



**METHODOLOGICAL SYSTEM OF TEACHING ENGLISH TO
PRESCHOOLERS BASED ON NON-VERBAL ACTIVITIES**

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Annotation: The purpose of this article is to provide a theoretical substantiation and practical development of a methodology for teaching preschool children a foreign language in various types of non-speech activities. In accordance with this, a research hypothesis was formulated: teaching English to preschool children (i.e., developing their elementary skills and abilities in foreign language oral activity) will be more effective if it is carried out on the basis of specially organized types of subject-practical non-speech activity, which make up a single system of education and are the source and sphere of communication for preschool children

Keywords: preschool, pedagogical process, language acquisition, activity, approach

1. Introduction

The process of teaching a foreign language to preschool children has been the object of close attention of researchers over the past decades and is currently of particular importance due to the fact that improving the quality of language training is one of the tasks of teaching and educating a comprehensively developed personality. This task can be successfully solved if the pedagogical process is optimized already in preschool institutions. We were prompted to turn to the problem of teaching preschool children a foreign language by observing the changes that are taking place both in the pedagogical process of preschool institutions and in the life of modern society as a whole. The gradually increasing openness of the state leads to numerous contacts with representatives of various

nations, which makes the knowledge of a foreign language especially relevant, and, first of all, English as a means of international communication.

The prospect of early teaching foreign languages in terms of comprehensive improvement of the child's personality, his humanitarian development and familiarization with general cultural values is not in doubt. As noted by F.A. Sokhin, one of the main among the many important tasks of educating and teaching preschool children is the task of developing speech and verbal communication. It seems that in the system of continuous education this task cannot be solved unilaterally - only on the basis of the native language. In this regard, the problem of the formation of foreign languages seems to be relevant; oral skills and abilities in preschool children, considered in close connection with the process of socialization of the child to the development of his mental abilities as a whole.

The complication of the speech experience of a preschool child occurs due to the assimilation of new language means, with the help of which he learns to formulate his statements in the learning process. The use of foreign language words to designate familiar objects and phenomena of the surrounding world allows the child to realize the possibility of the existence of a different language system, different from the native one, and to draw his attention to the existence of differences in the linguistic phenomena of the native and foreign languages. Early learning of a foreign language has a beneficial effect on the development of the child's psyche, and, in particular, on the enrichment of his intellect, which, in turn, is due to the activation of the main cognitive processes: perception, thinking, memory, and imagination. The optimization of these aspects is largely ensured by the rational definition of goals, objectives, content and teaching methods in the general context of the foundations of the mental development of a preschool child.

One of the most significant points, according to most researchers, is increased sensitivity to linguistic phenomena at the age of 5-6 years, due to the greatest intensity of language ability during this period and representing an important prerequisite for the successful formation of elementary foreign language speech skills and abilities.

The study of foreign languages at preschool age is characterized, in our opinion, by a number of important advantages associated with various possibilities for organizing learning. First of all, it should be noted that in the process of learning at school, speech skills and abilities are formed on an "oral basis", i.e. a significant amount of information is assimilated by children based on auditory perception and imagination, and only a small part of it is reinforced by the impact

on the visual channel with the help of visual aids. At the same time, it is known that participation in the performance of an activity that is significant for a person, accompanied by motor activity, significantly improves the quality of mastering the relevant knowledge, skills and abilities. Unlike schools, where it is rather difficult to organize the performance of tasks by children that involve their active participation in activities and are not defined by the program, kindergartens provide ample opportunities both in terms of organizing classes and attracting a variety of learning tools (toys, objects, manuals and materials) . However, in the methodology, the problem of teaching preschoolers foreign languages is solved mainly in the aspect of using games in teaching, while other types of children's activities (application, modeling, designing, drawing, making crafts, etc.) are not given in foreign language classes due attention.

Materials and methods

The value of activity, its influence on the mental development of the child can hardly be overestimated. It is in the process of carrying out activities that a human personality is formed, a person realizes his own "I", the formation of a person as a product of social relations.

