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The Matter of Training Alternative Languages from Kindergarten Period

Begmuratov Akmaljon Latifjon o'g'li

Andizhan State University The junior course of faculty of foreign language
greenland001_@mail.ru

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Abstract: Today, the process of globalization is beyond the reach of human beings requires learning several other foreign languages. At the moment Studies show that starting this process at an early age gives good results shows.

Keywords: foreign languages, preschool, kindergarten, child's psychology, teaching and learning, education curriculum, etc.

A child who comes to school for the first time does not fully understand the essence and purpose of his activity, but knows that everyone should go to school. Follows the instructions of adults and begins to work diligently. After some time, as the impression of happy moments decreases, the external signs of the school lose their significance and the child realizes that reading is a daily mental labor. In this case, if the child does not have the ability to work mentally, he will be discouraged from reading, there will be a feeling of despair, and the teacher will tell the child about the difference between learning and play, the fun to prevent this. to prove it in practice and to prepare it for this activity. There is a difference in the rate of development of boys and girls, and girls outperform boys in all respects. The effectiveness of girls' school success depends on the development of their linguistic abilities. Schooling is more verbal. According to the research of Professor B.R. Kadyrov, boys have more developed abilities in specific sciences, visual and spatial intelligence is higher, while girls have more developed speech skills and high flexibility of thinking. will be. By the end of the first grade, many students begin to feel irresponsible about their school responsibilities. There are several reasons for this.

- 1) The child is now a student, the desire to be a student is satisfied. It is possible to do nothing to maintain this status.
- 2) The social status of a student is not determined by the content of educational activities provided to them at school.

In our country, too, serious attention is paid to this issue, foreign the world's leading organization for language teaching, especially English programs are being developed in collaboration with universities based on a new approach. In this article, Shet languages, especially English, are taught to small school-age children Thoughts on teaching are highlighted. Every child is an individual, an individual, a natural development in them The lines also differ from each other. According to psychologists, the child from an early age forcing him to speak or trying to develop him by comparing him to his peers This often has the

opposite effect and leads to poor results. Psychological and pedagogical features in teaching a foreign language to children of kindergarten and primary school age, their curiosity and enthusiasm should be taken into account. Also, children are more likely to focus on themselves for a long time it is important to keep in mind that they cannot focus on the type of activity. Parents love their children wants the child to be mature in all respects, and in many cases the child's psychological and physiological to give him downloads from various disciplines without considering his readiness, language try to train or engage in sports. Sometimes in cases where the parents fail to achieve the expected result, reprimand the child or they try to influence the child by comparing them to their peers. But this both attempts weaken the child's interest in learning and the environment it causes him to lose interest in things. It's so frustrating the role of parents and teachers in preventing situations is invaluable. The child is free to teach thinking, to arouse curiosity and interest in exploring the environment strengthening, enriching the child's imagination, the easiest way to reveal his creativity and the acceptable way is this game. As children play, they put their ideas into practice apply, test hypotheses, acquire necessary skills, they use their imagination and discover their own world.

Reading, which is a leading activity of children of primary school age, determines the changes in the mental development of children of this age. Schooling changes a student's lifestyle, social status, and place in the classroom and family environment. Its task is to study, acquire knowledge, acquire skills and abilities. The learning activities of primary school students are governed by a complex multi-level system of motives. Motives for learning activities show why students are learning. Social motivations predominate in children entering the first grade of school. These motives are related to the acquisition of a new position among others, socially significant and evaluated activities. This situation requires a primary school teacher to take a new approach to the educational process. The content of primary school education is inextricably linked with the student's interest in learning, a sense of satisfaction with the results of their intellectual work. This feeling is stimulated by the teacher and forms the desire, desire and enthusiasm of the student to work more effectively. The child's sense of pride and self-confidence contributes to the development of knowledge and skills. The process of teaching primary school children begins with an introduction to the main components of learning activities: learning issues, learning situations, learning activities, monitoring and evaluation. In this regard, it is very important that all subject actions are carried out in an environment conducive to mental development. Students' mastery of learning activities is carried out in the process of solving the system of learning problems. At the beginning of the lesson, primary school students do not know how to ask and solve learning problems independently. This task is initially performed by the teacher. Gradually, students themselves begin to acquire the skills and competencies needed to set and solve learning problems. This is an important stage in the formation of independent learning activities. Separating learning issues poses certain challenges for primary school students. Therefore, at the end of each lesson, the teacher should take time to determine how the students understand the meaning of a particular task. "What did we learn in class today?" This type of question helps children understand that they have learned to count, add, or subtract by simply drawing lines in a notebook and not coloring the circles. If a child performs learning activities incorrectly, it indicates that he or she does not know or does not master the activities related to monitoring and evaluating learning activities. The ability of a child to compare the results of his / her independent actions with the characteristics of his / her behavior indicates that he / she has developed a certain level of self-control.

