

THE ROLE OF PHONETICS IN TEACHING THE LANGUAGE TO PRESCHOOLERS

Khidirova Zuhra Pulatovna

Interfaculty department of the English language

National University of Uzbekistan named after Mirzo Ulugbek, teacher

ABSTRACT

Currently, there is an obvious need to create optimal conditions in a preschool educational organization for the comprehensive development of preschoolers, for their assimilation of socio-cultural ties and traditions, in other words, for the formation of socio-cultural competence, which is the purpose of teaching a foreign language. The article attempts to clarify the purpose of teaching German to preschoolers and defines the role of phonetic skills in the formation of socio-cultural competence.

Keywords: *preschool education, socio-cultural competence, German language, formation of auditory skills.*

АННОТАЦИЯ

В настоящее время очевидна необходимость создания в дошкольной образовательной организации оптимальных условий для всестороннего развития дошкольников, для усвоения ими социокультурных связей и традиций, иными словами, для формирования социокультурной компетентности, которая является Целью обучения иностранному языку. В статье делается попытка уточнить цель обучения дошкольников немецкому языку и определить роль фонетических навыков в формировании социокультурной компетенции.

Ключевые слова: *дошкольное образование, социокультурная компетенция, немецкий язык, формирование слуховых навыков.*

INTRODUCTION

In modern conditions, when learning a foreign language has become not only a way of self-development, but also a necessity for many, especially young people, the issues of organizing the process of mastering a foreign language still remain in the focus of attention of methodologists and teachers who are looking for ways to optimize this process and reserves to increase its effectiveness. According to many, one of these reserves is the transfer of the beginning of learning foreign languages to preschool age. In this regard, the popularity of teaching a foreign language in preschool institutions is growing every year, and the problems that arise in practice require their solution. It should be noted that a number of studies address certain

issues of preschool education. However, it seems that not all issues of the organization of foreign language activities in a children's educational organization have been properly investigated, therefore, the most important is, firstly, the correct definition of the learning goal, as well as its maximum minimization and concretization, taking into account the specific conditions of learning in a preschool organization. As you know, currently the purpose of training at any stage is the formation of socio-cultural competence. The term "socio-cultural competence" has recently been increasingly used in the methodology of teaching foreign languages and denotes a certain component of the ultimate learning goal. It is possible to meet various definitions of socio-cultural competence, which, however, are close in essence.

DISCUSSION AND RESULTS

The formation of socio-cultural competence is understood as the acquisition by a student of a certain linguistic and cultural competence, universal values that help to competently build a dialogue with representatives of another culture. An important role in this is played by the search for optimal means and methods of teaching, which, on the one hand, would take into account the specifics of teaching a foreign language to preschoolers, on the other, would create conditions for the successful formation of socio-cultural competence. Social and communicative development in accordance with the educational standard of preschool education means "the assimilation of norms and values accepted in society, including moral and moral principles; the development of communication and interaction of the child with adults and peers; the formation of independence, purposefulness and self-regulation of their own actions; development of social and emotional intelligence, emotional responsiveness, empathy, formation of readiness for joint activities with peers, formation of a respectful attitude and a sense of belonging to one's family and to the community of children and adults in the organization; formation of a positive attitude to various types of work and creativity; formation of the basics of safe behavior in everyday life, society, nature". It is obvious that the formation of socio-cultural competence as the goal of teaching preschoolers a foreign language fully meets the requirements of the Standard. The concept of "socio-cultural competence" appeared in the methodology of education relatively recently. This is close in importance to social and communicative development. Many scientists consider this term from different sides. For example, E. G. Azimov and A. N. Shchukin in the "New Dictionary of Methodological Terms and Concepts" (theory and practice of language teaching) define socio-cultural competence as one of the components of communicative competence. There are several main goals for the formation of socio - cultural competence:

- 1) expanding information about the culture of the country of the language being studied;
- 2) ethical and aesthetic education;
- 3) correlation of native culture with traditions of other peoples;
- 4) development of the ability to perceive authentic texts of various styles;
- 5) the idea of a dialogue of cultures;
- 6) personality development of a preschooler.

With this approach, foreign languages act not only as a means of communication, but also as a tool for the formation of socio-cultural competence among preschoolers, expanding their general horizons and harmonious development. However, the conditions for the formation of socio-cultural competence are complicated by the fact that preschoolers master only direct communication, that is, oral-speech communication. Accordingly, the formation of linguistic competence occurs only in two types of speech activity (speaking and listening), often older preschool children do not yet know how to read not only in a foreign language, but also in their native language. Accordingly, the principle of the oral basis of teaching is the leading one, that is, the necessary language material is learned orally. That is why special attention should be paid to the formation of auditory skills. Obviously, this process should be based on the principles of approximation and consideration of the native language. The approximation principle means the teacher's "condescending attitude" to mistakes made by students in the process of speech activity, if they do not disrupt communication and do not lead to distortion of the meaning of the message. The principle of taking into account the native language – involves taking into account the difficulties of the studied language caused by the discrepancy in the systems of the studied and native languages of students. As for the formation of phonetic skills, this means that most sounds are pronounced on the basis of the articulation base of the native language. Sounds that have no analogues in the Russian language are subjected to special testing.

The purpose of the lessons: to form hearing-speaking skills in older preschoolers.

Tasks: to develop the ability to correctly, from a phonetic point of view, repeat words after the teacher, that is, to form attention, phonemic hearing and imitation mechanisms;

- organize the mastery of lexical units on the topic of the lesson;
- actualize the use of simple grammatical constructions.

When teaching preschoolers phonetic skills, learning poems, songs, rhymes is especially effective. The song was accompanied not only by a musical video sequence, but also by corresponding movements. When learning poems and songs,

you can also use exercises to expand the syntagma: working out isolated sounds, individual words, phrases, sentences. This type of work is not only interesting for children, but also quite effective. The analysis of the conducted classes showed that 65-70% of children are able to distinguish sounds by ear, as well as successfully imitate them. The test results confirmed the conclusion that only a well-planned lesson, taking into account all the psychological and physiological characteristics of the age of the trainees, can lead to a positive result. Thus, teaching older preschool children a foreign language contributes to the overall development of the child in the process of learning the language, the active inclusion in this process of thinking, memory, imagination, emotions, perception. Successful mastery of foreign language speech by children becomes possible also because children (especially preschool age) are distinguished by the most flexible and rapid memorization of language material than at subsequent age stages; the absence of the so-called language barrier. It becomes obvious that in a preschool educational organization it is necessary to create optimal conditions for the comprehensive development of preschoolers, for their assimilation of socio-cultural ties and traditions, in other words, for the formation of socio-cultural competence. One of the means to achieve this goal is mastering a foreign language, which in this case acts not just as a means of communication, but also as a tool for the formation of socio-cultural competence among preschoolers, expanding their general horizons and harmonious development.

REFERENCES

1. Zotova O. A., Andrianova T. N., Ivanova S. R. Features of teaching a foreign language in preschool age // Materials of the International scientific and practical Conference 2014. pp. 158-161.
2. Shchukin A. N. Teaching foreign languages: theory and practice : a textbook for teachers and students. M.: Filomatis, 2006. 480 p.
3. Mantrova I. I. Formation of socio-cultural competence when teaching reading in German lessons. 2015. <http://infourok.ru/statya-na-temu-formirovanie-sociokulturnoy-kompetencii-pri-obucheniichteniyu-na-urokah-nemeckogo-yazika-910986.html>
4. Azimov E. G., Shchukin A. N. A new dictionary of methodological terms and concepts (theory and practice of teaching foreign languages). Moscow: IKAR, 2009. 448 p.