

Bring Up the Culture of Discipline and Behavior at The Age of Preschool Kids

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Annotation: This article describes the practical work being done in Uzbekistan in the field of preschool education and the specifics of teaching English from an early age, analyzed foreign experience on the formation of a culture of communication in children from an early age.

Key words: psychology, linguistic, effective, acquisition, language, communication, skills, brain, culture, rhymes, movements, cognitive, visuals and realia.

Introduction.

We want to introduce the Kindergartens in Uzbekistan. Perhaps, this network of institutions is those whose activities are provided only by women. It turns out that today they are implementing one of the strategic tasks of the state development at the present stage. A program has been adopted to improve preschool education for the period of 2017-2021. The correspondent of Uzbekistan Today talks with the head of the department of pre-school educational institutions of the Ministry of Public Education Sabohat Mirjalilova about the ongoing transformations and innovations in this sphere, and hence the innovative activity of the female half of our society.

– Sabohat Sagatovna, in the coming years it is planned to solve the problem of low enrollment of children by preschool educational institutions. Tell us more about this.

– Within the framework of the State Program “Improvement of the Preschool Education System for 2017-2021”, the Ministry of Public Education envisages expanding the forms of preparing children for school by introducing alternative forms of education in short-stay groups, which will be mainly organized in rural areas. Within five years, such groups will be created in stages, every year, on the basis of 1,200 pre-school educational institutions. In total, more than 6 thousand short-term groups is provided to be created in the renovated premises of pre-school educational institutions. As a result, more than 305 thousand children will be additionally covered, which will lead to an increase of 1.5 times compared with the current data.

– What are the advantages of such a new phenomenon as groups of short-term stay in preschool educational institutions?

– The purpose of such groups is to ensure the comprehensive development of children who do not attend preschool institutions, and form the basis for their readiness for schooling. Thanks to this, a child of 6-7 years old will stay in the kindergarten not for the whole day, but only for a few hours and at the same time the entire educational program will be held as the children visiting the usual groups. It is also important that the fees for these groups are much lower than in the usual ones.

– Several years ago, special books were published to help parents whose children do not attend kindergartens, which each family could receive in the nearest school library. Will this initiative be further developed?

– This practice will definitely be advanced. In the next five years, the Ministry of Public Education, in accordance with the submitted lists of mahallas and children institutions of public education that were not covered by the preschool education system, it is expected to provide a set of books in seven title in Uzbek, Karakalpak, Russian languages in order to stimulate early reading in the family. The first stage of distribution of these books is planned to be carried out in March-April 2017, the second – at the end of this year and beginning of 2018.

– Lately there has been a lot of talk about the fact that various variants of pre-school education will be developed in Uzbekistan. What does this mean?

– Currently, such educational programs as “Bolajon” and “Bilimdon” are successfully being implemented in the system of preschool education. The program “Bolajon” is intended for children under the age of 7 years, “Bilimdon” – for children in groups of short-term stay in order to prepare children for school. The program is designed to ensure the full education, training and progress of the child, and its effective preparation for school education. It determines the content of pre-school education in groups of short-term stay of children aged 5 to 7 years and orients pre-school educational institutions towards to realize the equality of all children, individual development and the disclosure of the potential of each child. These programs are mandatory for use in pre-school educational institutions located on the territory of the republic.

In the next five years, based on the best international practices, it is planned to develop variative programs in the field of preschool education and upbringing on the basis of improved state requirements. They will take into account the educational needs and interests of pupils, their families and teachers, in particular, the specific national, socio-cultural, economic, climatic conditions in which the educational process is carried out. The programs will emphasize the in-depth development of preschool children in the field of cognition, mathematical concepts, logic, and the study of foreign languages. Pre-school educational institutions, as well as parents of pupils will have the opportunity to choose the program of educational and educational process.

Methods Of Research.

Comparative analysis and componential methods are used in this field

Discussion And Results.

One of the most important tasks of the modern foreign language teachers is how to implement effective methods of teaching foreign languages in pre-school children, to raise learners' interest to learn the language, enrich the content of education and modernization of the educational process in preschool as a whole. The authors consider difficulties of foreign language teacher, examine psychological and linguistic characteristics of students, and analyze exercises for language skills development of preschool age children, and factual material.