In the development of children's thinking and speech, it is important to think aloud and use this method in the learning process. Sound reasoning and reasoning help to develop mental qualities and to develop the ability to analyze and understand one's own thoughts and actions. Pupils of primary school age have a higher chance of mastering intellectual and learning materials. With a well-organized education, children of this age can understand and acquire more knowledge than the knowledge provided in the high school curriculum. Another characteristic of the learning activities of children of primary school age is that from

this period the first signs of non-mastery of the learning material are visible. Reasons for low mastery and difficulties in learning at an early school age are related to:

- 1) neurophysiological causes;
- 2) insufficient development of cognitive processes;
- 3) low level of free and independent movement;
- 4) insufficient development of motivational areas;
- 5) shortcomings in family upbringing, family relations;
- 6) deficiencies in school education and upbringing;
- 7) shortcomings in communication and communication;
- 8) Deviations in personality traits.

Difficulties in reading for children of primary school age are reflected in all personal, cognitive, motivational, emotional and volitional areas of the child's personality. These challenges are interrelated. Overcoming one difficulty reduces the other difficulty. How children learn in school and grow up with high goals largely depends on the family environment, the community's attention, and the upbringing in the preschool. The scientific observations and research presented in the article show that the fact that a person receives 70% of all the information he receives during his lifetime at a young age is very important for the development of the child's personality. It is no coincidence that the knowledge that children acquire at an early age is "stoned", as our ancestors said. From this point of view, teaching foreign languages to children at an early age will make it easier for them to acquire language skills and abilities. Especially if this knowledge, skills and abilities are absorbed through various games and educational activities, the child will develop foreign languages as naturally as his native language. Educational games not only develop knowledge, skills and abilities in a child, but also ensure the child's healthy physical development, mental refreshment, self-confidence and the formation of social relationships with others.

In kindergarten and school age, play is the most important and favorite activity of the child, so the child also explores the world through play. If foreign languages are taught in a mixed way, it will increase the effectiveness of language skills several times. Play not only increases a child's physical activity but also helps to shape his mental alertness. Play also helps a child build self-confidence and build social relationships with others. Therefore, parents and educators should encourage children to learn through play as much as possible. It is through play that children learn and discover their talents. To achieve this, it is advisable to use an environment that activates the sensory organs, including active forms of education, such as visual, auditory, kinesthetic. Educational games include playing musical instruments, singing songs, reciting poems, dancing, playing games, watching videos, and making a variety of handicrafts. Scientists around the world agree that a child can easily learn a foreign language by the age of 10. During this period, the child learns languages mechanically, not by comprehension, so the use and pronunciation of a foreign language is easy. However, given the fact that a child is born with the ability to imitate the sounds of any language, there are many who think that starting this process earlier. Studies of the human brain have shown that the period from birth to the age of three is the most important period of a child's development. It has also been found that the brain of a three-year-old child performs twice as fast and better than that of an adult. Therefore, British experts say that introducing a second language to a child in the first year will help him to learn it easily. But in any case, we must not forget that it is very important to take into account the child's psychological and language skills.

