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 Research Article

ENGLISH IN MODERN PRESCHOOL EDUCATION

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ABSTRACT

The development of the child's psyche, as well as the formation of his personality, occurs in the process of cognition of the surrounding world, i.e. the assimilation of accumulated human experience in active practical activity due to his relationships with adults. At a certain age, a child's psyche develops and changes. Speech also belongs to such mental processes.

KEYWORDS

Communication, child, life, education, upbringing, development.

INTRODUCTION

At the age of 3-4 years, the child perceives the object as it is and does not try to analyze it. By the age of four, a child develops a visually involuntary character and the main characteristic is imagery.

That is why recognition prevails at this stage of development, not memorization. Therefore, everything that is remembered by bright events in the child's life is preserved for a long time. The

child's attention is unstable and he quickly switches from one type of activity to another. The way to learn at this age is experimentation, construction. [2, c. 32].

At the age of 4-5 years, the mental development of children is characterized by the use of speech as a means of communication and interaction, the child's horizons expand, he makes many discoveries and learns new facets of the world around him, the child begins to be interested in the causes of certain phenomena. There is an active development of the need for new knowledge. At this age, visual and imaginative thinking prevails in children. The ability to draw conclusions is developing, it is a great progress, and this is nothing more than evidence of the separation of thinking from the immediate situation. It is in this age period that the formation of active speech of children ends. As for attention and memory, it should be noted that they are involuntary in nature. The active development of fantasy begins. Adult stories, as well as experimentation, serve as a way of knowing the world around you. The leading activity is the game [2, p. 35].

At the age of 5-6, a child becomes interested in relationships between people. Children begin to analyze, evaluate the actions of an adult and

compare them with their own. Here, the further development of the cognitive sphere of a preschool child takes place. The formation of figurative and schematic thinking begins, the planning function of speech begins, and memorization becomes purposeful. Communication with peers, independent activity and experimentation can be attributed to the main method of cognition. The development of volitional qualities begins, which allow the child to think through his activities in advance and organize attention in the upcoming situation [2, p. 36].

Six or seven years is considered the preschool age of children, at this stage the child knows what is "good" and what is "bad", as well as the ability to evaluate not only someone else's, but also his own behavior. An extremely important mechanism is being formed - subordination of motives. The strongest motive for a preschooler is encouragement, receiving rewards. More weakened is punishment, the weakest motive for a child is his own promise. Another important feature of personality development at this age is the formation of self-awareness. By the age of 7, the child develops self-control and arbitrary behavior, and self-esteem becomes more adequate. The formation of elements of logical

thinking takes place on the basis of visual and imaginative thinking. Inner speech begins to develop. Independent activity is used as a way of learning. The achievement of preschool age is considered to be the development of various types of activities: gaming, artistic, and labor. This age is characterized by the development of educational activities. The basic, leading activity is the game. The game helps to meet the needs of children in learning about the adult world and gives them the opportunity to express their feelings and emotions. Preschool children become capable of labor effort, which can manifest itself in self-care, in caring for plants and animals, in running errands, of course, all these activities should be controlled by adults. There is an interest in mental work. The formation of readiness to study at school is gradual. Noticeable changes occur in the nature of the development of the emotional sphere: the ability to recognize, understand and explain one's own experiences and the emotional state of another person appears. The ability to manifest volitional efforts to achieve the set goal is being formed [3, p. 8].

Speech forms the basis of the mental development of preschoolers, which is why one of the most advanced pedagogical tasks is the development of speech. The task is quite difficult

and requires a purposeful, systematic pedagogical impact on the development of children's communication skills and speech skills [5, p.74]. The child's speech begins to develop from infancy, first of all, interaction with adults is performed during joint activities and communication, initiated by an adult. At the same time, the child does not just passively adopt vocabulary from native speakers and grammatical rules, but tries to design his own language system, extracting lexical units and grammatical rules from speech, thereby creating his own statements, constantly analyzing the speech of adults. The speech that is addressed to the child is the speech that sounds around him, it subsequently becomes the material that is unconsciously processed in the child's consciousness on the basis of analogies and associations. The process of learning a language by a child is the creative creation of its own language system, taking place in constant interaction with the speech and the surrounding language environment. This is facilitated by the significant changes that occur in the lifestyle of a child from 4 to 7 years old.

