

PSYCHOLINGUISTIC FEATURES OF TEACHING FOREIGN LANGUAGES TO PRESCHOOL CHILDREN

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Abstract

Nowadays, teaching foreign languages in early ages is very important all over the world. Human receives and reacts to all impressions from the external environment by seeing, hearing, feeling, smelling. In particular, 6-7-year-old children of preschool age have well-developed sensory organs. The role of visual and auditory sensations, especially in the mental development of a child, is great. The reason is that, young learners can acquire foreign languages at early ages. In Uzbekistan, there are a lot of works are being done. English and Russian languages are being taught in preschool education system. For that reason, many scientists are working on improving the quality of teaching foreign languages and investigating different ways of teaching in kindergartens. In this article, psycholinguistic features of teaching foreign languages to preschool children is discussed. The opinions and experiments of several scholars are analyzed and necessary conclusions are given. Mainly, the psycholinguistic features of preschoolers are paid attention to and based on that children's ability to learn new words on foreign language are seen as the subject of the discussion. It is said that in early ages children can acquire foreign languages easily and productively. It is proved by several scientists and researchers.

Keywords: English language, preschooler, teaching, psycholinguistic features, children.

INTRODUCTION

The adoption of the Presidential Decree No. 1875 "On Measures to Further Improve the System of Learning Foreign Languages" and the introduction of foreign language teaching in the primary grades led to significant reforms in the field of education. According to the Resolution of the President of the Republic of Uzbekistan dated September 30, 2017, "On the organization of the Ministry of Preschool Education of the Republic of Uzbekistan" PK- 30305, the establishment of the Ministry of Preschool Education as well as establishment of separate private and state-owned preschools specializing

in foreign languages has opened the door to more opportunities for our children.

Preschool educational organizations are the primary link in all educational work in society, and the first skills of children are formed at this stage. Primary skills in children are primarily related to the development of the child's speech, through which children perceive the world around them, name objects and events, and learn to express themselves. At the same time, these skills serve as a basis for the development of children's consciousness, thinking, and the formation of different attitudes to the events around them, the formation of interests. The development of children's foreign language

skills from an early age, along with their mother tongue, provides a solid foundation for them to become competitive professionals who are fluent in several languages in the future.

According to experts, 70-80% of the primary source of basic information a person receives during his lifetime is between the ages of 5-7 (Karimov, 2008). The most acceptable and easy period of learning a foreign language is the pre-school period, which is an innate ability of young children to learn a language. At the same time, language acquisition is a powerful tool for the development of children's thinking, because every word a child learns has a certain meaning. The opinion of Gumbol'dt (1984) "The boundaries of my language represent the boundaries of my worldview", is intended to enrich the thinking by acquiring a certain concept behind each learned word in the process of learning a language. This means that it is important for a child to be properly educated from an early age in all aspects of a healthy, mature development.

In accordance with the Decree of the President of Uzbekistan "On radical improvement of the system of preschool education", the establishment of the Ministry of Preschool Education this year, strengthening the material and methodological base of preschool education, increasing the number of private preschools, and creating conditions for children show how urgent and important this issue is. This Decree pays special attention to the development and implementation of alternative methods of preschool education, the primary task of educating and educating preschool children is the formation of children's speech in their native language, their oral communication.

Method:

In this article, literature analysis, comparing and contrasting are used in order to explain the importance of the topic.

Results and discussions:

A child's speech is developed under the influence of the language of the great people around him. The natural proof that language is a social phenomenon can be seen in the emergence and development of children's

speech activity (Sossyur, 1999). No matter what language the adults around the child speak, the child's speech is in that language (Ahmedova, 2014). It should also be noted that the child develops the same culture of speech as the people around the child, the way they speak.

The research of V.V. Rubtsov and A.G. Asmolov emphasizes that children learn a lot not only from adults, but also from each other in the process of interaction. AP Usova, N.N. Poddyakov, A.N. Poddyakov expressed the opinion that children develop independently in the process of practical possession of various objects. However, due to the fact that children's interactions are conducted by adults, the role of the educator in the organization of developmental education is very important (Kartashova, 2015).

Theoretical research and analysis of practical applications show that this period should be considered in terms of the child's intellectual potential through the leading forms of activity, as well as their psychological characteristics: attitudes, interests, abilities. Indeed, the preschool period of a child's spiritual development is a very difficult and very responsible period.