Every child is an individual, of course, their stages of development are also different. According to psychologists, forcing a child to speak at an early age or trying to develop him in comparison with his

peers often has the opposite effect and leads to poor results. Psychological and pedagogical features, their curiosity and enthusiasm, should be taken into account when teaching a foreign language to children of kindergarten and primary school age. It is also important to keep in mind that children may not be able to focus on one type of activity for long periods of time. Parents want their child to be mature in all respects, and in many cases, regardless of the child's psychological and physiological readiness, they try to give him or her assignments in various subjects, teach language, or engage in sports. In many cases, when parents fail to achieve the expected result, they try to influence the child by reprimanding or comparing them to their peers. However, both of these attempts weaken the child's interest in learning and cause him to lose interest in the world around him. The role of parents and caregivers in preventing such tragedies is invaluable. The easiest and most acceptable way to teach a child to think freely, to increase his curiosity and motivation to explore the environment, to enrich the child's imagination, to reveal his creativity. As children play, they put their ideas into practice, test hypotheses, acquire the necessary skills, use their imagination and explore their own world. The child is very curious by nature and uses all his senses to explore the world around him. Since play is the most important and favorite activity of a child, if the child is introduced to the world around him and all the necessary knowledge and skills through play, the effectiveness of the acquisition of skills will increase several times. Play not only increases the child's physical activity, but also helps to shape his mental alertness. Play also helps a child build self-confidence and build social relationships with others. This is why parents and caregivers should encourage children to learn through as much play as possible. It is through play that children learn and discover their talents. To achieve this, it is advisable to use an environment that activates the sensory organs, including active forms of education, such as visual, auditory, kinesthetic. Educational games include playing musical instruments, singing songs, reciting poems, dancing, playing games, watching videos, and making a variety of handicrafts. Games such as color exhibitions, cards, competitions, role-playing games, and making different shapes are one of the most fun ways to develop children's physical and mental performance. When playing with plasticine, children develop the skills of "fine metrics". When children make shapes out of plasticine, eye and hand activities are coordinated and the hand and finger muscles are strengthened. These, in turn, are the most necessary skills before developing writing skills, as strong muscle strength and "eye-hand coordination" (visual-motor coordination) allow children to hold writing instruments correctly. and helps them use them wisely. By playing with plasticine, children also learn about the color, shape, and texture of objects. In educational activities involving musical instruments, children learn to distinguish between different tones. Children begin to understand how the sounds and sounds emanating from different instruments change. The speed and stillness of the musical tone move according to the high and low of the sound curtains. When playing with transport toys, children move up and down, back and forth quickly and slowly, testing the force of friction and movement. learn the concepts of size, height, length, vertical and horizontal.

Young children learn through their emotions and actions, so learning English should also be done through these same emotions and behaviors. Involving young children in interesting and engaging situations and activities in learning English is a very important factor in mastering language skills. Although the goal of the activity is to teach English, it can be engaging for children, such as play, and allows children to engage in these activities involuntarily and for children to learn a foreign language as naturally as their mother tongue. The provision is also noteworthy. It is especially important to create a variety of interesting and stimulating situations for young children to learn English and to use all available opportunities to ensure that children actively participate in it. Since English language teaching is at the heart of any situation and activity, it is advisable that these activities be conducted in English in a fluent and understandable manner. Communication in the mother tongue should be shortened and the emphasis should be on English. Of course, one of the first and foremost successes in language teaching is the ability of the coach to engage the child with gestures, gestures and fluent English speech and tone of voice. In

