belgilash va mustaqil ishlarni bajarish texnologiyasini ishlab chiqish;
- Belgilangan ta'lim mazmuni asosida talabalarining mashg'ulot davomida va mashg'ulotdan tashqari vaqtlarda mustaqil ta'lim olish o'quv yuklamasi va zaruriy vaqt hajmini aniqlash;
- Didaktik jarayonni amalga oshirish uchun mustaqil ta'lim shakllarini va unga mos o'qitish vositalarini tanlash;
- Didaktik maqsadni amalga oshirish uchun talabalarining mustaqil talim olishga qiziqishini oshiradigan metodik ishlanmalar, dasturli animatsiyalar ishlab chiqish;
- Talabalarining berilgan o'quv materiallarini o'zlashtirish, mustaqil talim olish;
- Kompyuterdan foydalanish ko'nikmalarini muntazam rivojlantirish va nazorat qilish;
- Mustaqil talim mazmunini ishlab chiqish, mashg'ulotlar va uy vazifalarini, mustaqil ishlashni optimal rejalashtirish;
- Loyihalashtirilgan mustaqil talim jarayonini sinovdan o'tkazish.

Bu bosqichlar mustaqil talim olish texnologiyasini ishlab chiqarishning ketma-ketligi (algoritmi) hisoblanadi.

Mustaqil ta'lim talabalarining o'quv materiallarini mustaqil o'zlashtirishga murakkablik darajasi turlicha bo'lgan topshiriq va vazifalarni auditoriyada hamda auditoriyadan tashqarida ijodiy va mustaqil bajarib, o'zida bilim, amaliy ko'nikma va malakalarini shakllantirishga qaratilgan tizimli faoliyatidir.

Mustaqil ishlar didaktik maqsadi, shakli, individual yoki jamoa bo'lib bajarishga mo'ljallanganligi, bajariladigan joyga qarab bir-biridan farq qiladi. Mustaqil ta'lim olish uchun mo'ljallangan mavzularning ilmiyligi, o'quv materiallarining qiziqarliligi, amaliyot bilan bo'g'liqliligi, uzviyligi fanlararo aloqadorligi, shuningdek muammoli topshiriqlar muhim ahamiyatga ega. Muammoli topshiriqlar pedagogik, metodik, texnik, texnologik va boshqa turlarga bo'linadi.

Talabalar mustaqil topshiriqlarni 3 yo'nalishda bajaradilar.

1. O'quv dasturi bo'yicha belgilangan qo'shimcha mavzularni o'rganish, murakkab masalalarni hal qiladi, yoki berilgan mavzular bo'yicha boshqa adabiyotlardan foydalanib mavzuni ochishga harakat qiladi.
2. Innovatsion texnologiyalar asosida texnika fanlari va umumkasbiy fanlar bo'yicha fikr almashish.
3. Chet til o'qitishdagi yangi zamonaviy metodlarni o'rganish, dars jarayonida ulardan foydalanish metodikasini ishlab chiqish va boshqalar.

Ilmiy adabiyotlarda mustaqil ishlarning 4 turi qayd etilgan namuna bo'yicha bajariladigan mustaqil ishlar, rekonstruktiv-variantiv, evristik (qisman ijodiy), ijodiy tadqiqot xarakteridagi mustaqil ishlar.

1. Na'muna bo'yicha bajariladigan mustaqil ishlarda tipik vazifalar amalga oshiriladi va ular o'quv material o'zlashtirishga omil bo'ladi, lekin talabalarning ijodiy faolligini rivojlantirmaydi.
2. Rekonstruktiv-variantiv mustaqil ishlardan faqat bilimlar tavsiflanadi, balki ularning mazmuni ham tahlil etiladi, masala va muammolarni yechishda mavjud bilimlardan amaliy foydalaniladi.
3. Evristik mustaqil ishlarda ma'ruza, amaliy mashg'ulotlar, seminarlarda qo'yilgan ayrim masala va muammolar hal qilinadi. Qisman ijodiy xarakterdagi mustaqil ishlarda tadqiqot muammosi o'rganiladi, uni hal etish rejasi ishlab chiqiladi.
4. Ijodiy tadqiqot ishlarida muammoli vaziyat yuzaga keltiriladi. Talaba na'munalardan foydalanib masalani mustaqil hal etish uchun izlanadi. Bunday ishlar qatoriga tajriba-sinov ishlarini o'tkazish, tezis va maqolalar yozish bilan bog'liq vazifalar kiradi.

Biz ijodiy tadqiqot harakatidagi mustaqil ishlar natijalarini tahlil etish va sintez qilish va talabalarni bakalavriyat ta'lim bosqichidan keyingi ta'lim bosqichiga tayyorlash va amaliy yordam berish asosida kinofilm, multfilm, ilmiy va badiiy asarlarni tarjima qilish, maqolalar yozish va ularni milliy yoki horijiy gazeta va jurnallarda chop etish, mukammallashtirilgan prezentatsiyalar tayyorlashni ham mustaqil ish turi sifatida kiritdik.

Mustaqil ishning ushbu turida talaba o'zining ijodiy tadqiqot ishini tanqidiy baholaydi, natijalarni tahlil etadi va sintez asosida umumlashtiradi, ta'lim maqsadlariga qay darajada erishganligini aniqlaydi. Mustaqil ishlar samaralari haqida xulosalar chiqaradi

Mustaqil ta'lim olish shakllari: Auditoriyada va auditoriyadan tashqarida mustaqil ta'lim olish.

- a) auditoriyada mustaqil ta'lim shakllari: ma'ruzalarni tinglash va qayd qilish; amaliy va laboratoriya ishlarini bajarish; professor-o'qituvchilardan zamonaviy metodlarni o'rganish; texnik modellashtirish va loyihalash;
- b) auditoriyadan tashqarida mustaqil ta'lim shakllari: O'quv adabiyotlari bilan ishlash; nazorat ishlariga tayyorlanish; ma'ruzalar tayyorlash; masofali ta'lim texnologiyasi.

Albatta, har bir kasb ta'limi o'qituvchisi o'z pedagogik izlanishlari asosida auditoriyada va auditoriyadan tashqarida mustaqil ta'lim olishning shakllari, metod va vositalari mustaqil ishlash turlari (murakkablik darajasiga ko'ra), mustaqil ish mazmuni, ketma-ketligi, mustaqil ishlash natijasida egallanadigan malakalarni e'tiborga olib, mustaqil ta'limni tashkil etish modelini ishlab chiqish mumkin. Talabalarning mustaqil ta'limni didaktik tamoillarga tayangan holda bosqichma-bosqich tashkil etishi, mustaqil ta'lim olish mohiyatini tushunishi, egallagan bilim, ko'nikma va malakalaridan amalda foydalanishi, bajarilgan

mustaqil ishlarni baholashi alohida ahamiyatga ega. Talabalar bajaradigan mustaqil ish turlari murakkablashtirilib boriladi.

Mustaqil ta'limni tashkil etish metodikasi quyidagilarni taqazo etadi: texnologik jarayon va texnik ob'ektlarni mustaqil tahlil etish, bilish, tushunish baholash sintez qilish.

“Xorijiy til va adabiyoti” (ingliz tili) ta'limi yo'nalishida ta'lim olayotgan talabalarda mustaqil ta'lim olish ko'nikma va malakalarini shakllantirishda zamonaviy texnik vositalar, axborot texnologiyalaridan foydalanish, ularning mustaqil ta'lim olishlariga alohida e'tibor qaratish, kasbiy mahoratini oshirish, elektron kutubxonalardan foydalanish imkoniyatlarini kengaytirish maqsadga muvofiq.