At the age of 3 to 7 years, the child's desire to act independently begins to grow. During this period, every healthy child strives to imitate adults in their narrow social life, but to act independently without their help. It is at this time that the individual characteristics of preschool children, which are formed throughout their personal lives, begin to emerge. Therefore, the full development of a person in all respects, and especially his mental development, depends to a large extent on the education he received during his pre-school and primary school years.

The period of a child's kindergarten age is a very multifaceted and active period, during which the child rises to another high level of development, both physically and mentally. Most children at this age are very active, curious, aspiring, and in some cases even alert. Even when the child is hungry, he can be given food at home, and it is very difficult to put him to sleep or to move him without moving.

The famous Russian educator K.D. Ushinsky's (1959) opinion proves our point: "The basic law of the child's nature can be expressed as follows:

a child requires continuous activity, but he is tired of the monotony and one-sidedness of the activity. If you force a child to sit up, he will get tired quickly; even if you force him to lie down, the same thing will happen; he cannot walk much; he cannot speak, shout or read for a long time; but he jokes and moves all day. He often changes his activities, mixes, puts one and does the other, but does not get tired for a minute. It is enough for a child to sleep soundly to gain strength for the next day". In his opinion, in such cases, it is necessary not to limit the mobility, which is the main feature of the child's nature, but to organize it in a purposeful way. He noted that imitation and mobility in preschool children are obvious features.

Indeed, man is by nature an imitator at an early age. If children's play activities are closely monitored, it can be seen that these activities consist of imitating the actions and behaviors of adults. It is through them that certain traits, behaviors, such as indifference, honesty or lying, industriousness or laziness, are formed in children. Sh. Shodmonova (2008) also emphasizes: "From an early age, a person through play activities develops the human qualities and absorbs qualities of the people around him, such as diligence, humanity, honesty, integrity, truthfulness, compassion and which are the opposite of these qualities like greed, evil, theft, dishonesty, lying, etc." Later, such qualities become stronger in everyday life, are absorbed into the child and become personal qualities. At the same time, of course, the influence of gender characteristics is great. For example, from an early age, a girl imitates her mother's behavior and engages in child-rearing activities, such as puppetry. As for boys, they imitate the behavior of their fathers and brothers by playing with toy cars, airplanes, tanks, playing with glue or grass-made swords, or playing with firecrackers.

The use of external observation in the study of child psychology is very effective. One of the best ways to do this is to keep a diary of every aspect of a child's development, and this is widely used by educational theorists. The first diary of the child's development was published in the second half of the 19th century by Charles Darwin. Later N.N. Ladygina-Kots (1998) published their own diaries on children's mental development. Such diaries have played an important role in the emergence and

development of educational approaches to child psychology and pedagogy.

Psychologists have extensively studied the development of the child's psyche. In particular, L.S. Vygotsky's (1996) hypothesis about the structure and meaningful structure of consciousness and its development in ontogenesis made a significant contribution to the study of the impact of education on the mental development of the child. From his point of view, the process of mental development consists of a change in the spiritual structure of consciousness, that is, a reorganization of the systemic structure of consciousness, conditioned by the degree of development of generalizations. According to L.S. Vygotsky (1996), it is possible to enter the mind only through speech, and the transition from one structure of consciousness to another occurs due to the development of the importance of the word (or set of words).

Consciousness and speech, the effects of speech on the mind, are extremely controversial and have been extensively studied by both linguists and psychologists. Here it is necessary to pay attention to different aspects of the concepts of "language" and "speech". The interdependence of language and speech in understanding the essence of language ability, the formation of initial ideas about the phonetic, lexical, grammatical systems of language, as well as the development of skills in the communicative function of language. While developing this idea, we can say that the acquisition of the communicative function of language develops during the dialogue. The emergence of speech through verbal activity, and the fact that man performs activity, is one of the modern directions of linguistics, which led to the emergence of the science of linguopsychology.

Linguopsychology is a developing discipline in the field of linguistics and psychology. According to T. Sattarov (2003), the linguistic possibilities include the formation and perception of speech units, the mental states of expression and comprehension of thought in the speech process, the conditions, the situation, the effectiveness, the mental state of the speaker and the listener. Linguists A. Sodiqov and A. Kholmurodov (1981) emphasize that in linguopsychology, the formation of internal speech in human speech activity and the study of aspects related to external, that is, other

activities. The problem of linguopsychology is the transmission of knowledge and concepts of existence in the human mind, that is, the philosophical and psychological features of speech to other members of society through speech, and how it is implemented.