Having received basic forms of independence, the child quickly accumulates his emotional and practical baggage. The types of child's activities

become the most diverse and meaningful: singing, drawing, counting, special speech classes, creative and didactic games, as well as communication with adults in everyday life every day [5, p. 75].

Understanding speech. Educators successfully use the increased opportunities of children to further develop their abilities, which include speech development. Speech development is expressed in improving the child's understanding of speech. "Children listen to rather complex instructions and accurately perform the actions required by the educator," writes G. I. Kislyuk. Children are very fond of fairy tales, short stories, poems, which is why they occupy an increasing place in their lives. Speech is accompanied by all the main types of their activities, such as drawing, music lessons, observations, counting, work and games [4, p.24].

At the age of five, children are able to understand a short story or the plot of a fairy tale. A child in the middle preschool age can vividly imagine people, their actions, experiences, which are described in the story, provided that this story is understandable and based on images familiar to the child. L.S. Slavina in her research showed that even three- to four-year-old children perceive with great emotion the story of a bunny who was

left without a roof over his head after a fox destroyed his house. The task of the narrator is to explain and concretize the actions and behaviors of the characters, then the child will be able to empathize and feel the emotional side of the hero. The understanding of the listened story progresses quite quickly, opening up to a child of this age a rich source of new knowledge about the lives of people, animals, and natural phenomena. [1, c.16] Mastering spoken language. Educators pay special attention to ensuring that children pronounce words accurately, clearly and correctly. Preschoolers of three or four years old often pronounce words incorrectly. Distortions of the sound side of speech not only make it ugly and incomprehensible to others, moreover, children write as they pronounce. In order to avoid speech errors, educators try to specifically train children in distinguishing and accurately reproducing phonemes that are difficult to articulate. At the same time, in the process of developing listening, preschool children have a growing interest in the word. Preschool children have a very well-developed imagination, so they often begin to come up with new words themselves that are not in their native language [6, p. 26]. According to some authors, the creation of new words is nothing more than an arbitrary invention of a

child who, as it were, lacks the words available in his native language to express the thoughts and desires that he wants to express. However, this explanation is not satisfactory. It is possible to assume that a preschool child has an increasing need for communication and cognition, thereby he "runs ahead" and therefore the rate of vocabulary accumulation lags behind. The child's desire to be understood leads to the invention of new words based on what he has heard from adults, so he easily creates a word based on those with whom he is already familiar. "If it took the most visual, intelligible proof for everyone that every young child is the greatest mental worker of our planet, it would be enough to look as closely as possible at the complex system of those methods by which he manages to master his native language in such an amazingly short time, all the shades of its bizarre forms, all the subtleties of its suffixes, prefixes and inflections. Although this mastery of speech occurs under the direct influence of adults, it still seems to be one of the greatest wonders of children's mental life. First of all, it should be noted that two- and three-year-olds have such a strong sense of language that the words they create do not seem to be cripples or speech freaks, but, on the contrary, are very accurate, elegant and natural. Starting at the

age of two, every child becomes a brilliant linguist for a short time, and then, by the age of five or six, this genius is lost. In eight-year-old children, it is no longer in sight, since the need for it has passed: by this age, the child has already fully mastered the basic riches of the language," K. Chukovsky wrote in his work "From two to Five". [4, c. 41]

Interest in the word, as a rule, by the middle of preschool age, which causes a five-year-old child to pay attention to poetry, to figurative expressions, phraseological units and phraseological turns, to poetic comparisons and epithets. The assimilation of the grammatical material of the language by a preschool child is noticeably changing. The more a child communicates with an adult, the more he develops the ability to select words and build sentences that will be correctly understood by the interlocutor [7, C. 53].

Of course, the development of speech occurs as a process of mastering a favorite language, the richness of its vocabulary and grammatical patterns, which are so necessary for understanding not only a child, but also every other person, of course, it is also the ability to express your thoughts, desires, experiences. The formation of speech in children occurs at a number of specific stages of development, which,

in turn, coincide with the stages of psychological development. Starting from infancy, the child's development occurs in the process of interaction with adults, initiated by adults [8, C. 45].

From an early age, children monitor the expressiveness of speech. The poet and educators and parents pay great attention to the choice of words, emotions and intonations that will correspond to a particular context. The development of children's speech is rightly given great importance, since it is in speech that the foundations for introducing children to culture are laid, as a condition for its mental, moral and aesthetic development. It is not surprising that one of the defining conditions for preparing a child for learning is the purity, literacy and coherence of the child's speech, which helps him to study at school.

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