“Maktabgacha ta'lim tashkilotida chet (ingliz) tili o'qitish metodikasi” fanidan mustaqil ta'lim uchun tavsiya etiladigan mavzular:

Talaba mustaqil ishini tayyorlashda muayyan fanning xususiyatlarini hisobga olgan holda quyidagi shakllardan foydalanish tavsiya etiladi:

- darslik va o'quv qo'llanmalar bo'yicha fan boblari va mavzularini o'rganish;
- tarqatma materiallar bo'yicha ma'ruzalar qismini o'zlashtirish;
- maxsus adabiyotlar bo'yicha fanlar bo'limlari yoki mavzulari ustida ishlash;
- talabaning o'quv ilmiy-tadqiqot ishlarini bajarish bilan bog'liq bo'lgan fanlar bo'limlari va mavzularni chuqur o'rganish;
- faol va muammoli o'qitish uslubidan foydalaniladigan o'quv mashg'ulotlari;
- masofaviy (distantion ta'lim).

Tavsiya etilayotgan mustaqil ishlarning mavzulari:

- “Maktabgacha ta'lim muassasalarida chet tilini o'qitish metodikasi” fan sifatida;
- Maktabgacha ta'lim muassasasida chet tillarini o'qitish metodikasining maqsadi, vazifasi va boshqa fanlari bilan aloqalari;
- Maktabgacha pedagogikaning ilmiy usullari: maktabgacha ta'limning jamiyatdagi o'rni;
- Maktabgacha pedagogikaning ilmiy metodlari: O'zbekistonda maktabgacha ta'limni tashkil etish tizimi;
- Intizom ijtimoiy hodisa va pedagogik jarayon sifatida: O'zbekistonda maktabgacha ta'lim to'g'risidagi nizom va uning bolalarni tarbiyalashdagi o'rni;
- Ilk qadam dasturi: Bolalarni chet tilini o'rganish ko'nikmalarini rivojlantirish va tarbiyalashning ahamiyati.
- Maktabgacha yoshdagi bolalarda aqliy intizom;
- Maktabgacha yoshdagi bolalarda chet tilini o'rgatishning mazmuni, usullari va usullari (chet tili darslarini tashkil etish);
- Maktabgacha yoshdagi bolalarda intizom va xulq-atvor madaniyatini tarbiyalash;

- Chet tillarni o'rganishda psixologik omillarni hisobga olishning ahamiyati
- Kommunikativ munosabatlarni o'rgatish va maktabgacha yoshdagi bolalar jamiyatini axloqiy tarbiyalash usullari;
- Maktabgacha yoshdagi bolalar nutqini rivojlantirishda faol (leksik) lug'atdan foydalanish usullari va usullari;
- Maktabgacha ta'lim muassasasida o'yin texnologiyalari yordamida chet tili darslarini tashkil etish. (metodik va pedagogik o'yinlar asosida);
- Maktabgacha ta'lim muassasasida chet tili darslarida sinfni boshqarish va sinf qoidalarini yaratish;
- Maktabgacha ta'lim muassasasida ta'lim va ma'naviy tadbirlarni tashkil etish yo'llari va chet tillarini o'rganishga bo'lgan talablar.

**“Maktabgacha ta’lim muassasalarida ingliz tili o’qitish metodikasi”
fanidan mustaqil ta’lim mavzulari, shakli va hajmi**

	Mavzular nomi	Talaba mustaqil ishi shakli	Soati	Muddat
6-semestr				
	To increase children's interest in English by reading books and telling stories	To simulate a lesson plan	5	2 - hafta
	The importance of songs and dances in the development of English in children	Instructions for Organizing a Debate and Presentation	5	4 - hafta
	The use of dramatization in teaching English to preschool children	Instructions for Writing a Paper and Presentation for Public Speaking	5	6- hafta
	<i>Creative tasks in teaching English to children</i>	Topic Selection and Text Identification	5	8- hafta
	The use of ICT in teaching English to preschool children	Creating research-based presentations.	5	11 - hafta
	Using games in teaching children a foreign language	Creating persuasive speeches advocating for a position involves convincing the audience to adopt a specific viewpoint or take action.	5	14 - hafta

	Jami:		30	
	Umumiy jami soat		60	

GLOSSARIY

№	Ingliz	O'zbek	Rus	Izoh
1	Preschool	Maktabgacha	дошкольный	Relating to the time in a child's life when the child is old enough to talk and walk but is not ready to go to school
2	kindergarten	Bolalar bog'chasi	Детский сад	A school or class for very young children
3	children	bolalar	Дети	A young person
4	reading	O'qish	Читать	The act of reading
5	Worldview	dunyoqarashi	мировоззрение	The way someone thinks about the world
6	future	kelajak	Будущее	Coming after the present
7	national	milliy	национальный	Relating to an entire nation or country
8	Traditional	An'anaviy	традиционный	A way of thinking, behaving or doing something that has been used by the people in a particular group, family, society, etc for a long time
9	Coach	trener	Тренер	A person who teaches and trains an athlete or performer
10	Educator	tarbiyachi	воспитатель	A person (such as a teacher or a school administrator) who has a job in the field of education
11	organization	tashkilot	организация	A company, business, club, etc, that is formed for a particular purpose
12	information	axborot	информация	Knowledge that you get about someone or something, facts or details about a subject
13	language acquisition	Til egallash	Овладение языком	The process by which humans acquire the capacity to perceive and comprehend language
14	methodological	Metodik	Методический	A variety of resources that will

	resources	manbalar	ресурсы	identify published methodological work of interest to those involved in conducting Cochran Reviews
15	narrative resources	Hikoya manbalari	Повествовательные ресурсы	The stock of knowledge might be likened to several different shifting vessels of answers.
16	module,	modul	Модуль	One of a set of parts that can be connected or combined to build or complete something
17	maturity level indirect learning	Yetuklik darajasi	Зрелость	A well defined evolutionary plateau that establishes a level of capacity
18	indirect learning	Bilvosita o'rganish	Косвенное обучение	Learning vocabulary when they hear and see words through conversations with adults
19	Innovative Educational Technologies Competence	Innovatsion ta'lim texnologiya lari kompetensi yasi	Компетенция инновационного обучающего технологии	Making use of modern and scientific teaching- learning methods and instructional strategies in the system of education
20	Technology	texnologiya	технология	The practical application of knowledge
21	Concept	tushuncha	Концепция	An idea of what something is or how it works
22	Innovation	innovatsiya	Инновация	A new idea device or method
23	Industry	sanoat	Индустрия	The process of making products by using machinery
24	Increasing Reading Interest	O'qishga bo'lgan qiziqishni o'stirish	Повышение интерес к чтению	Making interest to reading
25	Design	loyiha	Проект	Planning project
26	Preschool Education	Maktabgacha ta'lim	Дошкольное обучение	Education before school