It is well-known that speech is a part of the human brain. Speakers carry out commands from the brain, a process that takes place in conjunction with various sensory and motor reactions. Therefore, special exercises to improve sensory channels and motor skills are very important in speech training. It is important to keep in mind the importance of sensory information and emotions in the development of the brain and its mental processes, especially in the formation of speech. In addition, since the impulses from all the senses are combined in the field of movement, it is necessary to pay attention to the training of muscle sensations. I.M. Sechenov (2001) emphasized that muscle sensations affect and intensify all emotions. That is why movement, movement with objects and activity in the child's game help to develop his speech.

The word "sensor" is derived from the Latin word "sensus", which means "feeling", "intuition", and "perception". This means that knowing existence begins with perception. Through sight, comprehension, and feeling, a person acquires an understanding of the things around him and events. It is on the basis of these that processes such as memory, thinking, and imagination are formed in man (Kulmatov, 2018).

The great thinker Abu Ali ibn Sina expressed extremely rare ideas about human physiology and psychology. In his famous "Laws of Medicine" he divided the senses into external and internal types, noting that the brain is the center of the nervous system, the human body and soul, and the brain is the center that controls man (Chukovskiy, 1990).

F.R. Kadyrova (2009), who was directly involved with preschool education organizations, emphasizes that before teaching a child another language, the development of speech in the mother tongue and the process of language learning take place directly through sensory perception. The child understands the meaning and uses it appropriately because he "researches" the things that correspond to the

words. Relying on sensorimotor skills, the child learns to express objects, things, their distance, movements in words. The little analyst learns to use new words in his speech on the basis of five analyzers - sight, hearing, smell, taste, observation - to get acquainted with new words and strengthen them. The ability of children to perceive words planned using age-appropriate sensorimotics with the help of objects is imprinted in their memory after these things have been imprinted as an image of movements.

The human brain is, in computer language, a multiprocessor. As he receives information in a synthetic form, he analyzes its voice, shape, colors, movements, emotions, weight, volume, and many other aspects. It gathers, analyzes, breaks down "samples" of information, and derives meaning and content from a large number of synchronous incentives. The brain functions equally in many areas, levels, intellects and emotions. Therefore, the role of emotions in the process of data processing is very important (Sara Albaladejo, 2018).

Thus, the activity of speech is influenced by all the mental processes in a person: intuition, perception, attention, imagination, creativity. Motivation is a strong impulse to study on the basis of conscious and unconscious mental processes that motivate a person to perform certain actions in a certain direction and help him achieve his goals. Motivation is in many ways natural in a child who is learning a new world and a part of it, and the way he interacts with it. This is the main reason why children learn to speak successfully.

Motivation - a tendency to speak, aptitude, inner motivation, aptitude for speech (Jalolov, 2012). In other words, motivation is the desire to do something. Z. Dörnyei (2003) defines the motivation to learn a foreign language as follows: "A person's motivation to learn a second language is the society of the second language and its purpose is to maintain a two-way relationship through the adoption of a second language".

Psychologists believe that the most important factor in the acquisition of knowledge is emotional perception. Active thinking in the classroom should be activated to influence the child's emotions. The feelings of children of kindergarten age are related to the satisfaction or non-satisfaction of their organic needs. Failure

to satisfy one's needs can lead to feelings of unhappiness, dissatisfaction, and anxiety. As children become more interested in everything, they begin to develop intellectual feelings, such as surprise, suspicion, and confidence. Such intellectual feelings are very important in the development of children's thinking. This means that the mind can be accessed not only through speech, but also through the development of sensory perception, that is, seeing, hearing, touching, smelling, and providing taste and gestures. Through various didactic games and educational activities, which are related to cognitive activity and require a certain level of intelligence, the child's intellectual feelings are developed. In children, they develop during play activities.

The child perceives and communicates all the impressions coming from the external environment through seeing, hearing, feeling, smelling, that is, through the senses. By the age of 6-7, all sensory organs are well developed and the child regularly begins to speak in the presence of all analyzers (Abdullaeva, 1993).

Speech comprehension begins with recognizing words that are perceived differently. According to Sh. Sodiqova (2013), on the basis of these process mechanisms lie the nerve endings produced by the cerebral cortex, with the help of which the perception of various speech (sound) signals. As the human brain perceives information, it activates attention, stores information in the memory, engages the mind, and activates the imagination.