particular, language instructors will be introduced to “Playing with blocks or legos”, “Dressing”, “Animals and their sounds” and “Animals and their sounds”.), “Crafts”, Sing a song [8.1] and other educational activities are some of the best ways to develop language learning skills in young children. Through these activities, we have the opportunity to expand and develop children's vocabulary, imagination and creative thinking. “Playing with blocks or legos” It has been proven in practice that learning English is best done through blocks, cubes and lego games when it is intended to give children an understanding of shapes, colors and numbers. Playing with blocks, cubes, and Lego toys stimulates the child to think and develops his or her creative ability in doing something, as well as the opportunity to increase the child's vocabulary in English through these games. Vocabulary in games is done by asking questions in English and conveying the basic concepts through instructions. The child learns to count and sort through this game: How many blocks are there? (How many cubes are there?) Shall we put the blue ones here? (Do we put a blue cube here?) Learn the location of objects using prepositions: in (inside), on (above), under (below), below (below), behind (behind), next to (next to) . Understand the units of measurement: big, small, long, short. Use the following words to find out what the child is making: Find the red block, please! (Pull the blue one!), Pull the blue one, please! (Push the blue cube!), Push them!), Build the house, please! (House build!) Make the car, please! (make a car!). Describes the objects and shapes that the child is making: square, rectangle, tower, house, castle, garden.

Through the "Dressing" type of educational activity, children can be introduced to the fairy-tale heroes of the peoples of the world. When children are introduced to the characters of fairy tales, their costumes and role-playing are conducted in English, and this activity increases the child's English vocabulary and expands the child's imagination and worldview. Through this educational activity, children learn and apply words related to human body parts and clothing. Human body parts: head, arms, hands, feet, legs, eyes... Clothes: dress jacket), shirt (boys jacket), t-shirt (t-shirt), shoes (shoes), slippers (slippers), cap (cap), belt (belt), gloves (gloves)... The command is also given with emphasis on body parts: put your arms through here, tie this around your waist / wrist, put these on your feet) - first your right foot, then your left foot, then put this over your head. Children also enliven fairy tale characters in their imaginations, enter images, and learn to use key words and phrases. It will also help you to develop your speaking skills by listening to English words and composing sentences from memorized words. Describes the costumes of the protagonist (fairy (fairy), princess (princess), pirate (pirate), king (king), clown (clown)) and uses the words to dress: put on (dress!), Zip up (lock the lock!), do the buttons up, unbutton, unzip (unlock). Animals and their sounds is an educational activity that introduces the world of animals and insects in English. Children also listen to a variety of stories and tales involving animals. Learning about animals and their movements and sounds in English through colorful pictures of animals is also a fun activity for children. Pets domestic animals: dog, cat, duck, cock, hen, chicken, cow... Wild animals wild animals: lion, tiger, wolf, rabbit, fox, snake, deer... Learn the names of animals and insects in English and train children along with imitating their movements gives the child a world of pleasure.

Crafts Handicraft: a type of educational activity that involves making and decorating things. It is well-known that a child is curious by nature, but it is important to keep in mind that a child's development does not take place in the same way. Some children may have a different stage of development based on their social background, nature, and interests. Some children are quiet and can't join many quickly, but because they are observant, their creativity is well developed. If such children are involved in handicrafts, they will undoubtedly become real inventors of works of art. When children are taught to make colorful things by hand, their creative abilities are developed, and when this activity is conducted in English, the vocabulary of the English language increases and the skills of listening comprehension and speaking also develop. So, this type of educational activity can be making shapes out of pieces of paper, coloring shapes using paints, or making different things out of plasticine. Any process should be free of English words and phrases. The name of each tool and item should be communicated to children in English: paint,

paintbrush, crayon, marker card, paper, crepe paper (crepe paper), shiny paper, tissue paper, newspaper, glue, scissors, cotton wool, fabric (cloth), feathers (feathers). Instructions should be in English: paint, draw, color, smudge, blow, copy, pour, make, cut, stick, hang, it (hang), hang (it) up. Sing a song. One of the funniest activities for kids. From an early age, children tend to sing, and through singing, children not only acquire vocabulary, but also learn to pronounce words in tone. One of the most popular English songs sung by young children is "Rain, Rain go away." Sing a song. One of the funniest activities for kids. From an early age, children tend to sing, and through singing, children not only acquire vocabulary, but also learn to pronounce words in tone. One of the most popular English songs sung by young children is "Rain, Rain go away."

