



AN INTERACTIVE APPROACH TO TEACHING ENGLISH AS A SECOND LANGUAGE IN THE PRESCHOOL EDUCATION SYSTEM

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ANNOTATION

This article presents important pedagogical foundations for teaching English language to kindergarten-age children, with various interactive perspectives and solutions that may be encountered. Important social foundations for participation in language teaching with preschoolers are provided.

KEYWORDS AND EXPRESSIONS: *independent thinking, critical thinking, self-expression, self-assessment, exchange, re-management*

Аннотация

В этой статье представлены важные педагогические основы для обучения английскому языку детей детского сада, с различными интерактивными перспективами и решениями, которые могут возникнуть. Предоставляются важные социальные основы для участия в обучении языку с дошкольниками.

Ключевые слова и выражения: самостоятельное мышление, критическое мышление, самовыражение, самооценка, обмен, ре-менеджмент.

INTRODUCTION

Today, learning English is becoming a modern requirement not only for adults, but also for young children. Teaching English in the field of preschool education leads to the early development of children's deep understanding of the language, its vocabulary, speaking skills. Of course, this process requires real skill and pedagogical tact from the teacher.

The concept of developing children's intellectual activity reflects the principles of the theory of intellectual socialization of the individual, based on changing the intellectual experience necessary to effectively address the challenges of increasing the intellectual potential of community members and the rational organization of professional activities in market relations.

The development of modern science and technology does not only affect the production process, but also the training system. Improvement of

the education system, in particular, bringing it to the international standards is one of the most important issues of today. Therefore, the role of independent work in developing young learners' independent thinking and freedom of thought is invaluable. In particular, intellectual activity provides the basis for the kindergarten children's personality to develop such thinking qualities as independence, rigidity, critical thinking and analytical approach. In this context, the main emphasis is placed on increasing the intellectual activity of students in higher education institutions. It is worth noting that justifying the role of reflective learning environments in the intellectual activity of students creates a completely new approach. When children start kindergarten, they are expected to learn many things in just one year. They will begin learning phonemic and phonological awareness, which involves listening to different sounds in a word and eventually how to identify those sounds when reading. Students in



kindergarten will learn the basics of writing and reading fluency, learn how to write their name, read consonant-vowel-consonant words, answer questions about a story and hopefully read grade-level books independently.

When a child is learning to do all of these things in addition to being in school for the first time and having to adapt to a totally new environment, adding another language on top of that can not only be academically difficult for the child but stressful emotionally and mentally. Learning literacy in your own language (or in one language) can take several years. Once children master that, then they can apply what they know about language to learning another.

Accordingly, there are different definitions of the phenomenon of reflection as:

- be aware of their level of knowledge and take a critical approach to the cognitive processes;
- the principles of personality thinking and the orientation of the person to understand his or her goals and self;
- expressing the meaning of "reflexio" - in Latin language be able to reflect on the contradictions, to analyze their own mental state;
- self-awareness of the person, proper understanding of self and other's activity [1].

It is clear that, reflexivity is the basic basis of competences. Reflection is a comprehensive multidisciplinary education that is one of the most important aspects of personality traits, mental processes and occupations. Through reflection, the individual assesses himself and his activity. As a result, he designs his own personality and activities.

In the modern system of education it is necessary to create a reflexive learning environment for the development of intellectual activity of students. This is because the process of professional self-expression, which is important in the understanding of professional self-expression and personal professionalism [3].

If kindergarten is not the best time to learn a second language, then when is the best time? Some studies have reported that if children pick up a language when they are young and become bilingual, they may actually be "double semilingual," which means they'll never fully perfect either of the two languages they speak.

While there are many benefits to teaching children to speak another language when they are young, there are disadvantages of learning a second language at an early age. If the time passes, and the child has not learned a foreign language by around kindergarten age, then the next-best time to try is between 11 and 13 years old. At this age, children have mastered one language completely, and they can use what they know about language to more easily understand the structure of the new language. Studies have proven this as well. It should be noted that, according to scholars and practitioners studying the

problems of modernizing the educational process, the development of a reflexive culture in learners is important.

As another method, the problem-based method plays a very good role in teaching English as a second language in the preschool education system. This method helps both young children to develop both mental development and vocabulary and, most importantly, to be able to communicate freely with those around them. [2].

Reflexive training is manifested in the refinement and generalization of mechanisms of self-awareness, self-development and self-expression. An indicator of reflexive readiness is the activity of the individual under any circumstances. The components that make up reflexive training by S.Y. Stepanov include emotional, intellectual, motivational and behavioral. In this context, reflexive abilities create conditions for self-development. It also contributes to self-control of professional development and creative approach to the chosen profession. They have an impact on the development of the individual as a person and in improving their relationships with the environment. In particular, the development of reflexive abilities enables the individual to develop adequate self-esteem, high self-control, and ability to control their behavior [5].

Reflexive creative ability is manifested in the ability to solve problems in non-traditional ways. This is evident in the highest form of creativity. According to I.N. Semenov, creative abilities contribute to the development of self-improvement of a person's ability to retrain and acquire new professions. The emergence, manifestation and development of creative abilities are directly related to reflexive abilities [4].

Conclusion. Reflective and innovative techniques improve children's motivation for learning as well as their ability to think. As a result, it contributes to the effective use of their creative potential for self-development [6].

Based on the comments, we can draw the following conclusions:

- self-awareness, management, self-education and control of students are important in the learning process;
- assignments to the learning system should enhance kindergarten children's thinking, cognitive activity, and learning motivations;
- introduction of innovative and pedagogical technologies in the system of education is the main criterion for increasing the intellectual activity of students.



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