27	Challenging Behavior	Qiyin axvol	Вызывающий положение	any repeated pattern of behavior that interferes with or is at risk of interfering with optimal learning
28	Dangerous Behavior	Xavfli xulq	Опасное поведение	any behavior that causes serious bodily injury to self
29	Developmentally Normative	Rivojlanish normativi	Развивающий норматив	problem behavior that is typical of a particular stage of development as children build relationships with peers
30	Preschool Pyramid	Maktabgacha ta'lim piramidasi	Дошкольная пирамида	The Pyramid Model represents a comprehensive effort to provide teachers, caregivers, and families the tools and strategies needed to promote and support positive behavior, prevent challenging behavior, and address the social needs of all young children.
31	Phonology	fonologiya	Фонология	the study of the sounds of a language
32	syntax	sintaksis	Синтаксис	the grammar of a language
33	semantics	semantika	Семантика	the meanings of words
34	pragmatics	pragmatika	прагматика	how we use language. For example, you probably speak in different ways to your professor, to your friends, and certainly to a 2-year-old
35	morpheme	morfema	морфема	the smallest unit that has meaning in a language.
36	phoneme	fonema	Фонема	the smallest distinct sound in a particular language
37	nativism	nativizm	Наитивизм	A theory of language development that hypothesizes that human brains are wired to learn language and that hearing and spoken language triggers

				the activation of a universal grammar
38	universal grammar	Umumiy gramatika	Универсальная грамматика	A Hypothesized set of grammatical rules and constraints proposed by Chomsky
39	overregularization	To'g'rilash	Исправление	A type of grammatical error in which children apply a language rule to words that don't follow that rule or pattern
40	interactionism	O'zaro muloqot	Взаимодействовать	A theory of language development that proposes that the child's biological readiness to learn language interact with the child's experiences with language in the environment to bring about the child's lang. development
41	recast	Qayta bajarish	Передать	Repeating what children say but in a more advanced grammar to facilitate language learning
42	cognitive processing theory	Kognitiv ishlov berish nazariyasi	теория когнитивной обработки	The theory that learning language is a process of "data crunching". In which the actual process of learning words and their meaning relies on the computational ability of the human brain
43	transitional probability	O'tish ehtimoli	Вероятность перехода	The likelihood that one particular sound will follow another one to form a word
44	childhood environments	Bolalik muhiti	Окружающая среда детства	Making facilitating condition
45	healthy development	Sog'lom rivojlanish	Здоровое развитие	Development which is going with good emotion
46	district-level	Hududiy	Команда	A <i>district-level</i>

	team	daraja komandasi	районного уровня	<i>team</i> consisting of <i>district</i> administrators, social service officers, <i>district</i> development officers and various other representative groups
47	problem solving team	Muammo yechimini bajaradigan bo'lim	Команда по решению проблем	Problem-solving teams: These types of teams are usually temporary and focus on solving a specific issue. For example, after the 2008 financial crisis, several organizational task force teams and governmental committees were created to come up with solutions to help the country climb out of a steep recession
48	appropriate behavior	Mos tushadigan odob	Соответствующее поведение	Behavior which is convenient for study and education
49	Methodologies	metodlar	Метод	Some definitions of methodology include: "the analysis of the principles of methods, rules, and postulates employed by a discipline"; "the systematic study of methods that are, can be, or have been applied within a discipline"; "the study or description of methods"
50	language teaching	Til o'qitish	Обучение языка	More specifically, the teaching of a MOTHER TONGUE, home language, or national language may be referred to as L1 teaching (where L1 means first language) and the teaching of one or more other languages as L2 teaching (where L2

				means second language)
51	early childhood education	Kichik yoshdagi ta'lim	Ранняя обучение	Education which is taught in early age
52	cooperative learning	Hamkorlik da o'rganish	Совместное обучение	Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.
53	Psychology	Psixologiya	психология	the scientific study of the way the human mind works and how it influences behaviour, or the influence of a particular person's character on their behaviour
54	Linguistic	Lingvistik	лингвистика	connected with language or the study of language
55	Effective	Foydali	Эффектив	successful or achieving the results that you want
56	Language	Til	Язык	system of communication consisting of sounds, words and grammar, or the system of communication used by the people of a particular country or profession
57	communication	Muloqot	коммуникация	the act of communicating with people
58	Skills	Qobiliyat	способность	an ability to do an activity or job well, especially because you have practised it
59	Brain	Miya	Мозг	the organ inside the head that controls thought, memory, feelings and activity
60	Culture	Madaniyat	Культура	the way of life, especially the general customs and beliefs, of a particular group of people at a

				particular time
61	Rhyme	Qofiya	Рифма	Words which rhyme have the same last sound
62	Movements	Harakat	Движение	a change of position
63	Cognitive	Kognitiv	КОГНИТИВ	connected with thinking or conscious mental processes
64	Visual	ko`rgazmal i	Наглядный	relating to seeing
65	realia	Realiya	Реалия	things which surrounded in the classroom
66	attention	Diqqat	Внимание	notice, thought or interest
67	conversation	Suhbat	Беседа	talk between two or more people in which thoughts, feelings and ideas are expressed, questions are asked and answered, or news and information are exchanged
68	moral	Axloqiy	Моральный	relating to the standards of good or bad behaviour, fairness, honesty, etc. which each person believes in, rather than to laws
69	education	ta`lim	Обучение	the process of teaching or learning in a school or college, or the knowledge that you get from this
70	approache	Yondashish	Подход	to come near or nearer to something or someone in space, time, quality or amount
71	problem	Muammo	Проблема	a situation, person or thing that needs attention and needs to be dealt with or solved
72	objective	Xolis	Объектив	something which you plan to do or achieve
73	facility	Qulaylik	удобство	a place, especially including buildings, where a particular activity happens
74	implementation	Bajarish	исполнение	a tool which works by being moved by hand or by being

				pulled across a surface
75	environment	Muhit	Окружение	the air, water and land in or on which people, animals and plants live
76	component	Qism	Компонент	one of the parts of something
77	techniques	Uslub	Техника	a way of doing an activity which needs skill
78	comparative	Qiyosiy	сопоставительный	the form of an adjective or adverb that expresses a difference in amount, in number, in degree or quality
79	description	Tasvirlash	Описание	something that tells you what something or someone is like
80	coherent	Ravon	Гладкость	If an argument, set of ideas or a plan is coherent, it is clear and carefully considered, and each part of it connects or follows in a natural or sensible way.
81	logical	Mantiqiy	логический	using reason
82	memory	Hotira	Память	the ability to remember information, experiences and people
83	think	o`ylash	Думать	to believe something or have an opinion or idea
84	method	Metod	Метод	a particular way of doing something
85	vocabulary	lug`at	слова	all the words known and used by a particular person
86	comprehension	Tushunish	Осознать	the ability to understand completely and be familiar with a situation, facts, etc.
87	game	o`yin	Игра	an entertaining activity or sport, especially one played by children, or the equipment needed for such an activity
88	stage	Bosqich	Этап	a part of an activity or a period of development
89	mental	Aqliy	ментальный	relating to the mind, or

				involving the process of thinking
90	strength	Kuch	Сила	the ability to do things that need a lot of physical or mental effort
91	self-control	o`zini nazorat qilish	самоконтроль	It took incredible self-control not to cry out with pain
92	self-confident	o`ziga ishonch	самоуверенность	behaving calmly because you have no doubts about your ability or knowledge
93	role	ro`l	Роль	the position or purpose that someone or something has in a situation, organization, society or relationship
94	activity	Faoliyat	деятельность	when a lot of things are happening or people are moving around
95	technology	Usul	технология	the practical, especially industrial, use of scientific discoveries
96	elementary	boshlang`ich	Начальный	basic
97	relationship	Aloqa	Связь	the way in which two things are connected
98	process	Jarayon	Процесс	a series of actions that you take in order to achieve a result
99	speech	Nutq	Речь	the ability to talk, the activity of talking, or a piece of spoken language
100	management	Boshqaruv	Менеджмент	the control and organization of something
101	routine	Muntazam	постоянный	a usual or fixed way of doing things
102	schedule	Jadval	расписание	list of planned activities or things to be done showing the times or dates when they are intended to happen or be done

