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### MODEL OF THE DEVELOPMENT OF BILINGUALISM IN CHILDREN THROUGH PLAY ACTIVITIES

Annotation

The relevance of the article is due, on the one hand, to the development of early bilingualism in modern children aged 5-7 years, on the other hand, the significant role of play activity in the formation of speech skills and abilities of a child at the stage of preschool childhood. The article presents a comprehensive interdisciplinary theoretical analysis of psychological, pedagogical, sociolinguistic and psycholinguistic scientific literature on the topic of children's bilingualism.

**Key words:** Bilingualism, the stage of preschool childhood, theoretical analysis, sociolinguistic and psycholinguistic scientific literature.

### МОДЕЛЬ РАЗВИТИЯ БИЛИНГВИЗМА У ДЕТЕЙ ЧЕРЕЗ ИГРОВУЮ ДЕЯТЕЛЬНОСТЬ

Аннотация

Актуальность статьи обусловлена, с одной стороны, развитием раннего двуязычия у современных детей в возрасте 5-7 лет, с другой стороны, значительной ролью игровой деятельности в формировании речевых навыков и умений речи. В статье представлен комплексный междисциплинарный теоретический анализ психолого-педагогической, социолингвистической и психолингвистической научной литературы по теме детского двуязычия.

**Ключевые слова:** Двуязычие, этап дошкольного детства, теоретический анализ, социолингвистическая и психолингвистическая научная литература.

### O‘YIN FAOLIYATI ORQALI BOLALARDA IKKI TILLILIKNI RIVOJLANTIRISH MODELI

Annotatsiya

Maqolaning dolzarbligi, bir tomondan, 5-7 yoshli zamonaviy bolalarda erta ikki tillilikning rivojlanishi bilan bog‘liq bo‘lsa, boshqa tomondan, bolaning nutq qobiliyatlarini shakllantirishda maktabgacha yoshdagi bolalik bosqichida o‘yin faoliyatining muhim roli. Maqolada bolalarning ikki tilliligi mavzusiga oid psixologik, pedagogik, sotsiolingvistik va psixolingvistik ilmiy adabiyotlarning har tomonlama fanlararo nazariy tahlili keltirilgan.

**Kalit so‘zlar:** Ikki tillilik, maktabgacha yoshdagi bolalik davri, nazariy tahlil, sotsiolingvistik va psixolingvistik ilmiy adabiyotlar.

**Introduction.** In recent years, a new type of spontaneous development of mass bilingualism in preschool children in natural conditions has emerged, for the consequences of which the adult population (parents and teachers) turned out to be insufficiently prepared. An analysis of the scientific psychological literature allows us to conclude that for the early stage of the formation of bilingualism in preschool children, the most optimal strategies are the simultaneous mastery of two languages according to the formula "one person - one language" and the systematic teaching of a second language based on the first language with the parallel development of native speech in conditions of the educational process.

**Literature review.** In the modern world, bilingualism and multilingualism are part of a person's communicative competence. Along with the language attitude of a modern person in education, there is a need to organize a bilingual and multilingual educational process, to develop the methodology of bilingual education and upbringing.

The domestic education system does not yet have the necessary psychological and pedagogical tools that will allow organizing high-quality support for the early stage of development of balanced bilingualism and multilingualism, and new pedagogical forms, methods and means of implementing bilingual and multilingual education with the component "native (national) language" , developed taking

into account psychological characteristics, such as the leading activity - the game of preschool children.

On this occasion, the famous psycholinguist, specialist in the field of ontolinguistics, researcher of early childhood bilingualism Alexander Markovich Shakhnorovich wrote the following: "Introducing a child to a second (non-native) language is a matter that requires, firstly, special conditions and Secondly, high professionalism. Moreover, we cannot talk separately about national-Russian bilingualism. The question is broader: what you need to know and what you need to do to teach preschoolers a second language. If the second part of the question belongs to the competence of methodology and educational psychology, then the first part belongs to linguistics. Thus, the creation of effective methods for the speech development of bilingual children of preschool age requires an interdisciplinary approach.

**Research methodology.** The modern language environment has changed even in monolingual settlements. This is due, firstly, to the intensive introduction of information technologies and the provision of mass access to the Internet, which provide children with playful, educational and educational content in Russian and English. Secondly, the population of the republic has become more mobile, tourist and health trips with children to the central part of Russia, to other regions and foreign countries have become more accessible and widespread. The above factors create favorable

conditions for the development of early bilingualism in children in a natural situation.

The psychological aspect of the development of bilingualism in children is a direction sufficiently studied by foreign and domestic researchers and is closely intertwined with the sociological aspect of bilingualism. An analysis of the scientific psychological literature allows us to conclude that the main issue is the typology and methodological characteristics of bilingualism, as well as language teaching strategies that are important in developing a model of game activity that develops bilingualism in preschool children and when it is introduced into the educational process.

**Analysis and results.** A bilingual can use the language only in a certain situation (at home - native, at work - official). Therefore, carriers of this type of bilingualism are monolingualistic in every situation. It is assumed that in pure bilingualism speech mechanisms are in no way connected with each other. Mixed bilingualism develops in the conditions of active functioning of two languages in the socio-cultural environment. Proficiency in two languages to the same extent in the same situation, taking into account the language

If a person with a native (national) language has a better command of Russian, then he has Russian-national bilingualism. The strategy of teaching and mastering languages is also an important psychological aspect of the development of bilingualism in children. Psychologists have described three strategies for language acquisition:

(1) simultaneous acquisition of two languages (the formula "one person - one language"), which occurs with the help of a language setting on the part of adults;

(2) spontaneous acquisition of a second language in conditions of natural communication without deliberate influence on the part of adults;

(3) systematic teaching of the second language on the basis of the formed speech skills in the native (first) language.

The advantages of the first strategy of teaching (mastering) languages have been noted by many researchers of early bilingualism in children. This method of teaching bilingualism to children at preschool age, first of all, requires compliance with the principle of "one language - one person", in which a bilingual communicates with one person (mother) in only one specific language, and with the second person (father) in another language.

**Conclusions and suggestions.** As a result, the child has two language systems formed independently of each other, he simultaneously masters the phonetic, lexical and grammatical and stylistic forms of the two languages without displacement and interference. Parallel mastery of two languages is possible only in childhood, subject to the purposeful management of the formation and development of speech in two languages by adults. With the strategy of mastering two languages according to the formula "one person - one language", the child develops a set of speech in one or another language in connection with a certain person or situation, and the other language is deactivated at this time. (Note: the inhibition of speech in another language occurs only in the first stage of the development of bilingualism, after a while the child develops the ability to translate from one language to another).

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