The close relationship and interdependence of the processes of speech development and the formation of activity finds its expression primarily in the fact that a change in the nature of speech leads to a change in activity and, conversely, a purposeful, clearly realized activity improves the structure of speech through the use of more complex language forms. All this prompted us to pay closer attention to the problem of an activity approach to teaching a foreign language. In our study, we sought to show how optimally organized activity in a children's team, covering play, visual, constructive, labor activity, activity, associated with the implementation of regime moments and performed in specially organized classes, affects the mastery of children's skills and abilities of foreign language speech.

The problem of language acquisition by a child and the development of speech in the process of communication has always attracted the close attention of scientists who sought to explore and understand the essence of these complex socio-psychological phenomena, the processes of their formation and development, the mechanisms and conditions for their functioning - "individual consciousness, in the psyche. Theoretical developments in this area were necessary in order to solve many urgent needs of practice: to provide real assistance in overcoming psychological barriers that impede normal constructive communication of people, to give psychological recommendations on the formation of a communication style in the course of business cooperation in professional activities, to determine ways

to implement interaction and mutual understanding of people in the process of their daily communication. It should be noted separately the importance of research in the field of speech activity and speech communication for the development of methods for teaching foreign languages.

According to I.A. Zimnaya, the activity approach is inextricably linked and determines the personal approach to the child as a subject) of learning, and to the entire process as a whole, which greatly expands the scope of the search for ways to teach a foreign language, which is designed to serve and the general development of man, the improvement of his culture of mental abilities.

Discussion

The concept of “activity” is considered by us as a fundamental category of the activity approach to the study of the psyche, the essence of which lies in the fact that mental processes and phenomena are considered in direct relationship with the formation of material-transforming human activity, as generated at a certain stage of its development.

In the course of the evolution of the relationship of a person as a subject with a psyche, with the environment, material-transforming activity is differentiated into objective-practicality proper, leading to the creation of a socially significant duct, and communication. actions of means The term "communication" is much broader than the concept of verbal communication, since it is a form of people mediated by a system of means with each other and with the outside world. This is a set of verbal, symbolic, kinetic and visual means of interaction. But since it is verbal means that are most universal in nature, communication is most often considered as verbal, or speech, that is, carried out through speech activity. Thus, if speech activity is defined as “an active, purposeful, motivated, substantive (meaningful) process of issuing and (or) receiving a thought formed and formulated through the language”, then this process acquires its real embodiment in the form of speech communication. In doing so, we rely on the position of L.S. Vygotsky about the dependence of speech development on the degree of development of objective-practical activity, formulated by him in the study of higher mental functions. At present, this position has acquired the meaning of one of the fundamental psychological laws, which says: “all higher psychological functions (speech, thinking, memory, perception, self-regulation, etc.) arise interpsychically, and in ontogenesis they are differentiated and reintegrated by the conscious activity of the individual, thus becoming intrapsychic phenomena”

Results

Activity is defined as the process of realizing the life relations of the subject in the objective world and as a source of self-development of the subject. A person enters into certain relationships with the world, which are realized at different levels. Despite the existence of a specific area of the unconscious, which provides the action of unconscious and subconscious levels, for a person, first of all, conscious ones are characteristic, i.e. purposeful, arbitrary and meaningful relationships with the natural and social world, which are realized in activity. However, the definitions of activity will be far from complete if we do not give an indication of what ensures such “consciousness” of activity. At the center of the concept of activity are the categories of activity and the psyche. The relationship of these categories is due, firstly, to the main function of the psyche, which is to ensure the successful regulation of the activity of the individual and other relationships with the outside world based on the active processing of the entire volume of information coming from outside. Secondly, by the fact that the components of the mental regulation of activity develop only in the process of constant interaction with the environment and are determined by the activity itself.

These provisions specify the principle of the unity of consciousness and activity, which is consistently developed in psychology by S.L. Rubinshtein and A.N. Leontiev. According to this principle, the human psyche is not only manifested, but also formed in activity. At present, this principle is more often formulated as a statement about the unity of external, material (object-practical) activity and internal, mental.