103	chart	Xarita	Карта	a drawing which shows information in a simple way, often using lines and curves to show amounts
104	control	Nazorat	Контроль	to order, limit or rule something, or someone's actions or behaviour
105	transition	o`tish	Транзиция	a change from one form or type to another, or the process by which this happens
106	location	o`rin, joy	Локация	SLIGHTLY FORMAL a place or position
107	direction	yo`nalish	направление	the position towards which someone or something moves or faces
108	discipline	Intizom	дисциплина	training which produces obedience
109	strategy	Strategiya	Стратегия	a detailed plan for achieving success in situations such as war, politics, business, industry or sport, or the skill of planning for such situations
110	physical	Jismoniy	физический	connected with the body
111	behavior	Xulq	Поведение	Someone's behaviour is how they behave
112	motivation	Turtki	Мотивация	enthusiasm for doing something
113	advantages	Afzallik	преимущество	a condition giving a greater chance of success
114	disadvantages	Noafzallik	Недостаток	a condition or situation which causes problems, especially one which causes something or someone to be less successful than other things or people
115	characteristics	Xarakter	Характер	the particular combination of qualities in a person or place that makes them different from others
116	situation	Vaziyat	Ситуация	the set of things that are

				happening and the conditions that exist at a particular time and place
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11.Oraliq nazorat savollari:

1. The history of teaching/learning English as a foreign language at the early ages
2. Psychological, didactic and linguistic bases of early learning
3. Crucial differences between teaching pre-school children in the kindergarten and teaching children in primary grades in the elementary school
4. Theoretical issues of teaching foreign language in the preschool.
5. Contemporary foreign language teaching methods for children in their early ears
- 6.Game as a modern technique of teaching English at the preschool stage
- 7.Revival interest to the storytelling method
- 8.From theory to practice: Understanding task-based learning
- 9.The importance of reflective teaching English to young learners
- 10.Creative tasks for children
- 11.The aims and objectives of teaching of English language at preschool level
- 12.Ways to encourage more use of English in class
- 13.The importance of language games in English language teaching
- 14.Some challenges of using the native language in the English Language classroom
15. What to consider when teaching English in large classes
16. Creative tasks for children.
17. The aims and objectives of teaching of English language at preschool level.
18. Ways to encourage more use of English in class.
19. The importance of language games in English language teaching.
20. Some challenges of using the native language in the English Language classroom.
21. What to consider when teaching English in large classes.
22. Developing speaking activities.
23. Teacher's role in speaking activities.
24. How to hold action-based activities.
25. Increasing range of vocabulary through singing and dancing
26. Using storytelling.
27. Using dramatization techniques.
- 28.Teaching alliteration.
- 29.The history of teaching/learning English as a foreign language at the early ages.
- 30.Psychological, didactic and linguistic bases of early learning.
- 31.Crucial differences between teaching pre-school children in the kindergarten and teaching children in primary grades in the elementary school.
- 32.Theoretical issues of teaching foreign language in the preschool.

33. Contemporary foreign language teaching methods for children in their early ears.
34. Game as a modern technique of teaching English at the preschool stage
35. Revival interest to the storytelling method
36. From theory to practice: Understanding task-based learning
37. The importance of reflective teaching English to young learners
38. Creative tasks for children
39. The aims and objectives of teaching of English language at preschool level
40. Ways to encourage more use of English in class
41. The importance of language games in English language teaching
42. Some challenges of using the native language in the English Language classroom
43. What to consider when teaching English in large classes
44. History of teaching English as a second language to preschool children.
45. Psychological, didactic and linguistic bases of preschool education.
46. Psychological, didactic and linguistic bases of preschool education.
47. Modern methods of teaching English to preschool children.
48. Apply in practice the theoretical knowledge of teaching English to preschool children.
49. Teaching English to preschool children through games.
50. The importance of creative tasks in the learning of English by preschool children.

12. Yakuniy nazorat savollari:

1. The history of teaching/learning English as a foreign language at the early ages
2. Psychological, didactic and linguistic bases of early learning
3. Crucial differences between teaching pre-school children in the kindergarten and teaching children in primary grades in the elementary school
4. Theoretical issues of teaching foreign language in the preschool.
5. Contemporary foreign language teaching methods for children in their early ears
6. Game as a modern technique of teaching English at the preschool stage
7. Revival interest to the storytelling method
8. From theory to practice: Understanding task-based learning
9. The importance of reflective teaching English to young learners
10. Creative tasks for children
11. The aims and objectives of teaching of English language at preschool level
12. Ways to encourage more use of English in class
13. The importance of language games in English language teaching
14. Some challenges of using the native language in the English Language classroom
19. What to consider when teaching English in large classes
20. Creative tasks for children.
21. The aims and objectives of teaching of English language at preschool level.
22. Ways to encourage more use of English in class.
19. The importance of language games in English language teaching.

20. Some challenges of using the native language in the English Language classroom.
21. What to consider when teaching English in large classes.
22. Developing speaking activities.
23. Teacher's role in speaking activities.
24. How to hold action-based activities.
25. Increasing range of vocabulary through singing and dancing
26. Using storytelling.
27. Using dramatization techniques.
28. Teaching alliteration.
29. The history of teaching/learning English as a foreign language at the early ages.
30. Psychological, didactic and linguistic bases of early learning.
31. Crucial differences between teaching pre-school children in the kindergarten and teaching children in primary grades in the elementary school.
32. Theoretical issues of teaching foreign language in the preschool.
33. Contemporary foreign language teaching methods for children in their early years.
34. Game as a modern technique of teaching English at the preschool stage
35. Revival interest to the storytelling method
36. From theory to practice: Understanding task-based learning
37. The importance of reflective teaching English to young learners
38. Creative tasks for children
39. The aims and objectives of teaching of English language at preschool level
40. Ways to encourage more use of English in class
41. The importance of language games in English language teaching
42. Some challenges of using the native language in the English Language classroom
43. What to consider when teaching English in large classes
44. History of teaching English as a second language to preschool children.
45. Psychological, didactic and linguistic bases of preschool education.
46. Psychological, didactic and linguistic bases of preschool education.
47. Modern methods of teaching English to preschool children.
48. Apply in practice the theoretical knowledge of teaching English to preschool children.
49. Teaching English to preschool children through games.
50. The importance of creative tasks in the learning of English by preschool children.
51. The history of teaching/learning English as a foreign language at the early ages
52. Psychological, didactic and linguistic bases of early learning
53. Crucial differences between teaching pre-school children in the kindergarten and teaching children in primary grades in the elementary school
54. Theoretical issues of teaching foreign language in the preschool.
55. Contemporary foreign language teaching methods for children in their early years

56. Game as a modern technique of teaching English at the preschool stage
57. Revival interest to the storytelling method
58. From theory to practice: Understanding task-based learning
59. The importance of reflective teaching English to young learners
60. Creative tasks for children
61. The aims and objectives of teaching of English language at preschool level
62. Ways to encourage more use of English in class
63. The importance of language games in English language teaching
64. Some challenges of using the native language in the English Language classroom
65. What to consider when teaching English in large classes
66. Creative tasks for children.
67. The aims and objectives of teaching of English language at preschool level.
68. Ways to encourage more use of English in class.
69. The importance of language games in English language teaching.
70. Some challenges of using the native language in the English Language classroom.
71. What to consider when teaching English in large classes.
72. Developing speaking activities.
73. Teacher's role in speaking activities.
74. How to hold action-based activities.
75. Increasing range of vocabulary through singing and dancing
76. Using storytelling.
77. Using dramatization techniques.
78. Teaching alliteration.
79. The history of teaching/learning English as a foreign language at the early ages.
80. Psychological, didactic and linguistic bases of early learning.
81. Crucial differences between teaching pre-school children in the kindergarten and teaching children in primary grades in the elementary school.
82. Theoretical issues of teaching foreign language in the preschool.
83. Contemporary foreign language teaching methods for children in their early ears.
84. Game as a modern technique of teaching English at the preschool stage
85. Revival interest to the storytelling method
86. From theory to practice: Understanding task-based learning
87. The importance of reflective teaching English to young learners
88. Creative tasks for children
89. The aims and objectives of teaching of English language at preschool level
90. Ways to encourage more use of English in class
91. The importance of language games in English language teaching
92. Some challenges of using the native language in the English Language classroom
93. What to consider when teaching English in large classes
94. History of teaching English as a second language to preschool children.

