



Methods and Importance of Teaching a Second Foreign Language to Pre-school Children

Uroqova Sevinch Utkir qizi

The student of Karshi State University

(+998912201447)

Annotation: This article examines the methods and significance of teaching a second foreign language to preschool children. It argues that early language exposure can foster cognitive development, enhance linguistic abilities, and cultivate cultural understanding. The article explores effective pedagogical approaches, including play-based learning, immersion, and explicit instruction, emphasizing the crucial role of engaging activities, authentic materials, and sensitive scaffolding.

Annotatsiya. Ushbu maqolada maktabgacha yoshdagi bolalarga ikkinchi chet tilini o'rgatish usullari va ahamiyati ko'rib chiqiladi. Unda ta'kidlanishicha, erta til bilan tanishish kognitiv rivojlanishni rag'batlantirishi, til qobiliyatini oshirishi va madaniy tushunishni rivojlantirishi mumkin. Maqolada samarali pedagogik yondashuvlar, jumladan o'yinga asosangan o'rganish, aniq ko'rsatmalar o'rganilib, qiziqarli faoliyat, haqiqiy materiallar va sezgir narvon ro'lini o'taydi.

Keywords: Second Language Acquisition, Early Language Learning, Preschool Education, Play-Based Learning, Immersion, Explicit Instruction, Cognitive Development, Cultural Awareness

Introduction:

The increasing globalization of our world necessitates multilingualism, and the early years are a critical window for language acquisition. Teaching a second foreign language to preschool children offers numerous cognitive, linguistic, and cultural benefits, setting the stage for future success in a diverse and interconnected world. This article explores the methods and importance of introducing preschoolers to a second language, emphasizing the crucial role of play, immersion, and effective pedagogical approaches. In last few years, learning a foreign language has become a necessity rather than a way of self-development. A foreign language has become a mandatory component of education not only in schools and universities, but also in many additional pre school educational institutions.





1. The Cognitive Benefits of Early Language Learning:

Research consistently demonstrates that early language exposure positively impacts cognitive development in young children:

Enhanced Memory and Attention: Learning a second language strengthens working memory and attention skills, crucial for learning across subjects.

Improved Problem-Solving Abilities: Bilingual children often exhibit greater flexibility and creativity in problem-solving, as they learn to navigate different linguistic systems.

Increased Brain Plasticity: Early language learning fosters greater brain plasticity, enhancing cognitive reserve and potentially mitigating age-related cognitive decline.

2. Language Acquisition in Preschool: A Foundation for Linguistic Proficiency:

Preschoolers possess a natural aptitude for language learning, demonstrating an innate ability to acquire phonological, grammatical, and lexical structures:

Early Sensitivity to Sound Systems: Young children are highly sensitive to different sound systems, enabling them to readily acquire new pronunciations and phonemes.

Development of Linguistic Skills: Learning a second language strengthens children's understanding of grammatical structures and vocabulary, fostering a more robust linguistic foundation.

Transfer of Skills: Skills acquired in one language can transfer to the learning of other languages, facilitating faster acquisition and deeper understanding.

3. Cultivating Cultural Awareness: Expanding Worldviews through Language

Introducing preschoolers to a second language opens doors to cultural understanding and appreciation:

Exposure to Diverse Perspectives: Learning a second language fosters an understanding of different cultural norms, values, and perspectives, promoting tolerance and empathy.

Developing Global Citizenship: Early exposure to other languages and cultures nurtures a sense of global citizenship and fosters connections across borders.





Appreciation for Diversity: Children develop an appreciation for linguistic and cultural diversity, recognizing the beauty and value of different ways of life.

4. Effective Methods for Second Language Instruction in Preschool

Successful second language teaching for preschoolers requires a combination of playful engagement, immersion, and explicit instruction:

Play-Based Learning: Creating a fun and engaging learning environment through games, songs, and storytelling allows children to naturally acquire the language through active participation.

Immersive Experiences: Providing opportunities for regular exposure to the target language, through interactions with native speakers, immersion in books, and authentic materials, accelerates acquisition.

Explicit Instruction: Combining play-based learning with structured instruction, introducing basic grammar concepts and vocabulary in a developmentally appropriate manner, solidifies learning.

5. Key Principles for Effective Preschool Language Teaching:

Authentic Materials: Using real-world materials like books, songs, and videos in the target language creates a rich and relevant learning experience.

Scaffolding and Support: Providing ample opportunities for practice and support, through interactive activities, peer collaboration, and teacher guidance, allows children to gradually acquire the language.

Focus on Communication: Emphasize the communicative function of language, encouraging children to use the language for real-world purposes, such as asking questions, giving instructions, and expressing themselves.

Nowadays, all kindergartens in China are equipped with multimedia devices. Children are taught English through songs, poems, stories and videos. It turns boring language lessons into a fun daily game. Teaching through multimedia gives great opportunities to the teachers. In this way, it is possible to increase the interest of Children to a high level and to attract their attention for a long time.

Conclusion:

Teaching a second foreign language to preschool children offers a myriad of cognitive, linguistic, and cultural benefits, shaping their future academic success, social





development, and global citizenship. By embracing play-based learning, immersion, and explicit instruction, educators can foster a love for language, cultivate cultural awareness, and empower young learners to become confident communicators in an increasingly diverse world.

References:

Bialystok, E. (2009). Bilingualism: The benefits for brain and mind. *The Psychologist*, 22, 105-108.

Bialystok, E. (2001). Bilingualism in development. *Psychological Bulletin*, 127, 459-491.

Bialystok, E. (2011). Cognitive control and bilingualism: An advantage for the aging brain. *Psychology and Aging*, 26, 635-644.

DeKeyser, R. (2000). The robustness of the input hypothesis: Evidence from instructed L2 learning. *Studies in Second Language Acquisition*, 22, 497-523.

Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.

Gardner, R. C. (2001). *Attitude and Motivation in Second Language Learning*. Clevedon: Multilingual Matters.

Genesee, F. (1998). Early immersion in Canada: Research findings and policy implications. *International Journal of Bilingual Education and Bilingualism*, 1, 1-18.

Johnson, J., & Christie, J. (2005). *Play and Learning in Early Childhood*. Sydney: Pearson Education Australia.

Kohnert, K. (2010). The bilingual advantage: A review of the experimental evidence. *Developmental Review*, 30, 133-152.

Kohnert, K. (2004). The bilingual advantage: Are bilinguals better at inhibiting irrelevant information? *Journal of Experimental Child Psychology*, 87, 185-202.

Krashen, S. D. (1996). *The Input Hypothesis: Issues and Implications*. London: Longman-Pearson.

Kuhl, P. K. (2004). Early language acquisition: Cracking the neural code. *Nature Reviews Neuroscience*, 5, 831-843.





Snow, C. E. (2003). *The Role of Language in Early Childhood*. New York: Routledge.

Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