In recent years the number of English learners has dramatically increased. The necessity of foreign language mastering for modern man became obvious to almost everyone. The age of learners have changed either. Until now the teaching techniques is mainly aimed at schoolchildren, today parents aspire to start teaching children a foreign language as soon as possible. Moreover, the pre-school age is recognized by psychologists as the most favorable period for the type of activity.

The age threshold for children to start learning a foreign language is increasingly reducing. As a rule, a fore-year-old child is considered to be already well prepared for classes, some parents tend to set up their three-year-old children in the groups for learning English. In this case it is necessary to consider the appropriate age for studying foreign language and how to make the process more effective.

Unique predisposition to speech (most favored age for mastering a foreign language is the age period from 4 to 8–9 years), the plasticity of the natural mechanism of language acquisition, as well as a certain independence of the mechanism of action of hereditary factors related to belonging to a particular nationality — all this factors gives the child the opportunity under certain conditions to master the foreign language successfully. With age, this ability is gradually fading. Therefore, all attempts to teach a second foreign language (especially apart from the language environment) in older children involve, as a rule, a number of difficulties.

Successful mastering of foreign language speech by children becomes possible also because the children (especially pre-school age) have a more flexible and rapid storing of linguistic material than in the subsequent age stages.

In addition, the game, being the main activity for children of pre-school age, allows to make communicative and virtually any language units valuable.

The four-year-old children learn the material much more slowly than five years. Their reactions are spontaneous, emotions overflowing, they switch their attention from one object to another. It is difficult for children who don't attend kindergarten to be without the presence of parents; in addition, they haven't the sense of humor formed as it is important in the organization of foreign language teaching. In addition, the

four-year-old children have not mastered their native language: they have not developed the ability to communicate, the regulating function of speech and inner speech has not formed yet. In this case the role-playing game that has the greatest value in the foreign language teaching pre-school children will not be effective.

As for the children of three, mastering a foreign language in a more or less conscious training in the team, becomes extremely difficult. At this age a child is just beginning to master the grammatical form speech in their native language; infants have just begun to acquire skills of dialogue speech. The vocabulary of the child up to three years enriched almost exclusively by the accumulation of certain words, and only after three years begins to grow rapidly due to the mastering of the laws of «word and word formation.»

Methods of pedagogical work is determined by the objectives and tasks set by the teacher. According to I.L.Sholpo, the main objectives in teaching preschool children a foreign language are: the formation of children's primary communication skills in a foreign language; the ability to use a foreign language in order to achieve its objectives, the expression of thoughts and feelings arising in real communication situations; creating a positive setting for the further study of foreign languages; revival of interest in the life and culture of other countries; training active and creative, emotional and aesthetic relationship to the word; the development of linguistic abilities of children considering the age features and psychological characteristics of senior preschool children their structure at the senior preschool children; decentering of the individual, i.e the ability to see the world from different perspectives.

Foreign experiences on this process. The experiment was made by teacher, but it didn't show any increase of efficiency at lessons on condition of dividing into two subgroups. However, I.L.Sholpo doubts according to these conclusions and writes that, it's possible, on condition of kindergarten children's habits to each other are so strong, that is decisive factor, nevertheless, if the speech is going about other structures, where unfamiliar children are united into groups, then lessons with groups of 25 (twenty five) learners are less efficient, and even 15 (fifteen) learners in a group is serious challenge for a teacher. I.L.Sholpo recommends to form groups not less than five or not more than ten learners, explaining that common conversation, (as it was stated by psychologists), organized corporate activity are possible in a group of not more than 8 (eight) learners. But taking into consideration the fact children are often sick in winter time and miss classes, one may gather till 10 (ten) learners in a group.

The ability to communicate in a foreign language involves the development of the trainees have a certain set of characteristics and personal qualities conducive to the mastery of a foreign language and its practical application as a means of familiarization with different national culture and means of communication with other cultures. Thus, the learner masters not only another way to communicate, but attach to a different cultural heritage that shapes his personality, belonging to a particular linguistic and cultural community, and is also developing its universal consciousness. Developing of ability to communicate in foreign languages is due, primarily, with the formation of the communicative competence of learners. Since the elementary school is the first step in the general school system, its task — to lay the foundations of the communicative competence that permits foreign-language communication and interaction of children (including the real needs and interests in dialogue and knowledge of primary school age children).