External activity is the initial and main form of human activity, and internal activity is derived from the first and, therefore, secondary in relation to subject-practical activity. Thus, external material activity provides the relationship of the subject with the objective world and is reflected in mental activity, shaping and changing it. In turn, the mental reflection generated by the activity must be included in the activity as the main moment guiding, orienting and regulating this activity. Thus, it is not the features of the flow of neurodynamic and other physiological processes that determine the features of objective activity, but objective activity is the soil on which the corresponding mental phenomena are formed and developed. This process has been called the internalization process, which was already partly mentioned at the beginning of the first paragraph. Its essence lies, first of all, in the fact that mental phenomena, which are special forms of internal mental activity, are nothing more than transformed forms of external material activity. Such a transformation – “interiorization” - is carried out in the

direction of the transition of external processes with material objects into the floating of mental actions in consciousness on the basis of specific changes with the help of generalization, verbalization and curtailment. In other words, a qualitative change in the psyche is ensured due to the development in the child of the ability to carry out subject-practical activity not only through the predominant use of external actions and operations (which is especially clearly seen at an early age), but also with the help of internal ones (a feature of adult thinking), forming the structure of mental activity proper.

So, activity is considered as the basis for the formation and functioning of mental processes, and these processes themselves - as a condition for the purposeful implementation of activity. Thus, the psychological analysis of activity is necessary to solve the problems of this scientific research.

The term ‘activity’ itself is used in psychological and methodological literature in various meanings, and often very vaguely. It can be defined as a synonym for any activity, for example, nervous activity or activity of the speech mechanism; as a conscious relationship of a person with the objective world, while his relationship with the social world is determined by the concept of communication, which is equivalent to the concept of activity. In didactics and private methods, activity is often understood as a synonym for action or a separate method, operation. In psychology, there is also the concept of “objective” or “objective-practical activity”, which in a broad sense is interpreted as a form of relationship between a person and the world, mediated by the material productive and transformative impact on objects of the natural and social world. In a narrower sense, objective activity is considered as the initial stage of the formation of activity in ontogenesis, i.e. in the case when the child's mastery of objective actions and their implementation in the process of manipulating objects at an early age are meant.

Conclusion

These definitions clearly show not only the diversity of approaches from which the content of education is analyzed, but also the complexity and ambiguity of the considered methodological aspect. Meanwhile, it seems to us that in many definitions the content is characterized somewhat one-sidedly: either from the point of view of the specifics of the relationship between the subject and the pedagogical process of teaching this subject, or based on the leading functions and components that make up the content. It should also be noted that in the overwhelming majority of cases the problem of the content of education was developed in relation to the acquisition of a foreign language in the conditions of school education. Obviously, even the methodologists involved in the research of

relevant problems in preschool age paid priority attention to the search for various methodological techniques that would significantly diversify the activities of children during the lesson and significantly intensify the learning process by creating significant motivation and strengthening the communicative orientation of tasks, exercises and situations.

As a result, the definition of content often fades into the background. It seems to us that the content of teaching oral foreign language speech to preschool children should be understood as a conceptually effective toolkit of speech communication that ensures the optimal level of functioning in the speech of children of the system elements of the language being studied and corresponding to the subject of speech activity.

A.A. Leontiev, speaking about the relationship between the elements of speech activity and other types of activity, noted: "Language acquisition in itself is defined only through the concept of skills and abilities. In turn, these concepts are associated with the concepts of activity, action and operation". Skills and abilities, defined as the ability to perform operations or actions in an optimal way, respectively, are a set of "tools" that allow either to use the language means necessary to express a thought, or to formulate a thought correctly.

The formation of skills, which are the starting point for the further formation and development of skills in speech activity, is associated with the assimilation of knowledge about the rules for using language means and, naturally, involves the formation in the mind of the student of a certain system of concepts and ideas about how to operate with the material of the language being studied. That is why we consider it appropriate to include in the definition of the content of teaching a foreign language the term "conceptual-effective" tools of speech communication, which will also reflect the elemental composition of the content of learning.

So, considering the definition of the content of teaching a foreign language, we came close to studying its component composition. At present, in the methodology, it is accepted as components of the content, in addition to speech skills and the ability to highlight topics and situations. At the same time, views on the definition and selection of topics and situations of communication are quite diverse. It is believed that the topic is a certain set of topics that are probabilistic folded texts and are to be deployed in speech; their study correlates with the subject of conversation, message, or the content of speech in different areas of communication. Such a set of topics allows you to realize the goals of the training course

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