

PEDAGOGICAL PRECONDITIONS OF THE DEVELOPMENT OF BILINGUALISM OF CHILDREN IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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ABSTRACT

The article deals with the issues concerning pre-school education, pedagogical preconditions of the development of bilingualism of children in preschool educational institutions

Keywords: Preschool education, child bilingualism, pedagogy, development, spirituality, intellectuality, aesthetics.

INTRODUCTION

In the world community in the system of preschool education there is a need for the expansion of a single education network and strengthening the material-technical base, providing them with qualified teachers, introduction in the educational-learning process of modern educational programs and technologies.

Today a special urgency and importance to improve the mechanisms of learning and the quality of the system of training and retraining of specialists, including teachers of preschool educational institutions, possessing a culture of bilingualism (bilingualism) and is capable of forming these qualities in their students.

In recent years, in the Republic of Uzbekistan has created all necessary conditions for improvement of the system of preschool education that provides a comprehensive intellectual, spiritual, aesthetic and physical development of children, increasing their level to prepare them for school, including learning of several languages.

The most common type of bilingualism in Uzbekistan is Uzbek and Russian languages, which are ingested in direct communication of people of different nationalities (about 130). Along with the study of the Russian language acquires special importance of the study and the English language as a factor of global and socio-economic changes.

The study of foreign languages, especially English as the leading language of international communication, international communication has become one of the main factors of education. It should be noted, understanding multiple languages, bilingualism has a positive effect on the development of memory of students, their ability to understand, analyze, and discuss certain phenomena, intelligence, reaction speed, mathematical skills and logic. "Complete developing bilinguals, as a rule, good study and grasp abstract science, literature and other foreign languages."

MATERIALS AND METHODS

The integration of various cultural, educational and socio-economic relations in the international community and between States defines the task of reforming and improving the

system of learning multiple languages. The study of foreign languages, especially English language for children of preschool educational institutions as a further means of international communication has become one of the main factors in the development of bilingualism among the younger generations.

The Decree of the President of the Republic of Uzbekistan from 2018 September 30, № PP-3955 "About measures on improvement of system of management of preschool education", Decision of 10 December 2012 № PP-1875 "About measures on further improving system of learning foreign languages" with special emphasis on dramatically improving the quality of training of future teachers. In this regard, in the Republic provided for the introduction of alternative programs in educational process of training and professional development of teachers of preschool educational institutions; "intellectual, spiritual, aesthetic and physical development of children, increasing their level to prepare them for school," [1,2].

Currently in the Republic of Uzbekistan carried out targeted reforms envisaging further improvement of the system of preschool education. New preschool educational program that will be introduced from September 2018, based on state requirements that have been adopted in all preschool educational institutions of the country.

RESULT AND DISCUSSION

Currently in the Republic there are 6 154 preschool educational institutions. Of which 5586 - state, 568 non - state. In Uzbekistan there are about 2.5 million children from 3 to 7 years of age. To date, 859 141 children enrolled in preschool education, 34 % of the total number of the younger generation[9, 6-S.]. In this regard, the tendency of strengthening the material-technical base of preschool educational establishments, providing them with qualified teachers, introduction in the educational-learning process of modern educational programs and technologies. Along with these tasks is carried out and a number of activities involving the development of bilingualism in children, which positively affects the development of memory, intelligence, reaction speed, mathematical skills and logic children of preschool age.

As you know, "language is a system of reference points in the objective world of the developing child. Thanks to the folk culture of pre-school children form their world vision, their way of life" [7, 201-p]. Therefore, the learning of multiple languages is beneficial to the comprehensive development of the child, provides comprehensive intellectual, spiritual, aesthetic and physical development of children, increasing their level of preparation for school.

The purpose of pre-school educational institutions in Uzbekistan is to provide equal access and high quality early childhood education. In Uzbekistan, there are remote rural locations where there are no kindergartens, there is no way to pre-school education. In order to provide coverage, the Ministry TO the development of an alternative form of education - decree on the activities of the family DOE. They obtained a complete set of state requirements, and the program itself. The basic principle of the new program - "Ilk Kadam", i.e. the first steps of young children who embark on the path of education. This program is based on the competence approach to the training of children of preschool age. The program provides study and foreign language in DOE[9,112 S.].

In children of preschool age learning a foreign language depends on conditions influencing the successful formation of early bilingualism.

In teaching the concept of "condition", usually presented in the context of mental development and revealed through a combination of internal and external factors determining psychological development of the person, accelerating or slowing it, affect the development process, its dynamics and outcomes [8, 189-p].

Consequently, pedagogical conditions of formation of bilingualism can be divided into external and internal.

External pedagogical conditions of formation of bilingualism include: social environment, contributing to the successful formation of bilingualism (languages and education), the level of speech culture of others, bilingual education, active learning approach that takes into account age peculiarities, etc.

The inner psychological conditions are represented by a set of cognitive (memory, attention, thinking, perception, imagination) and personal (motivation, temperament, character) personality characteristics, the level of development of which depends the success of the formation of bilingualism in children.

In this regard, we can distinguish the following psychological conditions for the successful formation of the Uzbek-Russian, Uzbek-Russian, Russian-English bilingualism in children:

1. The formation of bilingualism in children is a deliberate psychological process. For speech development of children growing up in a bilingual, it is very important to cover the entire network of communication parties where they learn the language. Adults should plan in advance the language of communication with the child, not to mix two languages to control the child's speech, pay attention to its shortcomings.

2. The basic conditions for purposeful development of bilingualism in children is the creation of balanced conditions for simultaneous the formation of bilingualism from birth

3. Learning a second language is steadily formed on the basis of verbal skills in the first language. If you choose this model, you must focus not on reaching a certain age and at a sufficient level of speech development in the first (native) language.

4. The successful achievement of bilingualism in the preschool years is only possible with a sufficient level of development of such mental processes as memory, attention, thinking and perception. The development of all these mental processes is the Foundation of speech development.

5. During the sequential acquisition of a second language is necessary to consider not only the level of development of mental processes, but the level of speech development in the first language. The native language of most children by 5-6 years is recognized as a special case of a language system, and only then the child has the ability to consciously and consistently move from one language to another.

CONCLUSION

Thus, the basic conditions for purposeful development of bilingualism in children is the creation of balanced conditions for the simultaneous formation of bilingualism from the birth of the child.

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