

## EARLY LEARNING OF A FOREIGN LANGUAGE

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### ANNOTATION

Recently, foreign languages have been the object of close attention and study not only by specialists and linguists, but also by ordinary people. At the same time, there is an ever-increasing role played by foreign languages in influencing the consciousness and activity of almost all segments of the population<sup>1</sup>. It is also necessary to note the fact that knowledge of foreign languages is very significant in the field of personal and professional communication of a person, which allows him to be one step ahead of others in the preferred plan for employers.

**Keywords:** a foreign language, professional communication, on-line conferences, foreign partnerships, world standards, teaching children, cross-cultural studies, intercultural communication.

### АННОТАЦИЯ

В последнее время иностранные языки являются объектом пристального внимания и изучения не только специалистов и лингвистов, но и обычных людей. В то же время все возрастающая роль иностранных языков в воздействии на сознание и деятельность практически всех слоев населения. Также необходимо отметить тот факт, что знание иностранных языков имеет большое значение в сфере личного и профессионального общения человека, что позволяет ему быть на шаг впереди других в предпочтительном для работодателей плане.

**Ключевые слова:** иностранный язык, профессиональное общение, он-лайн конференции, зарубежное партнерство, мировые стандарты, обучение детей, кросскультурные исследования, межкультурная коммуникация.

The importance of knowing a foreign language is difficult to overestimate. It is absolutely impossible to imagine the life of a person in the modern world who does not know a foreign language, because most of the modern means of communication and communication are focused on people who speak the language to some extent[2]. Also, in the modern world, it is impossible to underestimate the growing influence of information technology on everyday life and work environment, where knowledge of foreign languages is simply necessary for full-fledged and competent work: professional communication, on-line conferences, foreign partnerships. Knowledge of a foreign language allows you to make acquaintances with representatives of other countries, which subsequently lead to cooperation and business ties, the expansion of international relations in general, and their strengthening.

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<sup>1</sup> 1. Boykova E.A. Teaching a foreign language in kindergarten. URL: <http://nsportal.ru/detskiy-sad/razvitie-rechi/2014/10/28/obuchenie-inostrannomu-yazyku-v-detskom-sadu>. 01/30/2015

Over the past 10 years, the role of the English language as an indicator of a person's success and education has greatly increased, which directly entails its denser use in all areas of communication between countries. What comes to the fore now is not just knowledge of the English language, but its understanding and ability to use the skills acquired in the process of learning in everyday life. Now the world standards of modern education are aimed at preparing an educated, thinking and creatively developed person who is able to adapt in our rapidly changing world and modern socio-economic environment. Realizing this, many students devote more and more time to studying not only English, but also at least one or two foreign languages. More often than others, we see combinations of English, Russian, German and French. Also, often high-quality knowledge of a foreign language can allow young people to get a specialty abroad.

It is natural to see that much attention is paid to the study of a foreign language, while today in Uzbekiston the study of a language officially begins at an early school age.

Statistics show that in recent years the age threshold for teaching children a foreign language is increasingly decreasing. A four-year-old child is considered to be already well prepared for lessons, and some parents even send three-year-old children to groups that study English. It has long been known that the possibilities of young children in learning foreign speech are truly unique, because even K. Ushinsky wrote: "In a few months, a child learns to speak a foreign language in such a way that it cannot learn in a few years".

Everyone understands that it is necessary to know foreign languages, and their number is primarily of prestigious importance. Therefore, some parents try to educate their children from infancy, strive to give them to teachers as early as possible in order to learn one or several foreign languages. The most favorable period for learning a foreign language is considered to be between 4 and 8 years of age. The plasticity of the natural mechanism of speech acquisition, independent of hereditary factors, helps the child to master a foreign language more successfully. But with age, this ability gradually fades away, so teaching older children a second language causes a number of difficulties. Also, preschool children have more flexible and faster thinking, which ensures better memorization of language material. In addition, preschoolers are distinguished by the absence of a language barrier that prevents them from engaging in communication in a foreign language.

It is logical to assume that the study of a foreign language is also necessary for the formation and development of intercultural communications. This conclusion is based on the fact that today is characterized by the accumulation of a critical mass of works in the field of theory and practice of translation, communication science, cultural anthropology, ethnology, didactics of teaching foreign languages, linguoculturology and sociology, cross-cultural studies, the emergence of a practical need to find the roots of problems, arising during communication between representatives of different cultures. In broad philosophical terms, multicultural contacts seem to be one of the most important consequences of limitless economic, political and communicative networks, covering the entire globe today. It is important that today the cultural roots of many modern conflicts are clear, which also contributes to reflection on what is culture, the dialogue of cultures, multiculturalism[3].

Thus, in connection with the development of society, the general globalization of the economy, the question of the development of intercultural communication is especially acute.

Intercultural communication [3-6] in the general context is a set of activities necessary to prepare students for effective intercultural contacts at the level of everyday interpersonal communication. For this, knowledge about the nature of intercultural misunderstanding is not enough; here it is necessary to form practical skills and abilities that would allow one to freely understand representatives of other cultures.

Thus, the relevance of this work is due to the fact that knowledge of foreign languages is an essential skill in the modern world. In this regard, the relevance of teaching languages at the earliest possible age, optimally already in preschool, arises. However, the process of teaching preschoolers has its own characteristics associated with the characteristics of a given age, which must be taken into account in the process of developing programs and teaching methods.

It is natural to assume that the process of intercultural communication is impossible only with knowledge of a foreign language. For the formation of effective intercultural communication, it is necessary to immerse not only in the language environment, but also to get acquainted with the culture, traditions, art of native speakers of a foreign language. It is absolutely natural that the process of forming intercultural communication is inseparable from the process of learning a foreign language, and the effectiveness of the formation of intercultural communication depends on the age of the child at the beginning of this process.

The flexibility of the memorization mechanism, the absence of a language barrier explains the relative ease of learning foreign languages in children compared to adults. The ability to assimilate information in the children's brain is much higher than this figure in adults. By the age of three, the human brain reaches 80% of its adult potential. At this time, the basis for the subsequent development of a person is actively formed. At this age, children are open to everything new, they actively learn about the world around them. This makes it possible to use these natural factors in teaching.

On the other hand, there is a problem of rapid fatigue of children of this age. However, the use of physical, playful and cognitive activities that are natural for children of this age in the classroom makes it possible to effectively learn while maintaining the mental and physical health of children. By building a lesson in the form of a theatrical performance, in which children are active spectators, it becomes possible to use a natural means of the general development of the child - observation. The use of the game as the main activity in the lesson ensures the interest of children in perception of the material, as well as remove possible language difficulties. Accessibility and feasibility are ensured by a clear selection of topics that are interesting for children of this age and bright attractive visualization. The alternation of different types of work, the constant physical activity of children in the classroom contribute to the fact that the child's brain does not get tired, but switches to another type of activity.

Consequently, there is an urgent need to study the development and formation of intercultural communication related to the peculiarities of the cognitive and physical characteristics of preschool children. Taking into account these features in the development of programs and methods of teaching a foreign language with an emphasis on the formation of mechanisms for intercultural communication will ensure the development of the child as a person with increased effectiveness in the process of mastering a foreign language.

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