Rain, rain, go away

Come again another day

Daddy wants to play

Rain, rain go away...

It is important to ensure that children are actively involved in the learning process, to pay special attention to each child, and to encourage the child to learn something in this activity. Praising successful children for their work also increases their motivation. But psychologists say that praise should be focused on the work done, not on the person. Because if praise is given to a person, it can lead the child to selfishness later on. Praise for his work will ensure that any work will continue to be of high quality and fast. How children go to school and grow up with high goals largely depends on the family environment, the attention of the community, and the upbringing in the preschool. The scientific observations and research presented in the article show that the fact that a person receives 70% of all information during his life before the age of 6 shows the importance of preschool education in the development of a child's personality. At a meeting held by the President of the Republic of Uzbekistan Shavkat Mirziyoyev on August 16, 2017, in order to determine measures for 100% coverage of children aged 5-6 in preschool education, the President of the Republic of Uzbekistan On the organization of the activities of the Ministry ". The purpose of the state requirements is to bring up a spiritually perfect and intellectually developed person in the preschool education system, taking into account the ongoing socio-economic reforms in the country, the best practices of foreign countries and scientific achievements and modern information and communication technologies. This means that the knowledge that children acquire at an early age, as our ancestors said, is "stoned." From this point of view, teaching foreign languages to children at an early age makes it easier for them to acquire language skills and abilities. Especially when these knowledge, skills, and abilities are absorbed through a variety of play and educational activities, the child develops foreign languages as naturally as his or her mother tongue. Educational games not only form the child's knowledge and skills, but also ensure the child's healthy physical development, mental refreshment, strengthen self-confidence and contribute to the formation of social relations with others.

In parallel, I personally side with this idea. The key point to justify this attitude could be illustrated by a personal tangible example. A couple of years ago, I met a German family with an interesting story. To cut the long story short, Lucas, the first child of the family, has started learning the English language at secondary school and now the level of his English skill is almost intermediate. Conversely, his sister has started English and France together at primary school. Now, she can speak very fluently both of them. On balance, beyond a shadow of a doubt, the primary school can pave the way for learning a foreign language easily. Although, it should be considered that the method and atmosphere of the school play a key role in learning. All in all, we should own up to the fact that learning a foreign language has become a key factor in our lifelong. It goes without saying, having a strong basis in a new language can uplift us towards prosperity. Primary schools are the best places to enhance our children's language ability. Also, in this

special span, the pupil's minds are dead ready to catch an awful lot of new things and what could better than learning a second language than that. It is widely believed that studying a foreign language in the first year of school is more effective than in secondary school for children. Drawbacks and benefits of this topic will be covered in this essay. On the one hand, pupils studying only three or four years in the school even at that moment do not properly concentrate on the lessons. It could be difficult to compel children to learn something else besides their curriculum subjects. For instance, my little sister always wants to play, even if there are loose ends. In addition, students of a primary school firstly should learn the fundamentals of exact science such as mathematics and physics. Otherwise, they might not understand them later. Furthermore, if a student does not know his native language perfectly, it is useless to learn a foreign dialect for him.