95. Psychological, didactic and linguistic bases of preschool education.
96. Psychological, didactic and linguistic bases of preschool education.
97. Modern methods of teaching English to preschool children.
98. Apply in practice the theoretical knowledge of teaching English to preschool children.
99. Teaching English to preschool children through games.
100. The importance of creative tasks in the learning of English by preschool children.

MUSTAQIL TA'LIM SAVOLLARI

1. Chet tillarni o'qitish tarixi
2. Maktabgacha ta'limning psixologik, didaktik va lingvistik asoslari.
3. Til o'qituvchisining nutqiga qo'yiladigan pedagogik talablar.
4. MTTda chet tillari darslarining oziga xos xususiyatlari
5. MTTda multimedia texnologiyalaridan foydalanish
6. Maktabgacha yoshdagi bolalarga ingliz tilini o'rganishiga kreativ yondoshuv:
7. Мактабгача ёшдаги болаларга инглиз тилини ўргатишни замонавий усуллари
8. Bolalarga chet tilini o'qitishda o'yinlardan foydalanish
9. Kitoblarni o'qish va hikoya qilish orqali bolalarning ingliz tiliga qiziqishini oshirish
10. Bolalarning chet tilini bilish darajasini aniqlash mezonlari

11. Maktabgacha yoshdagi bolalarga chet tilini o'rganishdagi qiyinchiliklar
12. Bolalarda ingliz tilini rivojlantirishda qo'shiqlar va raqslarning ahamiyati
13. Maktabgacha yoshdagi bolalarni ingliz tilida o'qitishda drammatizatsiyadan foydalanish
15. Maktabgacha yoshdagi bolalarni ingliz tilida o'qitishda AKTdan foydalanish
16. Bolalarga ingliz tilini o'qitishda ijodiy topshiriqlar
17. Maktabgacha yoshdagi bolalarning ingliz tilini o'rganish bo'yicha mavzuli rejalashtirish.
18. MTTda turli yosh guruhlarida ingliz tilini o'rganish bo'yicha bir xil mavzularni ozlashtirish.
19. Maktabgacha yoshdagi bolalar uchun chet tilini integratsiyalashgan holda o'qitish.

ТЕСТЛАР ТҶИЛАМИ

1. Maktabgacha yoshdagi bolani chet tili bilan tanishishining foydali ta'siri qanaqa?
 - umumiy aqliy rivojlanishiga va nutq faoliyatini rivojlantirishga ta'sir ko'rsatadi
 - Estetik tarbiyasiga ta'sir qiladi
 - Tasavvurlari kengayadi
 - Barcha javoblar to'g'ri
2. Erta yoshda ingliz tiliga kognitiv qiziqishni shakllantirish muammolarini kimlar o'rgangan?
 - I.N. Vereshchagina, M.I. Dubrovina, D.A. Xasina
 - I.I. Beam, G.P. Razumxina, S.M. Ritslin
 - A.V. Vitol, N. A. Tarasyuk.
 - E. A. Lenskoy
3. Dastlabki bosqichda chet tilini talablarga yo'naltirilgan o'qitish masalarni kimlar o'rgangan?
 - I.L. Beam, G. P. Razumxina, E. I. Negnevitskaya
 - A. V. Vitol, O.S. Xanova

- G.V. Rogova, I.A. Shishkova
- E. A. Lenskoy

4. Mutaxassislar tomonidan chet tili o`zlashtirish uchun eng qulay davr necha yosh deb belgilangan?

- 5 yosh
- 6 yosh
- 4-5 yosh
- 5-6 yos

5. Oksford metodikasi qaysi yoshdagi bolalar uchun mo`ljallangan?

- O`rta va katta maktab yoshidagi bolalar uchun
- Kichik maktab yoshidagi
- Faqat o`rta maktabgacha yoshdagi bolalar uchun.
- Barcha javoblar to`g`ri

6. Kartochkalar, kublar bo`yash, tushuntirishga ega bo`lgan rasmlar, ushbu usul bilan bola 500 tagacha so`z yodlashi mumkin. Bu qaysi metodikaga tegishli?

- Ratsional o`qish metodikasi
- Oksford
- Aralash
- Kembrij metodikasi

7. O`qituvchi ma`lum bir mavzu tanlaydi va shu bo`yicha mashg`ulotlar o`tishi mumkin. Bu qaysi metodikaga tegishli?

- A. Loyihalash metodikasi
- O`yin
- . Oksford
- .Aralash

8. Qaysi metodikani 5 yoshdan boshlab o`tkazish mumkin?

- Loyihalash
- O`yin
- Kembrij
- Aralash

9. Maktabgacha yoshdagi bolalarga ingliz tilini o`rgatishda “jonli ertak” bu...

- O`qituvchi o`zi so`zlash orqali biror bir multfilm qahramoni roliga kirishishi va bolalar bilan ingliz tilida gaplashishi
- Biror bir ertakni sahnalashtirish
- bolalarga o`qituvchi tomonidan ertak berilishi
- Bolalarni qayta hikoya qilishga o`rgatish

10. “Ilk qadam” o’quv dasturi bo’yicha ikkinchi tilga o’rgatish mashg’ulotlari qaysi guruhdan boshlab o’rgatiladi?

- katta guruhdan
- kichik guruhdan
- o’rta guruhdan
- tayyorlov guruhdan

11. Katta guruhda ikkinchi tilga o’rgatish mashg’ulotlari haftada necha marta o’tkaziladi?

- 2 marta
- 1 marta
- 3 marta
- bu guruhda o’tkazilmaydi

12. Maktabga tayyorlov guruhida ikkinchi tilga o’rgatish mashg’ulotlari haftada necha marta o’tkaziladi?

- 2 marta
- 1 marta
- 3 marta
- bu guruhda o’tkazilmaydi

13. Bolalarni ikkinchi tilga o’rgatishda o’qituvchi qanday metodlardan foydalanadi?

- barcha javoblar to’g’ri
- o’yin metodi
- og’zaki va amaliy metodlar
- ko’rgazmali metod

14. Suhbat necha qismdan iborat bo’ladi?

- 3 qismdan – suhbat boshlash, borishi, yakunlash.
- 2 qismdan – suhbatni borishi, yakunlash
- 1 – qismdan – suhbatgamavzutanlash
- Suhbat qismlardan iborat bo’lmaydi

15. “Ilk qadam” dasturi bo’yicha katta gurhlarda sog’lomashtirish davrida ikkinchi tilga o’rgatish mashg’ulotlarini haftada necha marta o’tkazilishi belgilab qo’yilgan?

