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## INNOVATIVE TEACHING METHODS OF FOREIGN LANGUAGES TO PRESCHOOL CHILDREN

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**Аннотация:** Маққур мақолада мактабгача ёпидаги бўлган болажонларга чет тилини ўргатишда қўлланиладиган турли хил инновацион методлар ҳақида фикр юритилган.

**Таянч сўзлар:** эмоция, мотивация, сўз уйиши, инновация, коммуникация.

**Аннотация:** В данной статье представлены различные инновационные методы обучения иностранного языка детям дошкольного возраста.

**Ключевые слова и понятия:** эмоция, мотивация, игра слов, инновация, коммуникация.

**Annotation:** In this article is given the different innovative teaching methods of foreign language to preschool children.

**Keywords:** motivation, emotion, the words' game, innovation and communication.

Nowadays, during the time of globalization make us learn and know foreign languages in the same level as mother tongue. That's why there are given the following ideas in the President's decree about the improvement of learning foreign languages system which had been adopted a resolution on December 10, 2012, President's Decree №1875: "The complex system of teaching foreign languages, which is directed to integration of the Republic to the worldwide society i.e. forming perfect, self-motivated, intelligent, modern-minded young generation, has been created on the way of implementations of Education System of the Republic of Uzbekistan as well as the national circle (program) of trained personal regulation".

The educational instruction of operation has been carried out on the grounds of aforementioned system. Like teaching foreign languages in preschool children are currently very topical. Preschool age is good period for learning English: children of this age are particularly sensitive to linguistic phenomena.

**How can teach a second language to young children?** Preschool children can learn by visual and audio techniques. So, talk to them from the start. Tell them what you are doing. Introduce them to rhymes, songs, games, and counting in foreign language. Most importantly, make learning fun (Jensen, 1994; Dryden & Vos, 1997; Dryden & Rose, 1995). Their memories of this age, will never be forgotten and, if necessary, easy to recall.

Foreign language is seen as means of formation of intelligence and the development of preschool children abilities, awareness of self and self-expression, social development. Early learning a foreign language gives you the flexibility to go to their in-depth study in elementary school, keeps a positive motivation to study the matter further.

Link numbers and words in a playful way. The more you link, the more they learn" (Vos, 1997). Anything can be linked when learning a second language, including numbers and new vocabulary words (Dryden & Vos, 1997). For example, reciting the numbers from one to ten in English in rhythm is a fun way to begin language learning - "One, two, three, four, five, six, seven, eight, nine, ten".

Learning should be fun. The more fun it is to learn a language, the more a child will want to stay with it. Learning while playing is the best way to learn because it creates emotional attachments, and emotion is the door to learning (Jensen, 1994; Dryden & Vos, 1997; Dryden & Rose, 1995).

No doubt, it is best to remember the words that call that the children and gives them the emotional significance and the opportunity to win the game. Observations show that strengthening the child's confidence in him, the teacher creates the conditions for its success and achievements in the study of native and foreign language as well. An important factor in the possible results of studies is the reaction of children to novelty of the task.

The child is first with his teacher, then independently able to replicate, to remember and reproduce the words and sentences on a given topic. Sometimes the children are trying to tell "their" phrases that differ from completed in class, as well as to use English words and constructions in self-play activity. Children with high self-esteem are easy to form a new word

which has already known to them: sun-sunny, frost-frosty, and so on. They are well aware of the need for different "tail" (suffixes) in Russian and English. They are not scared when the teacher tells them things like: I run (swim) remake. I can run (swim), they understand it immediately. Learn in a relaxed but challenging state. Never stress a child. Current research shows that 80 percent of learning problems are stress related (Stokes & Whiteside, 1984). Children with low self-esteem sometimes afraid to do the job, referring to lack of knowledge and inability, in this case you should say "I'll help you". Children with low self-esteem will try to do the job. It is very important that the lessons are not just give children "regular" knowledge, but also promote the full development of the individuality.

For example, if a child is highly evaluates him and its own achievements and not feel dissonance between what he thinks and the way in which he wanted to be, then quickly and firmly seizes statements like: I can run (jump), I am kind, and so on. We know that people (of any age) having a high opinion of themselves are more benevolently than low self-esteem people.

Children with high self-esteem are easy to learn construction. The contents of these phrases like "You can run (jump)", "You are kind (You're good, You're brave)" give the child the opportunity to feel like a full member of the children's group. Orientation of the personality of the children is detected while performing the task, implying free choice of the recipient of the utterance, but in addition, not only children tend to remember and repeat it another way, but add to them something of their own. Positive vision of themselves reinforces the desire of the child to communicate with adults, peers and even with native speakers; when visiting foreign countries with his parents. This gives the status of the English language tools for real communication. Otherwise, any success or failure in learning a foreign language will not have to preschool children the slightest value.

Children's ability to perceive in the flow of new vocabulary words familiar to play without its secondary teacher, should be considered as a high level of motivation to communicate in a foreign language. There are children who gradually learn to set ourselves challenging targets, not afraid of obstacles to their implementation. For the formation of such skills teacher with specific examples explains some simple rules of English grammar, different from Russian grammar. Here is an example from which it follows that Russian and English words can be formed by adding the suffix, at the same time, the English language has no case endings, which facilitates its study. For example, a (the) cat- translated as "кот", "кота", "котом".

Learn with music and rhythm. Music is one of way to use the whole brain. Do you still remember the songs you learned in early childhood? Most people do because lyrics combined with music are easier to learn (Lozanov, 1978; Campbell, 1997; Brewer & Campbell, 1998). Playing in the English language, children learn to understand the foreign language, to answer questions of the teacher, to use simple voice phrases. Play grocery store, make a snack, or take a walk. While you are interacting with the children during these activities, speak a foreign language (Dryden & Rose, 1995). In games is not only the assimilation and fixation lexical and grammatical material, but also the development of mental processes of thinking, memory, voluntary attention, as well as dedication, concentration, ability to govern the behavior of a certain rule, to empathize, to come to the aid of collectivism.

Assimilation of children of elementary rules of word formation develops their ability to word creation that is also a measure of motivation to communicate in a foreign language. Reinforce with pictures and sounds. Say the sounds of the language that accompany a picture in a playful way. For example, "A is for apple" (Dryden & Rose, 1995; Dryden & Vos, J, 1997). Travel to a foreign country so kids can experience other languages and cultures. Of course, this is not always possible, so what about visiting neighborhoods where other languages are spoken? "I encourage parents to make their children more aware of languages around them". It's important to start the conversation with kids about how interesting other languages are. When you hear other languages, point out, 'Oh wow, they're saying "hello", but they're saying it differently'. Also, learning about culture can make learning the language easier and more interesting. Make it fun!

Changing communicative situations in accordance with the new objectives, the teacher gradually achieves the necessary positive results in the development of children lexical and

grammatical structure of English. Thus, the use of a variety of pedagogical techniques and knowledge of the characteristics orientation of the individual pupils, allow the teacher to make learning a foreign language more efficient and self-esteem has a significant impact on the process of learning a foreign language to each child.

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