Perception is closely related to the mechanism of auditory memory; cognition is based primarily on remembering and storing the words of a stranger. Here the ability to distinguish the most important words of the perceived speech, the logical emphasis, the order of the words, and the character of the partial syntactic structure, play a particularly important role. In addition, in the process of perceiving oral speech, the mechanisms of comparison of stored incoming signals stored in memory with standards, standards are activated, and speech processes are activated. Understanding occurs from the moment an acquaintance occurs. It cannot happen without synthesis, grouping, and generalization of logical operations (Leon'tev, 2010).

The process of cognition in preschool helps to think, analyze, compare, generalize, and draw conclusions. Thinking, in turn, has a positive effect on the development and perception of cognition, its purposefulness and effectiveness (Sodiqov, 2013).

Each person's speech has its own characteristics based on its age, level of education, general spiritual and cultural level (Usmonov, 1972). Rogova (1988), who believes that the process of formation of skills and knowledge is sufficiently understood only when under the influence of existing speech experience, has repeatedly emphasized the need for a conscious approach to the study of foreign languages.

According to the researcher U.A. Masharipova (2018), the structure of verbal activity or verbal movements, in general, overlaps with the structure of voluntary movement, that is, the stages of planning (in the form of "internal programming"), implementation and control. Speech can be an active, reactive (able to respond to external influences) speech, which is constantly restructured and reflects the chain of dynamic speech stereotypes.

In the formation of speech activity, it is necessary to develop the skills of full, clear and concise expression of ideas through language tools, as well as skills that allow to clearly and correctly understand the words of the interlocutor. The birth process of speech activity is not always interpreted in the same way by scientists. Its important aspects are highlighted by A.A. Leon'tiev (2010) in the following sequence: 1) motivation - it is a mechanism of speech; 2) the purpose of the speech; 3) shaping the content of the speech - at this stage the speaker knows what he is talking about, but still does not know what to say; 4) the transformation of thought into words.

Psychologist I.A. Zimnyaya (2003) divided speech activity into the following phases:

- 1) the arousal-motivational phase consists of a complex interaction of needs, motives and goals of activity as a future result;
- 2) the estimated research phase, the study of the conditions for the implementation of this activity and planning, the formation of the internal content, which is intended to determine the implementation of the speech activity "With whom", "Where", "When", "How long";

3) the executive phase - this is a complex set of speech movements, and most of them are operations related to the awakening and perception of the sensorimotor level of speech (Zimnyaya, 2001).

In short, the most important, activating, grounding and, at the same time, the most thought-provoking reason for the awakening of speech activity is revealed, and with the help of internal speech, the process of transition to external speech takes place. This is an important opportunity in the planning and organization of communicative activities in general.

In the pedagogical views of Tarasyuk (2003), the issues of development of children's speech occupy a central place; she created a certain system of development of speech of young children in preschool education. Based on his research, speech development is accompanied by mental development; children acquire their mother tongue in the process of learning about the world around them; speech develops in a social environment, in the process of meeting adults and peers; children's speech develops in activity, in the conditions of expansion of social relations; speech development management should cover all stages of a child's life. The idea that speech development is to some extent related to the whole pedagogical process of kindergarten. Based on these ideas, it is concluded that oral speech is the basis of children's readiness for school, so the early years of a child's life should be focused on the practical mastery of oral speech.

This means that the process of developing children's speech before they go to school includes the following:

- 1) formation of the spirit of speech;
- 2) development of speech listening;
- 3) work on the content, form and structure of speech.

The focus of the speech is the focus of the thought. When a child sees and hears, he perceives what he has heard and tries to think, and this is reflected in the fact that he can express it in words.

Children understand twice as fast as speaking. From the age of 3, a child's brain is twice as active as an adult's. Kartashova (2015) points out that babies and young children are gifted at

learning a second language. According to him, babies can distinguish sounds in all languages, while adults can only distinguish sounds in their mother tongue.

N.S. Sayidrahimova (2004) agrees with R. Jacobson in her research: According to R. Jacobson's theory, "the phonological development of a child is manifested as a reflection of the initial speech pathology": This initial phonetics is the basis for the construction of a basic phonological system that gradually corresponds to the model of the adult language that surrounds them.

In early childhood, the child needs communication, and he does this through the simplest means of speech. First, speech emerges as a social phenomenon, as a means of communication, and later as a means of knowing the world around us and planning one's actions. As the child develops physiologically, he uses more and more complex language units: expands the vocabulary, learns phrases, develops word formation, word changes and word combinations, as well as the ability to apply syntactic constructions; (Kadirova, 2009).