On the other hand, this is a fact that children, who are approximately between five and nine years, have the capacity to remember things twice as fast and effectively than people from other age groups. For example, when I was in the third-fifth grades, I used to memorise new words very quickly and for a long period. However, now I cannot even learn many new phrases. Secondly, studying a foreign language is very helpful. Students can understand the expression, lifestyle and culture of a different country and is helpful for enhancing their perspectives. English is an international language on which over one billion of people are communicating. Hence, being able to learn a second language will give competitive advantages for the children. To sum up, the minor disadvantages will never prevent us from concluding that knowing foreign phrases will be never excessive. In future knowing one more language might be very prestigious. Learning a foreign language is a new trend followed nowadays. Even in schools' curriculum, a subject with a different language is a must. Many believe that students at primary schools should start learning a foreign tongue and should not wait till secondary school level. I also believe that it has several advantages. The growth of an individual brain and increase in opportunities will support the argument. Firstly, learning a foreign language is helpful for the growth of a child's brain. A study by United Nations has proved that learning any language other than the native one activates various new parts of the brain which were never used before. As a result, it increases the grasping and learning-power of a child. Not only this, it also accelerates the working of one's brain. Therefore, making kids to learn a new language at an early age will help them in their mental growth. Also, nowadays people are getting drifted towards multinational companies. Here, opportunities are more for employees who know more than one language. Being multilingual helps a person get onsite opportunities. Hence, getting growth in career depends on this. Infosys, for instance, gives priority to their employees who have a good command over the English language, for any vacancy they have in the USA. So, getting used to a language at an early age will make one comfortable and confident. Looking at the points discussed above, we can come to a conclusion that advantages of learning a foreign language at an early age outweigh the disadvantages. Therefore, this practice must be followed by all the nations. I believe many countries will include a foreign language in its school as a mandatory subject for the advantages it has to offer. Some experts think that the best time for young people to learn a new language is at primary school. While this could bring many benefits and drawbacks. I believe that the advantages are far more than the disadvantages. Learning a foreign language at primary could have some possible disadvantages. Firstly, it could be a waste of time since children need to focus on other subjects such as math, science, and their own mother tongue language, which they might need it more than the foreign one. Secondly, children may get confused because of learning many languages at the same time and this could have a negative impact on their development. For example, it is claimed that bilingual children develop the ability to talk more slowly than monolingual kids.

Many people say that the best time to learn a language is when you're a young child. While there are many benefits to learning a language at a time when a child learns to speak, there are actually several disadvantages of learning a second language in elementary school, particularly kindergarten. Before enrolling your child in a foreign language course or pushing for your school district to include foreign

language at the kindergarten level, there are several factors to consider. 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. Another one of the disadvantages of teaching a foreign language in kindergarten is that the school district may simply not have the money for it, or they may want to invest the budget in other things instead. Kindergarten is a big adjustment for youngsters, and it's important that they associate being in school with happy, safe and positive feelings overall. Whether one may agree or not, the fact of the matter is that schools choose to put their budget toward things that they think will be the most useful or beneficial to their students. This could be sports, physical education, music and art class, workshops, presentations in the auditorium, scientific-based interventions in the classroom, school field trips, etc. In many cases, there's just not room in the budget to include classes in foreign language in primary school.

Many times, when something is forced upon children at a young age, they may grow to resent it. One of the major disadvantages of learning a second language in elementary school is that it might not be fun for the child. Children at this age want to do things that they enjoy doing, whether that's playing games, coloring, singing, playing a sport or whatever it may be. If learning a second language does not fall into that category, then it may not be worth it. At what age does learning a language become difficult? Many experts say that the best time to learn a language is when the child learns to speak in general, which is anywhere between two and four years old. At this age, the child can pick up language naturally and thus become bilingual. After that, it can be hard. Therefore, by the time children hit kindergarten, they would have already surpassed that golden opportunity. Many believe that trying to teach them a second language then would only confuse them, and it may be best to wait until children are a little older. 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. A study by researchers in Israel found, for example, that adults were better at grasping an artificial language rule and applying it to new words in a lab setting. The scientists compared three separate groups: 8-year-olds, 12-year-olds, and young adults. The adults scored higher than both younger groups, and the 12-year-olds also did better than the younger children. This chimed with the results of a long-term study of almost 2,000 Catalan-Spanish bilingual learners of English: the late starters acquired the new language faster than the younger starters. The researchers in Israel suggested that their older participants may have benefited from skills that come with maturity – like more advanced problem-solving strategies – and greater linguistic experience. In other words, older learners tend to already know quite a lot about themselves and the world and can use this knowledge to process new information. What young children excel at is learning implicitly: listening to native speakers and imitating them. But this type of learning requires a lot of time with native speakers. In 2016, the Bilingualism Matters Centre prepared an internal

report on Mandarin lessons in primary schools for the Scottish government. They found that one hour a week of teaching did not make a meaningful difference to five-year-olds. But even just one additional half-hour, and the presence of a native speaker, helped the children grasp elements of Mandarin that are harder for adults, such as the tones.