- 1 marta
- 2 marta
- 3 marta
- bu guruhda o’tkazilmaydi

16. Qaysi olim “Maktabgacha yoshdagi bolalarga chet tilini o'qitish bilan bog'liq masalalar bugungi kunda keng muhokamalarga sabab bo'lmoqda, chunki erta bolalik (5 yoshdan boshlab) mutaxassislar tomonidan chet tilini o'zlashtirish uchun eng qulay davr sifatida qaraladi” deya ta'kidlaydi.

- N.A.Bonk a) Sh.A. Amonashvili
- V. Vsevolodskiy-Gerngross
- S. A. Shmakov

17. O'qituvchilar orasida uzoq vaqtdan beri mustahkam

- Klassik texnika o'rnashgan usul- bu?
- Zamonaviy texnika
- O'yin texnikasi
- Aralash texnika

18. Maktabgacha yoshdagi bolalar uchun yanada mos usul qaysi usul?

- Ratsional o'qish metodikasi
- Oksford metodikasi
- Kembrij metodikasi
- Loyihalash metodikasi

19. Qaysi metodikaning mohiyati oddiy: o'qituvchi ma'lum bir mavzuni tanlaydi va tanlangan mavzu bo'yicha bir nechta mashg'ulotlar o'tkazadi?

- Loyihalash metodikasi
- Klassik texnika
- O'yin texnikasi
- Aralash texnika

20. Qaysi metodikada barcha materiallar bolalarga allaqachon ma'lum bo'lgan so'z boyliklari yordamida tushuntiriladi, bunday sinflarda rus tili deyarli chiqarib tashlanadi?

- Kembrij metodikasi
- Oksford metodikasi
- Ratsional o'qish metodikasi.
- Loyihalash metodikasi

21. Ilmiy yangilik bo'lgan ingliz tilini o'yin faoliyati asosida o'qitish jarayonida katta maktabgacha yoshdagi bolalarga nisbatan "kognitiv qiziqish" tushunchasi quyiagilardan qay birini belgilash mumkin?

- hamma javoblar to'g'ri
- katta maktabgacha yoshdagi bolalarning ingliz tiliga bilim qiziqishini shakllantirishga hissa qo'shadigan aniqlangan va nazariy jihatdan asoslangan o'yin texnologiyalari
- katta yoshdagi maktabgacha yoshdagi bolalarning ingliz tiliga o'yin faoliyatida bilim qiziqishini shakllantirish modeli ishlab chiqilgan va sinovdan o'tgan

- katta maktabgacha yoshdagi bolalarning o'yin faoliyatida ingliz tiliga bo'lgan qiziqishini shakllantirish mezonlari va darajalari aniqlandi

22. Katta yoshdagi maktabgacha yoshdagi bolalarning ingliz tilidagi qaysi faoliyatida bilim qiziqishini shakllantirish modeli ishlab chiqilgan va sinovdan o'tgan...

- o'yin faoliyati
- o'qish
- mehnat
- mehnat va o'qish

23. - bu katta yoshli maktabgacha yoshdagi bolalarning o'yin jarayonida ingliz tiliga bo'lgan bilim qiziqishini shakllantirishning pedagogik shartlari.

- Tadqiqot predmeti
- Tadqiqot obyekti
- Tadqiqot subyekti
- Tadqiqot obyekti va subyekti

24. - katta yoshdagi maktabgacha yoshdagi bolalarning ingliz tiliga bo'lgan qiziqishini shakllantirishning funktsional modelini ishlab chiqish va eksperimental ravishda sinovdan o'tkazish.

- O'yinda bolalarni ingliz tiliga o'rgatishning maqsadi
- Tadqiqot predmeti
- Maktabgacha yoshdagi bolalarning o'yin faoliyati jarayonida ingliz tiliga bo'lgan qiziqishini shakllantirish pedagogik shartlari
- katta yoshli maktabgacha yoshdagi bolalarga o'yin faoliyati jarayonida ingliz tilini o'rgatishning yaxlit jarayonini ta'minlash.

25. Kartochkalar, kublar, bo'yash sahifalari bo'lishi mumkin - buning ustiga tushuntirishga ega bo'lgan rasm (so'z tarjimasi) joylashtirilishi mumkin bo'lgan hamma narsalar. Ushbu uslub bilan shug'ullangan holda, bola oyiga 500 tagacha so'zni o'zlashtirishi mumkin.

- Ratsional o'qitish
- Individual o'qitish
- Shaxsiy o'qitish.
- frontal o'qitish.

26. Nimalar bolaga ingliz tilida muloqot asoslarini tushunishga yordam beradi?

- barcha javoblar to'g'ri
- qo'shiqlar, sirli mehmonlar
- sanoqli grafikalar, rang-barang kitoblar
- qo'g'irchoq teatri, ochiq o'yinlar

27. Chet tilini o'zlashtirish uchun eng qulay darv sifatida mutaxassislar qaysi davrni ko'rsatadilar?

- 5 yosh
- 3 yosh
- 4 yosh
- 6 yosh

28. Chet tilini o'qitishda eng muhim texnikalardan biri bu ... ?

- O'yin
- Mashg'ulot
- Zamonaviy texnologiyalar
- Barchasi to'g'ri

29. Qaysi qatordagi o'yinlar leksik o'yinlarga kiradi?

- D. Barcha javoblar to'g'ri
- "Kim avval rasmni namoyish qiladi?"
- "Bu nima?"
- "Nima yetishmayapti?"

30. Ilmiy yangilik – ingliz tilini o'yin faoliyati asosida o'qitish jarayonida katta maktabgacha yoshdagi bolalarga nisbatan tushunchasi aniqlandi.

- kognitiv qiziqish
- eksperimental
- shaxsiy-insonparvarlik
- psixologik

31. Bolaning shaxsiy xususiyatlariga qaysilar kiradi?

- qiziqishlari, qobiliyatlari, shaxsiy fazilatlari
- shaxsiy fazilatlari, tarbiyasi, qiziqishlari
- qiziqishlari, qobiliyatlari, kognitiv qiziqishlari
- qobiliyatlari, psixologik holati, qiziqishlari

32. Maktabgacha yoshdagi bolalarni chet tili bilan tanishtirish qaysi xususiyatlarni rivojlantiradi?

- Aqliy va nutq faoliyatini
- Jismoniy
- Tarbiya
- Hech qanday ta'sir ko'rsatmaydi

33. Ikkinchi tilga o'rgatish maktabgacha yoshdagi bolalarning qaysi guruhidan boshlab amalga oshiradi?

- 5-6 yosh katta guruh
- 6-7 yosh tayyorlov guruh
- 4-5 yosh o'rta guruh

- Barcha javoblar to'g'ri

34. Qaysi faoliyat turi ingliz tiliga bo'lgan qiziqishni shakllantiradi?

- O'yin
- Mehnat
- Jismoniy
- To'g'ri javob yo'q

35. Bolalarga ingliz tilini ososn va qiyinchiliklarsiz o'rgatishda nimalarga e'tibor beriladi?

- Bolalarning temperamenti
- Sevimli mashg'ulotiga
- E'tibor berish shart emas
- To'g'ri javob yo'q

36. Maktabgacha yoshdagi bolalarning asosiy faoliyat turi?

- O'yin
- Jismoniy
- Mehnat
- Aqliy

37. Innovatsion atamasining ma'nosi to'g'ri ko'rsatilgan qatorni ko'rsating.

- Yangi yondashuv
- Yangi usullar
- Yangi g'oyalar
- Barcha javoblar to'g'ri

38. O'yinda bolalarni ingliz tiliga o'rgatishdan maqsad bu...

- Katta maktabgacha yoshdagi bolalarning tilga bo'lgan qiziqishini shakllantirishning funksional modulini ishlab chiqish
- Yaxlit jarayonni amalga oshirish
- Kognitiv qiziqishni uyg'otish
- Shaxsiy xususiyatlarni shakllantirish