The process of speech acquisition in preschool children and their speech development is closely related to the child's speech preparation for learning activities.

It seems that the mental development of children is reflected in their speech, so it is necessary to pay special attention to the linguodidactic aspects. In preschool children, the nature of imitation, in particular, has a great positive effect on the development of speech. Preschoolers begin to learn elementary oral speech in the family environment, and then in kindergarten, imitating adults. The songs, cuddles, and words told to the baby are the basis for the development of the child's speech. Any melody a child hears will lift his spirits and improve his mood.

Possessing and nurturing speech in the mother tongue is one of the most important aspects of a child's pre-school education and is seen as the basis for raising and educating children. During this period, a significant increase in the richness of vocabulary in the speech of preschool children is observed. A number of psychologists and linguists have noted that children learn to speak with difficulty between the ages of two and five or six.

From the age of three to seven, children learn the structure of sentences. At the age of four, the first structures of complex sentences are recorded. In preschool, a child's vocabulary is developed in the following ways:

- 1) not all children over the age of one are fluent, such children are still considered infants, and they are observed to have a poor pronunciation of words related to the need for food;
- 2) the vocabulary of two-year-olds is enriched with the names of their relatives and toys, but their pronunciation is not yet complete;
- 3) the speech of some three-year-olds is directed to them, they use all the familiar things around them, numbers, color names in dictionaries;
- 4) at the age of four, the children's dictionary is filled with the names of movements and objects encountered in everyday life, counting from 10 to 20, differentiating colors, sizes, food, vegetables, fruits;
- 5) at the age of five, the active use of everyday objects, furniture, names of natural phenomena, names of pets, various materials is observed;
- 6) At the age of six, a child's speech expresses qualities and characteristics (sour, light blue, firm). Materials, knowledge about domestic and wild animals and their children will be expanded.
- 7) At the age of seven, antonyms and synonyms are found in word combinations, the ambiguity of words is mastered to a certain extent, artificial words are a process of independent formation of words with complex structure, selection of similar and close words (Palkina, 2010).

K.I. Chukovsky (1990) described these periods as follows: younger children (three or four years old) are characterized by a "strong sense of language". Linguistic ability is particularly high in children aged three to four years. Some studies suggest that such "tongue sharpness" in a child weakens by the age of eight. After the age of nine, the flexibility of the language mechanisms in the brain decreases and they cannot easily adapt to new conditions. A child's brain has the ability to learn a language, but this ability decreases with age (Protasova et al, 2010).

The same is true for all children who learn a foreign language at an early age. However, since

the foreign language is the second language after the mother tongue, the child actively tries to use the words in his native language, to determine the names of the words he knows in the second language, which means that his vocabulary is rich.

Knowing the linguopsychological aspects of the methodology will help the teacher to identify a specific lesson or unit of study for its stage, to organize the development of students' speaking activities and to organize the lesson with the following objectives:

- a means of developing speech activity - as a language teaching;
- style of speech development - as a speech development;
- as a complex development of students' speech activity in foreign language lessons (Sodiqov et al, 1981).

The method of speech activity is carried out in connection with the traditional forms of speech activity. Forming a conversation in a child is listening to and understanding the speech of others, answering questions and asking questions. When a child asks a question about something unfamiliar, it should never be left unanswered. Whenever possible, giving a clear and complete answer to the question, creating a sense of satisfaction in the child, does not extinguish his interests, leads to a broadening of his worldview. Children who have unanswered questions become indifferent people who do not ask questions, are not interested in things and events. In children, a dialogic version of a speech, usually consisting of a question and answer, is often used. However, the development of monologue speech is very important in the development of children's speech. A monologue requires the child to express himself/herself clearly and coherently. Typically, a monologue begins at the age of 5-6. It is at this age that logical thinking begins to develop, the child accumulates a large vocabulary, takes over the grammatical structure of the language. The monologue form of speech allows children to tell in detail and consistently what they see, to express their thoughts in a well-structured sentence. A monologue helps a child to develop the skills of listening to and understanding the story of others, retelling a short, familiar story, and expressing the words of the protagonists in a fairy tale. That is why

fiction is so important in the development of children's speech. In this case, the role of fairy tales is unique, and the child pays attention to the speech of the protagonists, the words they use during the listening of fairy tales. In the process of retelling, he tries to speak like the heroes of a fairy tale, to use those words. In this way, the child develops a desire to be educated, to be a hero. In many cases, the desire of children to become a professional in the future is the result of this desire and interest.

