

KICHIK YOSHDAGI BOLALARGA CHET TILLARNI O'QITISHNING DIDAKTIK PRINSIPLARI.

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***Annotatsiya:** Maqolada bolalarga erta yoshda chet tillarini o'rgatishda didaktik prinsiplarni, shuningdek, psixologik, lingvistik va pedagogik omillarni hisobga olish muhimligi tasvirlangan. Didaktik prinsiplarning xususiyatlari, ularning afzalliklari va yuzaga kelishi mumkin bo'lgan qiyinchiliklar tahlil qilingan. Tadqiqot natijalari kommunikativlik, ona tilining xususiyatlarini hisobga olishlik, komplekslik, dasturlash prinsiplari va boshqalardan foydalanish samaradorligini ko'rsatgan.*

***Kalit so'zlar:** chet tili, kichik yosh, didaktik tamoyillar, psixologik xususiyatlar, psixofiziologik tayyorgarlik.*

ДИДАКТИЧЕСКИЕ ПРИНЦИПЫ ОБУЧЕНИЯ ДЕТЕЙ РАННЕГО ВОЗРАСТА ИНОСТРАННЫМ ЯЗЫКАМ

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***Аннотация:** В статье описывается важность учета дидактических принципов, а также психологических, лингвистических и педагогических факторов при обучении детей иностранным языкам в раннем возрасте. Анализируются особенности дидактических принципов, их преимущества и возможные трудности. Представлены результаты исследований, демонстрирующие эффективность использования принципов*

коммуникативной направленности, учета особенностей родного языка, комплексности, программирования и др.

Ключевые слова: иностранный язык, ранний возраст, дидактические принципы, психологические особенности, психофизиологическая готовность.

DIDACTIC PRINCIPLES OF TEACHING FOREIGN LANGUAGES TO YOUNG CHILDREN

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Annotation: *The article describes the importance of taking into account didactic principles, as well as psychological, linguistic and pedagogical factors when teaching children foreign languages at an early age. The features of didactic principles, their advantages and possible difficulties are analyzed. The results of research are presented, demonstrating the effectiveness of using the principles of communicative orientation, taking into account the characteristics of the native language, complexity, programming, etc.*

Key words: *foreign language, early age, didactic principles, psychological characteristics, psychophysiological readiness.*

Introduction

Knowledge of a foreign language is currently an integral part of the professional training of qualified personnel in various fields, from teachers to engineers and doctors. Career success, professional growth, as well as the opportunity to work with foreign partners depend on the quality of foreign language acquisition by specialists.

Thus, the main task of preschool and school education is to ensure a certain level of proficiency in a foreign language so that the learner has the opportunity to study it professionally in a higher educational institution or independently.

The learning process is extensive and multifaceted. It implies the basic provisions, methods and forms of work of teachers with children that contribute to the achievement of their goals in the educational process. Well-designed learning principles will help you select the right content, materials and techniques for effective learning of a foreign language.

When teaching foreign languages to young children, in addition to the principles of consciousness, activity, visibility, developmental education, accessibility, feasibility, strength, it is necessary to take into account the principle of communicative orientation, taking into account the characteristics of the native language, the principle of interconnected teaching of all types of speech activity, the principle of functionality, oral advance, approximation, as well as a number of other principles that are formulated by the authors depending on the chosen approach to teaching.

Literature review and analysis

The principle of oral basis and oral advance is the basic concept of the direct method, which was developed as opposed to the grammar-translation method. The basis of this principle, according to F. Gouin, is teaching oral speech before writing. The acquisition of a foreign language is carried out in accordance with the teaching of the native language. When drawing up the curriculum, methodologists in our country also took this principle into account and introduced the skills of teaching writing and reading in a foreign language from the age of eight. If teaching a foreign language in preschool educational organizations in Uzbekistan begins at the age of five, then within three years, including the first grade of a comprehensive school, children master the ability to speak and understand. This approach also prevents confusion between the letters and sounds of the foreign and native languages.

The principle of oral advance, put forward on the basis of I.P. Pavlov's position on the leading role of the speech-motor apparatus, provides for the automation of a certain dose of speech material before proceeding to the text. Also, this principle is based on the use of text as visual reinforcement and as a "content base for further work." When using this method, a lot of oral work is expected in the future.