39. O'yin faoliyati orqali ingliz tilini o'rgatishning vazifalari qaysilar?

- Ingliz tiliga qiziqishini uyg'otish
- Ingliz tiliga bo'lgan qiziqishini shakllantirish uchun funksional modul ishlab chiqish
- Ta'lim jarayonida potentsial imkoniyatlarni tavsiflash
- Barcha javoblar to'g'ri

40. Chet tiliga o'rgatishning tadqiqot obyekti nima?

- Chet tiliga o'rgatishning kognitiv qiziqishni shakllantirish jarayoni
- Ushbu jarayonda qiziqishning shakllantirishning pedagogic shartlari
- yaxlit jarayon

- To'g'ri javob yo'q

41. Maktabgacha katta yoshdagi bolalarni ingliz tiliga o'rgatishning tadqiqot predmeti nima?

- Maktabgacha yoshdagi bolarni o'yin jarayonida ingliz tiliga bo'lgan qiziqishini shakllantirishning pedagogic shartlari
- Kognitiv qiziqishni uyg'otish
- Shart-sharoitlarini aniqlash
- funksional modul ishlab chiqish

42. Maktabgacha yoshdagi bolalarga ikkinchi tilga o'rgatishda nima to'sqinlik qiladi?

- Tabbiy til muhiti yetarli emasligi
- G'ayrioddiy tovushlar
- So'z boyligi yetarli emasligi
- Barcha javoblar to'g'ri

43. Mashg'ulotni tashkil etishda bola shaxsiyating yetuk xususiyatlariga tayanish kerak deb hisoblagan psixolog olimlar kimlar?

- L.S.Vigotskiy, A.N.Leontiv
- K.D.Ushinskiy
- Yu.K.Babanskiy
- K.D.Ushinskiy, A.N.Leontiv

44. Bolalar muvaffaqiyatni takomillashtirishga intilishni bilishmaydi, ularni faqat bitta narsa qiziqtiradi...

- O'yin
- Ta'lim
- Maktab
- O'rtoqlari

45. Bolaga ingliz tilida muloqot asoslarini tushunishga nima yordam beradi?

- barcha javoblar to'g'ri
- Qo'shiqlar ,sanoqli qofiyalar
- Kulgili tanlovlar, sirli mehmonlar
- Qo'g'irchoq teatri, ochiqo'yinlar

46. Maktabgacha yoshdagi bolalar chet tilidagi nutqning g'ayrioddiy tovushlari, bolalar uchun g'alati so'zlar va iboralar va ona nutqi bilan tasodifiy uyushmalar tufayli qanday to'siqlarga duch kelishlari mumkin?

- shaxsiy-psixologik
- ijtimoiy
- fiziologik
- gigiyenik

47. Bola odatda charchoqni faollikdan emas, balki uning
- monotonligi va bir tarafiligidan oladi
 - jumlani davom ettiring
 - o'yindan
 - xayolning konkretligi, harakatchan, rang-barang narsalarga moyilligidan
 - Hammasi to'g'ri
48. Maktabgacha yoshdagi bolalarda qanday xotira ustun turadi?
- vizual-majoziy xotira
 - audial xotira.
 - qisqa muddatli xotira
 - uzoq muddatli xotira
49. Maktabgacha yoshdagi bolalar ikkinchi tilni o'zlashtirish uchun qanday motivlarga ega emaslar?
- haqiqiy va dolzarb
 - erkin
 - dolzarb
 - muammoli
50. Nutqiy faoliyat nechaga ajratiladi?
- O'qish, yozish, tinglash, so'zlash.
 - O'qish va yozish.
 - Tinglab turib suhbat qurish.
 - Hamma javoblar to'g'ri
51. Necha yoshdan MTT ikkinchi tilga o'rgatiladi?
- 5 yoshdan
 - 6 yoshdan
 - Farqi yo'q
 - 3 yoshdan
52. Qaysi motiv chet tilini o'rganishga asos bo'ladi?
- Muloqotga ehtiyoj
 - Mehrning yetishmasligi
 - Kattalar va tengdoshlari birgalikdagi harakat qilish
 - Hamma javob to'g'ri
53. Chet tilini o'rganish qanday faoliyat hisoblanadi?
- Kognitiv faoliyat

- Mustaqil faoliyat
- Bilish jarayonlariga qaratilgan faoliyat
- Hech qanday faoliyat turi emas

54. Chet tilini o'rgatishda qanday metodlardan foydalaniladi?

- Hamma metodlardan unumli foydalaniladi
- Suhbat va ko'rgazmali metodi
- Ekperimental va adabiyotlar bilan ishlash metodi
- O'yin metodidan foydalaniladi

55. Chet tilini o'rgatishda qaysi usul eng samarali hisoblanadi?

- O'yin.
- Rasmlar tomosha qilish
- Multimediyadan foydalanish.
- Suhbat qurish

56. Chet tilini o'rganayotgan bola qaysi jihatdan ustunroq bo'ladi?

- Aqliy va nutqiy jihatdan
- Nutqiy jihatdan
- Aqliy jihatdan
- Jismoniy jihatdan

57. Maktabgacha yoshdagi bolaning eng asosiy mashg'uloti?

- O'yin.
- Yozish
- O'qish
- Turli mashqlar

58. Ota-onalar farzandlarini ingliz tiliga bo'lgan qiziqishlarini qanday shakllantirish mumkin?

- Barcha javoblar to'g'ri
- O'yinlar orqali
- Multfilm va qo'shiqlar orqali
- To'g'ri javob yo'q

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ГЛОССАРИЙ

Dars - bu ta'lim jarayonining asosiy tashkiliy bo'linmasi bo'lib, uning maqsadi to'liq, ammo qisman o'quv maqsadiga erishishdir; o'quv dasturini hisobga olgan holda jadvalga muvofiq talabalarining doimiy tarkibi bilan olib boriladi; darslarning bir necha turlari mavjud; darsning tuzilishida ham sobit, ham o'zgaruvchan komponentlar mavjud.

O'quv dasturi - ma'lum bir ta'lim muassasasida o'rganilayotgan fanlarning tarkibi, o'qish yillari bo'yicha taqsimlanishi, har bir fan uchun ajratilgan vaqt miqdori va shu munosabat bilan o'quv yili tuzilishini belgilaydigan hujjat.

Ovozli materiallar - eshitish uchun mo'ljallangan matnlar, asosan fonetikani o'qitishda, nutq faoliyatining bir turi sifatida tinglashda foydalaniladi va boshqa WFDni tinglash orqali o'qitishda ham foydalanish mumkin. FL talabalari uchun audio materiallar to'plamlari ko'pincha o'quv qo'llanmalariga kiritilgan maxsus darsliklarda keltirilgan.

Gapirish nutq faoliyatining mahsuldor/ekspressiv turi bo'lib, u orqali (tinglash bilan birga) og'zaki muloqot amalga oshiriladi. Ikki tilli (tarjima) mashqlar bu ona tili (tarjima) dan foydalanadigan mashqlar.

Deduktiv o'qitish usuli - bu avvalo qoida, ko'rsatma yoki xulosa haqidagi xabarni o'z ichiga olgan, keyinchalik ularni nutqda ishlatish misollari bilan aks ettiriladigan o'qitish usuli.