As a child, expressive speech also plays an important role. An expressive speech is a type of speech that reinforces the inner essence of the information with external emotional components, reflects the clear expression of interpersonal relationships, and is based on vocal, linguistic means. It differs from other types of speech by its speed and situationality (Axmedova, 2014).

In order to form and develop expressive speech, it is necessary to regularly train all the members who produce speech. There are strong connections between spoken voice, articulatory facial expressions, and gestures. These voice-mimic connections are important both in the production of speech and in the perception of it. Therefore, direct (face-to-face) communication is necessary for the formation of expressive speech. In this case, if the meeting takes place in a happy, emotional tone, the sound reactions will be expressive and stable. It is expedient to teach expressive speech, as well as to perceive the speech itself, in a happy, effective way, along with a set of emotional-sensory- motor emotions.

According to I.V. Vronskaya (2015), a person is able to perform receptive forms of speech activity, regardless of whether he actively or passively masters the language. On the other hand, receptive tours cannot be viewed inactively, as it is necessary to activate active thinking in order to both listen and read. The difference from productive speech is that when listening to or perceiving a foreign speech in writing, the activity is hidden from the external observer.

We believe that preschool children need motivation to activate their quick thinking so that they can understand and express a foreign language. This is because motivation stimulates

interest, encourages active perception of speech and expression.

Learning a foreign language not only develops the communicative skills of a preschooler in a foreign language, but also introduces him to another culture, develops speech and communication, personal development, self-awareness, self-discovery, self-disclosure, generalization, drawing conclusions also allows the development of issues of intellectual development.

Many foreign experts believe that second-year language skills should be replaced by a fully formed mother tongue after 6-8 years, otherwise, in their opinion, the development of the first language, that is, the mother tongue, will slow down or remain in place. In particular, many aspects of the mother tongue are not yet fully developed in children under 5 years of age, and there is reason to believe that in older children the mother tongue is more fully developed. When children of this age begin to adopt a second language, they simultaneously develop their mother tongue and adopt a second language (Chapelton, 2016). It should be noted that during the experiments with children of different ages, the effectiveness of learning a foreign language earlier, i.e. from 4 to 6 years, was higher. It was proved by G.T. Mahkamova, I.V. Vronskaya, A.V. Zhukovas.

Psychologists interpret the ability of children to learn foreign languages relatively easily as a phenomenon of imprinting. In the early stages of development, imprinting is the retention of distinctive features under the influence of external objects and some innate behavioral actions, which means the ability to quickly remember and use in speech activities at the level of phrases and complete sentences (Usmonov, 1972). Psychologists say that the time allowed for imprinting is up to eight years. According to E. Bakhtalina (1998), if a child is taught a foreign language at the age of four or five, in three or four years it will be possible to teach children to absorb a small amount of language material and use it fluently in oral speech.

Apparently, learning foreign languages is one of the most effective means of influencing a child's overall spiritual development. According to N.A. Tarasyuk (2003), "Through language communication and verbal activity, the child

develops, is brought up, gets to know the world and himself, including all the spiritual wealth that the foreign educational process can give to the child".

Having studied the psychophysiological features of preschool children, it was found that the following linguopsychological features are of particular importance in learning a foreign language:

1. Preschool children have the ability to accurately perceive and pronounce sounds in a foreign language. Children can distinguish sounds in any language by intonation, but as the child grows older, this ability weakens. This ensures that language learning is effective for children from an early age.

2. In children, the nature of imitation is strong. As a result, they are more receptive to the conversations around them. The use of imitation in learning a foreign language is also effective.

3. Children have a strong interest in everything, for example, new toys, events, objects. Of course, the child wants to name and remember the new things that he is interested in. This feature should be used when learning a foreign language.

4. Children hold things with their hands, lick them, eat them and connect them with their emotions, adults are usually afraid of it. Therefore, the child regularly begins to speak quickly in the presence of all analysts. That is, in order to remember an object in a second language, the color, taste, size, and uniqueness of the object are immediately visible in the child's memory, and the child expresses it in words.

Thus, in the process of learning a second language, all the psychological features, such as memory, thinking, perception, work equally and have a positive impact on the intellectual development of the child. Especially at this age, when the memory is strong, the child even masters the rhyming poem, song, moving game in the second language, and due to the influence on his emotions, it will remain in the memory for a lifetime.

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