There is no question, Sorace says, that the early years are crucial for acquiring our own language. Studies of abandoned or isolated children have shown that if we do not learn human speech early on, we cannot easily make up for this later. But here is the surprise: that cut-off is not the same for foreign language learning. “The important thing to understand is that age co-varies with many other things,” says Danijela Trenkic, a psycholinguist at the University of York. Children’s lives are completely different from those of adults. So when we compare the language skills of children and adults, Trenkic says, “we’re not comparing like with like”. Fourth, language students need to be exposed to the language in a variety of situations, which is a need games can fulfill. Language students also need to be ready to take on the experience, keeping their minds open and being willing participants. Again, games make this possible. Fifth, language students need to be emotionally involved, meaning they need to feel something while they are exposed to the language. Strong emotions, such as happiness, excitement, amusement and suspense allow students to feel positively about their learning situation and are therefore likely to have a positive effect on language learning. Sixth, games are good for shy students and students with low confidence, and that applies specifically when playing takes place in smaller groups because then they get a chance to speak in front of fewer audience instead of having to express themselves in front of the whole class. Also it is sometimes easier to open up and forget the shyness when playing a game because the atmosphere is not as serious and more emphasis is put on fluency rather than grammatical correctness. Seventh, games can be a good strategy when teaching various subjects because they are very likely to spark interest amongst students. They can be used with students of all ages, and when they are used with other teaching methods they create diversity which is ideal for school work. A study that was undertaken in different primary schools in Karaganda shows clearly the need for diversity in schools. Many participants in that study complained about the lack of diversity, and that they wanted more of it in order for their learning to become more fun and progressive in their school.

Finally, using games in the classroom is important because many children do not get enough opportunity to play during their free time, which can be traced to the rapid changes in our society. Cities are getting bigger and traffic is getting heavier which means that more and more parents are hesitant to let their children play outside. Also passive activities such as watching television, or the computer screen are seen as being more exciting than actually physically playing, so today the sight of children playing various games in groups outside is becoming much more rare than it was 10 or 15 years ago. This is not a good development, and it can have several bad consequences for our society. One possible consequence is that the lack of movement can cause health problems because even though not all games are physical some certainly are. Another point teachers need to keep in mind is to choose wisely when it comes to selecting a game to use in the classroom because; although one game might be perfect for one teacher or a particular group of students it can be terrible for another teacher or group of students. First of all, the teacher has to look at the group that will be participating in the game and he or she then has to set out a goal for the group which the game should aim towards. Selecting an appropriate game for a specific group of students who are working towards a specific goal can be tricky because, for example, they need to make sure that the game is relevant to the subject, that it fits their students’ age and, teachers must remember not to select a game that is too complicated because that might result in a loss of interest amongst the students, or even defeat. First of all the teacher needs to do everything in his or her power to make sure that all students have a good experience from playing the game. Also the teacher needs to keep in mind that not all games fit certain students and some cannot be played inside the classroom. When selecting a game teachers need to ask themselves, «What are the goals am I trying to achieve by playing this game?» and they have to