Ishbilarmonlik o'yini - bu har xil vaziyatlarni modellashtirishning pedagogik texnikasi.

Shaxsiy dars - (inglizcha individual-yakka dars) - o'qituvchi bitta o'quvchiga dars berishda o'qitishning eng samarali usullaridan biridir. Ushbu turdagi dars talabaning doimiy e'tiborini va o'rganishga vijdonan munosabatni talab qiladi, chunki o'qituvchi doimiy ravishda tashqaridan kuzatib boradi. Shaxsiy darslar talabaning bilim olish darajasini oshiradi.

Ishning interaktiv shakllari - bu vazifani muvaffaqiyatli bajarish uchun sherik yoki sheriklarning faol ishtirokini o'z ichiga olgan vazifani bajarish jarayonida nutqning o'zaro ta'sirini tashkil qilishning bunday shakllari.

Nazorat –1) tinglovchining og'zaki va yozma topshiriqlari, testlari natijasida uning bilim, ko'nikma va malakalarini aniqlash jarayoni va shu asosda dasturning ma'lum bir qismi, kursi yoki o'qish davri uchun baholashni shakllantirish jarayoni; 2) darsning bir qismi o'qituvchi talaba yoki talabalar guruhi mavzu mazmunini uning barcha yoki ayrim jihatlarida qanday o'zlashtirganligini baholaydi.

Shaxsiy yondashuv - o'quvchiga maxsus shaxsga nisbatan individual yondoshish, zamonaviy uslublarda ta'limga shaxsga yo'naltirilgan (aloqa-faoliyat) yondashuvi doirasida keng tarqaldi.

Monolog — nutq so'zlash shakllaridan biri bo'lib, nutq faoliyatining bir turi sifatida bitta suhbatdoshga yoki tinglovchilar guruhiga murojaat qilgan bir

kishining nutqi kengayish, izchillik, asoslilik, mantiqiy, tizimli va semantik to'liqligi bilan ajralib turadi (dialogik nutqdan farqli o'laroq).

Malaka - fonetik-leksik-grammatik operatsiyalarni avtomatik (avtomatlashtirilgan) bajarish.

Ona tili - bu til me'yorlarini biladigan, ushbu tilni (odatda uning ona tili bo'lgan) muloqotning turli sohalarida faol foydalanadigan ijtimoiy-madaniy va lingvistik jamoaning vakili.

Bir tilli mashqlar - bu ona tili ishlatilmaydigan mashqlar turi, ular atrofdagi haqiqat ob'ektlari va hodisalarini ularning nomlari bilan to'g'ridan-to'g'ri bog'lashga imkon beradi, lingvistik muhit muhitini yaratishga hissa qo'shadi, tabiiy holatlarga yaqinlashishi mumkin va o'z-o'zidan nutqni rivojlantirishga imkon beradi.

O'qitishning tashkiliy shakli — bu o'quv jarayonida o'qituvchi va talabalar o'rtasidagi pedagogik aloqaning bir variantidir.

Baholash parametrlari biz baholagan t (topshiriqning aniqligi, nutqning leksik va tarkibiy xilma-xilligi, fonetik mahorat, mantiq va hk).

Muammoli o'qitish - sinfda muammoli vaziyatlarni yaratish va ularni hal qilishning mumkin bo'lgan yondashuvlarini muhokama qilishni o'z ichiga olgan mashg'ulotlar, KTT davomida talabalar ilgari olingan bilimlar va olingan ko'nikma va malakalarni qo'llashni o'rganadilar va ijodiy faoliyat tajribalarini (usullarini) o'zlashtiradilar.

Hosildor nutq bu og'zaki yoki yozma nutq bo'lib, u o'quvchilar yodlangan nutq uslublarini shunchaki ko'paytirmay, balki fikr mazmuniga, kommunikativ niyatlarga muvofiq ravishda o'z bayonotlarini tuzadigan holatlarda ishlaydi.

Mini-guruhlarda ishlash - bu o'quvchilarga ma'lumot almashish, ma'lum bir masala bo'yicha bir nechta fikrlarni tinglash va bir-birlarining javoblarini birgalikda tuzatish imkonini beradigan faol ish turi. Auditoriya bilan ishlashning bunday usuli materialni o'zlashtirish uchun eng amaliy hisoblanadi va o'qituvchi o'quvchilarni boshqarishni osonlashtiradi, ammo bu biron bir dars uchun mos emas, aksariyat hollarda o'tilgan materialni yaxshiroq o'zlashtirish uchun.

Mustaqillik - bu malaka va ko'nikmalar majmuini, o'quvchining muayyan faoliyatni bevosita yordamisiz amalga oshirish qobiliyatini va ushbu faoliyatni amalga oshirishda namoyon bo'ladigan shaxsiy fazilatlarni o'z ichiga olgan shaxsiy xususiyatdir.

Ta'lim mazmuni - metodikaning asosiy toifasi; o'quv jarayonida o'quvchi o'zlashtirishi kerak bo'lgan narsalarning umumiyliigi; bu o'rganish maqsadiga qarab o'zgarib turadigan tarixiy kategoriya.

Ijtimoiy vakolat - bu boshqa odamlar bilan kommunikativ munosabatlarga kirishish qobiliyati, bu ehtiyoj, motivlar, kelajakdagi aloqa sheriklariga nisbatan ma'lum munosabat mavjudligi va shuningdek, o'zingizning qadr-qimminatingiz; kommunikativ munosabatlarga kirishish qobiliyati odamdanda ijtimoiy vaziyatni boshqarish va boshqarish imkoniyatini talab qiladi.

Jarayon — oldimizga qo'yilgan maksadga erishish uchun bajariladigan xarakatlarning yigindisi tushuniladi

Innovatsiya — yangilanishni, o'zgarishni amalga joriyetish jarayoni va faoliyati (inglizchainnovatsiya - kiritilgan yangilik, ixtiro).

Texnologiya — muayyan ishlab chikarish soxasidagi usullar va jarayonlar majmuasi.

O'qitish — o'qitish - training bu ta'lim oluvchilarga yangi o'quv axborotini taqdim etish, uni o'zlashtirishni tashkillashtirishga, ko'nikma va malakalarni shakllantirishga, bilish qobiliyatlarini rivojlantirishga maqsadli yo'naltirilgan, muntazamli tashkiliy jarayondir.

Ta'lim berish — ta'lim berish-learnig educationbu hamkoriyy faoliyatni namoyon qilib bundakasb ta'lim o'qituvchisi talabalarfaoliyatini tashkillashtiradi, rag'batlantiradi, o'zgartiradi

Ta'lim olish — ta'lim olish —educationbu bilim, ko'nikma va malakalar tizimini egallash jarayonidir, ya'ni bunda shaxsning ijodiy faoliyatining jihatlari, dunyoqarashi va o'zini tutish sifatlari tashkil topadi,hamda bilish qobiliyatlari rivojlanadi.

Fasilitator — **facilitators** (ingliz tilida facilitator, latincha facilis— yengil, qulay) guruhlardagi faoliyatnatijasini samarali baholash, muammoning ilmiy yechimini topishga yo'naltirish, guruhdagi komunikatsiyani rivojlantirish kabi vazifalarni bajaradi.

Rivojlantiruvchi ta'lim — rivojlantiruvchi ta'lim -developing training o'qituvchining asosiy vazifasi bilish mustaqilligi va qobiliyatlarini rivojlantirishga yo'naltirilgan, tinglovchilarni o'quv faoliyatini tashkillashtirish hisoblanadi.