The principle of complexity implies the integrated assimilation of four types of speech activity (reading, listening, speaking, writing) and their mutual influence on each other at different stages of the learning process. However, based on the age characteristics of young children, when teaching a foreign language, the main emphasis should be on listening and speaking. At the initial stage of teaching foreign languages, teaching grammar, vocabulary, and sound production are carried out simultaneously.

The principle of taking into account the native language of learners involves learning a foreign language based on its comparison of similarities and differences with the native language. Practical mastery of foreign language speech, helping to prevent interference from the native language, which serves to organize speech material, helps to master the lexical units of a foreign language easier and faster. For example, it will be much easier for a child to remember the word "apple" if he already knows its meaning in his native language, is familiar with the color, smell, shape, etc. of this lexical unit. This principle can also be successfully used in explaining not only vocabulary, but also grammar, phonetics and the development of speech in young children. Tasks created taking into account the "sensitive period" of young students and involving the use of the principle of comparison of languages will help the effective learning of a foreign language in this period. From the point of view of L.V., Shcherba and I.V. Rahmaninov "for a deeper penetration of lexical units into the structure of a foreign language, it is necessary to teach young children based on a comparison of the foreign and native languages." [1] However, it should be taken into account that in international

classes the use of this method is impossible, since in this case it will be difficult for the teacher to take into account the peculiarities of the native language of all students.

According to Passov E.I.[2] the principle of synthetic assimilation includes several principles proposed by G. Palmer and various “straightforward methodologists.” The peculiarities of this principle are, first of all, the synthetic assimilation of material, which forces students to avoid analysis and translation. By completing a large number of listening tasks, students gain the opportunity to intuitively grasp whole material, structures and vocabulary of a foreign language in a phrase through imitation and reproduction. However, they do not use methods of analysis and translation. The use of this method will be very effective when teaching preschool and early school children based on psychological characteristics. Specialist psychologist M.V. Vokhidov, in his research, has repeatedly argued that “imitation and the desire to repeat - to imitate - are their distinctive feature of young children.”[3] We find confirmation of these words in the words of K.D. Ushinsky: “The basic law of children’s nature can be expressed this way: the child requires continuous activity, but he does not get tired of monotony and monotony. If you force a child to sit, he gets tired quickly; the same thing happens when you force him to lie down; he can't walk much; cannot speak, sing or read for a long time; but he plays merrily during the day; quickly changes his activities, their order, puts off one thing and does another, but does not get tired for a minute. A good night's sleep is enough for your child to gain strength for play the next day. Thus, the teacher should not try to stop the child’s restlessness and hyperreactivity, but direct him in the right, useful direction.

The principle of programming communicative activities in exercises put forward by A.P. Starkov [4] implies the inclusion of “selection of language material for exercises, selection of the exercises themselves in accordance with the stage of learning, compliance with one difficulty, modeling of reality using

clarity.” A.P. Starkov writes: “Any rational teaching system represents programming of the corresponding activity.”

The principle of unity and diversity of goals and paths of learning. P.B. Gurovich gives the following explanation for this principle: “If the goal is the use of words in sentences (in speech), then this does not exclude, but on the contrary, presupposes certain work with an isolated word; its goal is the assimilation of linguistic material to the level of receptive proficiency - the path to this goal can lie through reproductive and productive exercises ... ”

P.V. Gurov[5] also proposed using the principles of mutual fulfillment, which he divided into four:

- involuntary and involuntary;
- conscious and tactical action;
- memorized and creative;
- guiding and working action.

E.I. Passov[6], based on an analysis of various principles, proposed the following hierarchy of principles:

- General didactic principles or principles of the first rank. General didactic principles underlie the teaching of any subject, including a foreign language;
- General methodological principles – or principles of the second rank. They lie on the basis of teaching a foreign language in general;
- Particular methodological principles – or principles of the third rank. These principles lie on the basis of teaching one or another type of speech activity;
- Principles for the use of technical teaching aids, the grammatical side of speech activity, etc. They are also called the principles of the fourth rank. These principles are significant for a narrower area of learning.

Conclusion

As we see, each of the above didactic principles is extremely important when learning a foreign language at an early age. Only by correctly using each of the principles can the teacher and students count on effective learning of the material.

Literature review

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