

FORMATION OF FOREIGN LANGUAGE SPEECH SKILLS IN PRESCHOOL CHILDREN

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Annotation. The article is devoted to issues related to the general characteristics of the features and ways to optimize the formation of foreign language speech skills of preschool children in foreign language classes, the stages, exercises and tasks for the formation of foreign language speech skills are substantiated. It has been determined that 308 the main goals of foreign language teaching in early age are the formation of a child's understanding of a foreign language as a means of communication, as well as the development of elementary skills of foreign language communication. The main trends in teaching preschool children a foreign language as a whole, the formation of foreign language speech skills at the present stage are determined.

Keywords: foreign language, preschoolers, foreign language skills, foreign language environment, communicative competence.

For centuries, the problem of the social formation of the child has been a concern of society. In additional educational institutions for children there is a process of formation and development of the child's creative abilities. These institutions offer a variety of activities, creating a special micro-environment based on informality of relationships, voluntary participation, freedom of choice of leisure time and cognitive activity. In a free, emotionally saturated environment, each child's individuality is most clearly manifested, experiences are shared, personal life position is developed, social and moral interests and qualities, artistic and aesthetic tastes, personal needs are formed. The modernization of Russian education dictates new conditions for teaching English, especially the formation of speech skills as a practical result of mastering the English language. One of the guidelines in the development of modern education is the mastery of a foreign language by the younger generation at a level that can satisfy everyday, educational, as well as business and scientific communication. The formation of foreign language speech skills is a long process. Foreign language education corresponds to the main stages of the educational process and has the following structure: preschool, school, higher. An analysis of the studies of domestic

and foreign scientists showed that the most favorable period for the development of speech is preschool age. Early learning of English is effective due to the age characteristics of children; when creating a language environment based on gaming activities, the perception of a foreign language as a native becomes real. Also, great importance is given to the overall development, the formation of a conceptual and lexical minimum, covers the main areas of life of preschool children. Particular attention is paid to the formation of the ability to understand someone else's speech, pronounce sounds correctly, build and intonate sentences, memorize poems, take part in dialogue, and observe speech etiquette. Studies prove that the preschool period is the most favorable for the formation of foreign language speech skills of children. The problem of teaching a foreign language to children of preschool age was covered in their works by M.3. Biboletova, I.L. Bim, N.D. Galskova, E.I. Negnevitskaya, N.A. Gorlova, E.Yu. Protasova, G.V. Rogov. Scientists such as G.P. Belyakova considered the formation of foreign language communication skills as a type of speech activity of preschool children.

The purpose of the article is to study the process of formation of foreign language speech skills in preschool children. Presentation of the main material of the article. The goal involves the formation of communicative competence, which implies an oral form of communication (listening, speaking) within specific areas of communication, situational topics based on the studied language material. Communicative competence includes several types of competences:

- general educational (learners mastering the basics of speech activity to solve educational problems);
- socio-cultural (knowledge of the socio-cultural characteristics of foreign-speaking countries, cultural values of other peoples, the ability to use this knowledge in practical activities);
- linguistic (mastery of preschoolers with language material for its use in oral speech;
- speech (formation of skills and abilities of students in such types of speech activity as listening and speaking);
- sociolinguistic (the ability to use in the course of communication speech turns (samples), rules of speech behavior typical for the country of the language being

studied). As part of the formation of foreign language speech skills, children 4 years old should, as part of listening: understand and respond to addressed greetings, appeals, commands, requests; recognize the most used words; understand and respond to questions that require yes/no or other simple answers; understand songs and poems. Within the framework of monologue speech, preschoolers of 4 years old should be able to: name themselves, express a request, name and demonstrate an object, reproduce learned short poems and songs, within the framework of dialogic speech: address, respond to addressed greetings, farewells, respond to a command, request, briefly answer to a question. Foreign language speech skills of 5-year-old children consist in the following listening skills: understand and respond to addressed greetings, appeals, commands, requests; recognize the most used words; demonstrate understanding of key words in speech samples; understand and respond to questions that require yes/no or other simple answers; understand the songs and verses learned. Within the framework of monologue speech, children of this age should be able to: give a command, express a request, name themselves, name and demonstrate an object, reproduce learned short poems and songs, within the framework of dialogic speech: address, respond to addressed greetings, farewells, respond to the teacher's command or another child, briefly answer the question of a teacher or another child. Speech skills in a foreign language of 6-year-old children are represented by the following skills: within the framework of listening - to recognize familiar words and phrases by ear; listen to and follow simple instructions; understand short elementary messages with non-verbal support (drawings, gestures) on the topic of communication; within the framework of monologue speech - introduce yourself, family members, friends, name objects, recite short poems and rhymes, sing children's songs, name and describe objects / animals, within the framework of dialogic speech: greet and say goodbye, ask questions learned in speech patterns and answer questions from other children and the teacher, express gratitude.

Among the principles of teaching a foreign language to children of preschool age, the following can be distinguished:

- taking into account the speech development of children;

- taking into account the predominance of spontaneous memory and attention in children over arbitrary;
- taking into account the leading nature of gaming activity in comparison with other types of activity;

interest and awareness; use of the native language;

speech-cognitive activity; the use of role-playing games, modeling situations of communication; interactivity (mandatory participation of two people), the collective nature of communication; visibility; individualization; developmental education; inseparable unity of training, development and education.

It is these principles that must be taken as a basis during the organization of the process of mastering a foreign language by preschoolers.

Each stage of teaching a foreign language is characterized by different content, volume of educational material, as well as methods, forms and types of educational activities for the formation of students' communication skills. The goals and objectives of each stage should be related to the level of development of students, their interests, experience and the expected result. The process of formation of communication skills is implemented in conditions that simulate situations of real communication. Based on this, the educational activity of students consists in performing motivated actions with language material to solve communicative problems. The meaningful plan of foreign language speech of students is based on modeling typical situations of various thematic orientations.

After teaching a foreign language dialogic speech, the training of monologue speech is realized, by which we mean a semantic, detailed statement of a person aimed at communication and ensuring mutual understanding between interlocutors. Among the types of monologue, the following can be distinguished: description, narration, reasoning and translation.

The process of teaching speaking (dialogical and monologue speech) should be considered as a component of game activity, avoiding a direct statement of the problem [6, p. 71].

The organization of foreign language classes in preschool educational institutions should take place as a specific gaming activity, based on various types of games:

desktop, verbal, mobile, musical, computer, theatrical, with toys. During the game, children are offered speech samples, the repeated repetition of which ensures the implementation of a variable-situational exercise in speaking.

The formation of foreign language speech skills at an early age is a continuous, purposeful process, due to the circumstance of communication. The effectiveness of the implementation of this process is due to the choice of appropriate forms, methods, means, content of training in order to form successful youth. A methodically correctly organized process of teaching a foreign language to preschool children can become a good basis for the effective acquisition of a foreign language by children in secondary educational institutions.

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