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FEATURES OF TEACHING A FOREIGN LANGUAGE TO PRELEARNERS

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Abstract: The relevance of this article lies in the fact that in our time the study of a foreign language takes an increasing place in the learning process. Disputes about the age at which it is better to start learning a foreign language do not subside either in the pedagogical environment or in parental circles.

Key words: Teaching a foreign language, effective technologies, methodology, speaking skills, achievements, development of learner's creative abilities.

The question of how and when to start teaching a foreign language to learner, many parents ask, even when the baby is not even a year old. This is a justified concern - after all, knowledge of at least one foreign language in our time has turned from a wish into an urgent need. We are constantly faced with this when working on a computer, in communication, at work and on vacation.

The relevance of early learning a foreign language is determined by the needs of society. Teaching a foreign language to pupils creates excellent opportunities for learning a foreign language for younger students. In this connection, the desire of parents of pupils to learn a foreign language as early as possible increases. Nowadays, a foreign language is a widespread practice based on modern and effective technologies for teaching a foreign language, health-saving technologies, taking into account a personality-oriented methodology, age characteristics of pupils [11].

The purpose of teaching prelearners a foreign language is to form an interest in learning, in knowing the world around them, people, relationships and cultures on the basis of mastering a foreign language.

Early learning a foreign language puts forward the following tasks:

- Formation and development of foreign language phonetic skills (as long as the speech apparatus is plastic and the mechanisms for mastering native speech are still operating, these skills are easily acquired, so it is important not to waste time);
- Development of listening skills (understanding of speech by ear);
- Development of speaking skills (i.e., the formation of a learner's understanding of a foreign language as a means of communication);
- Formation and replenishment of the vocabulary [10, p. 42]

The positive role of early learning of foreign languages is as follows:

1. Contributes to the self-identification of the personality of the learner to a large extent;
2. Creates prerequisites for the formation of interest in other equally valuable cultures and languages;
3. Teaching a foreign language to prelearners contributes to the development of mental processes necessary for the formation of language abilities and communication skills of learner:
 - a. arbitrariness of behavior;
 - b. stability of attention, memory, thinking.

In this connection, all aspects of native speech are being improved, which ensures:

- vocabulary expansion,
- improvement of speech hearing,
- development of the learner's dialogic and coherent monologue speech.

The socialization of the learner's personality takes place:

- through communication with adults, which is aimed at achieving mutual understanding,
- through receiving from an adult the properties and qualities of one's own personality,
- through the ability to interact with peers.

Early learning a foreign language contributes to the development of emotional and volitional qualities of the learner:

- the ability to overcome obstacles in achieving the goal on the basis of the learner's interest in achieving this goal;
- ability to correctly evaluate the results of their achievements.

As well as:

- development of learner's creative abilities;
- development of their imagination;
- development of emotional responsiveness to foreign language speech.

Most researchers (A.A. Leontiev, E.A. Arkin, E.I. Negnevitskaya, I.L. Sholpo, etc.) consider young age as the most favorable both physiologically and psychologically for the beginning of systematic learning foreign languages.

One of the most significant points, according to most researchers, is increased sensitivity to linguistic phenomena at a given age, which is an important prerequisite for the successful formation of foreign language speech skills and abilities [4].

It is also important to note that the correct organization of teaching a foreign language is very important. Optimally organized activities in young period (playing, visual, constructive, labor, as well as those associated with the implementation of regime moments) can and should be used in the formation of foreign language speech skills in learner. Each type of activity, in turn, provides

great opportunities for the assimilation of specific groups of words, which ensures the further formation of oral speech skills, provides learner with the opportunity to communicate at an elementary level using the language being studied and let them feel their own success [6, p. 42-43].

Thus, a significant positive impact of organized early foreign language education on the intellectual development of learner is manifested in the achievement of success in learning, including in mastering the native language, which in turn is caused by the activation of the main cognitive mental processes: perception, memory, thinking, imagination; in a higher level of formation of creative thinking. Equally important is the familiarization of learners with the means of language to a foreign culture and their awareness of their native culture, the upbringing of an intercultural vision of the learner; educating a learner's sense of self-awareness as a person (adequate self-esteem and early socialization of a preschooler); formation of interest and motivation for further study of a foreign language in the context of lifelong learning and further inclusion of the learner in educational activities.

In the process of writing our term paper, we analyzed the features of early learning a foreign language. Particular attention in our study was given to practical developments and exercises that are effective

Early learning of foreign languages is, first of all, a game activity aimed at the development and upbringing of the learner, it is a way of socializing the baby, as well as a process whose purpose is to unlock the potential of the learner, taking into account his individual characteristics.

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