The topics could be about family, sports, school activities, colors, traveling, and etc. All the learners are asked to take a number and a topic. Having got them, each learner can think about their topics for a minute or two and then the teacher calls a number. The learner with that number then says two or three sentences about his or her particular topic. The speaker then calls a number and the learner with that number has to ask the speaker a question or two related to the topic just spoken about. When the question is answered, the questioner calls for another number to do the same. After several times the speaker calls a number of a new person who will speak about the topic that she or he was given. Then he or she will do the same steps as the first learner has already done.

Human language is a highly complex and complicated skill, and because of that, it develops brain more than anything else. Up to the age of 6 when we learn another language, or 2 languages, or 3 languages, brain development is much greater than anything else we could learn. Preschool children have a natural ability to learn and, according to research, at the age 3-4 years learning a second language is as easy as learning the first.

Advantages of early language learning. Babies, infants and children learn all language levels (prosody, phonetics, phonology, morphology, syntax, semantics) simultaneously and they learn it really well because an early age is a time when the brain is programmed to learn the languages.

Early language learning can influence attitudes towards other languages and cultures. As children have to learn a foreign language naturally, in the way they learn their mother tongue, they learn the culture, the rhymes, the movements, the cognitive development. Lots of researches show that an early language learning experience generally results in the development of native or near-native pronunciation and intonation. Bringing very young children in contact with foreign languages may result in faster language learning, improved mother tongue skills and better performance in other areas.

Studies by Harvard University confirm that the creativity, critical thinking skills, and flexibility of the mind are significantly enhanced if children learn a second language at a younger age. Moreover, the research has shown that 50% of our ability to learn is developed by age 4 and another 30% by age 8. This is why three-year-olds are encouraged to learn a second language.

It is not an easy task to teach a very young learner. Here is the complexity of an early second language learning:

Children have to obtain all those levels and aspects of a language. So there isn't and there can't be just one and the only right method of teaching. Mixed methods are widely used to teach a foreign language.

Moreover, we should remember the importance of a vital language combination of literacy and oracy. Developing a child's speaking and writing skills shouldn't simply be 'tagged on' to a sequence of lessons or tasks, but arise as an integral part of everyday teaching.

Ways to teach first English words and grammar. Create a casual learning environment. The most popular and efficient ways of early English learning are authentic poems, nursery rhymes, cartoons and songs to introduce words; playing games. The best way for a child to learn to understand a new language is to hear it being spoken regularly.

Besides, visuals and realia are one of the most effective ways to provide a relatable reference. For instance, if you're teaching about elephants, it's better to have pictures of elephants available to share with children. For toddlers it's more effective to use and show big bright toys. For older kids cartoons and even children's documentaries work well. It's easy but gives kids a tangible object that they can fully "experience" to help deepen understanding. Or if you're teaching about plurals, have one apple available to show the meaning of "singular," and two or more apples available to show the meaning of "plural."

A total physical response is also essential. It is a language acquisition method developed by psychology professor James Asher after long observations of infants acquiring their mother tongue. TPR uses a combo of language and physical actions to engage children in the language learning process. It's a pretty low-stress strategy, which is one of the keys to its success. Kids just listen and respond in a physical manner. For example, hearing commands "Sit down, give a high five, jump" etc., they just do it without a fluent communication yet. However, they do pick up syntax and speech patterns. TPR can be a great precursor to verbal communication. For very young learners, though, it's better not only say but show movements and actions. In this way they match an action with a sound and pronunciation of the word of the language.

How can we develop literacy at an early age? First of all, a child should be immersed in a print-rich environment so that he or she has constant opportunities to interact with the written word. For instance, posters on the walls, cartoons' subtitles, bright stick notes with words and pictures, books with simple words, alphabet albums, flashcards.

Conclusion.

Anyway, all activities and visual aids, props have to be meaningful to children. Parents and teachers of the youngest learners should focus on providing a wide variety of sensory experiences for kids to absorb an English accent, practice their first words and accumulate vocabulary. This can be done by having fun through music, movement, games and a lot of nurturing. All of these extremely boosts early brain stimulation that leads to the creation of neural pathways. Introducing a second language to children as early as possible is the best way to add these neural pathways and increase their capacity for intellectual development. Different musical styles and activities for developing cognitive skills encourage

understanding, speaking and a love of learning English. Through repetition, example, and experience, children learn how to use their new English vocabulary and how to speak with a good accent.

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