make sure that the game they choose is not too easy but at the same time not too difficult. If teachers believe a certain game might be too difficult for their students they need to be aware that they need to augment the game to make it more fitting. Finally, teachers need to make sure they explain all rules in detail, that during the game they do not interrupt the flow of the game and to plan some sort of a follow-up activity after the game. Also we have discussed the use of games in the four language skills: writing, reading, listening and speaking, and there were many valid reasons why using games might help train each specific skill. Writing games for example, help provide important immediate feedback that is usually lacking when students train their writing skills in a more traditional way. Listening games could offer an important and more exciting alternative from the boring listening activities that some of us remember from school. Games could make reading more fun and provide students with a reason to read, which is important because of how essential the reading skill is. For example people need to know how to read in order to be able to learn how to write. When it came to speaking games were able to serve the very important job of helping students train their fluency. Because language learning is a mental activity, it has a psychological basis. Mental activity is scientifically tested in psychology. In this regard, there is a need to study the psychological principles of teaching English. Scientific sources have developed two psychological principles for teaching English. Psychological principles are called "verbalization" (in practice, another language is learned only through oral speech) and "correlation" (a certain limit of English material is defined, first of all, a set of language units is formed to form speech skills). Although the linguistic foundations of English language teaching have been extensively studied, little attention has been paid to the linguistic principles of English language teaching in methodological science. This approach to teaching English is highly effective in an environment where there is a strong need to use English. Because the process of mastering the elements of English is similar to the process of mastering the native language, that is, first verbal competencies, then linguistic competencies, or first listening comprehension, speaking, reading and writing, then it occurs in the sequence of mastering phonetics, vocabulary, grammar. Early foreign language teaching is a widely discussed phenomenon. Its importance increases in the country context and with the ideas of multiculturalism and multilingualism. Despite many positive sides to standardizing early English language teaching in Kazakhstan many problems still remain to be tackled. The necessity of using communicative games in teaching English to primary school children is substantiated in the article. Complex of games for different stages of learning are described. Factors affecting communicative competence development are analyzed. The teaching of English is a growing focus of many nation states as English is considered to be a key competence in the information society.

Also teachers must make sure they explain the rules of the game in detail and that all instructions are clear before starting the game. During the game it is important for the teachers to observe and be ready to help, but without unnecessarily interrupting the flow of the game because that might affect the fluency, which could result in discouraging students from participating. After the game, it is a good idea to have some sort of a follow up activity planned because it gives the student's time to reflect upon the game and how it turned out. It is important for teachers to know that augmenting a game is allowed and can certainly be necessary in some cases. More difficult games can be made easier so they become a challenge instead of too hard for less skilled or younger students and vice versa. Although games can usually be modified to suit students of various ages, there are certain characteristics in games that appeal to children within specific age groups. For children age 6–8 repetition is very common in games, rules are often few, and the games usually do not take a very long time. When it comes to children age 9–11 they have patience for longer games, which often include much more suspense. Also when children reach this age they start to be able to augment the games themselves, for example to bend the rules to make the game more suited for their group. For children older than 12 games are often much more planned and they often emphasize teams and teamwork. Writing is a skill that, even in the native language, is learnt and not acquired. That fact could explain in part why writing is often considered to be difficult, or even boring in the target

language. Another explanation could be that it is often assigned as homework, and many students don't like homework. One possible reason why writing can be viewed as being difficult is because the writer does not get an immediate feedback similar to what happens during conversations, and as a result the writer could feel more insecure about his work. Some teachers also unwisely use writing as punishment: «Ok, just for that Sasha, I want to see an essay on my desk tomorrow!» Writing also demands a completely different language than normally used in conversations. For students in school this must not become their experience of writing because that can lead to their loathing of writing. Games can be a good way to prevent this because not only are games fun but they can provide writers with a reason to write and it is obvious that writing will become easier when there is a clear reason instead of just having to write because the teacher said so. Another thing that games can provide for writers is an audience. In many games other students will play the reader's part and therefore provide the writer with the necessary feedback that writing often lacks. A variety of interactive writing games can be found on the internet and teachers can, without much effort, create a game that practices writing. For example, when teaching students how to write a formal letter a game where participants would have to rearrange sentences to position them correctly, so they make a formal letter, could be a good game.

In conclusion, the main task of primary school education is to teach students to "read" and acquire knowledge. There are significant changes in the mental development of young school-age children under the influence of education. These changes prepare them for the transition to adolescence, which is a responsible period of their lives. Due to the advancements in communication systems, the relation among nations has been increased markedly. As a result of this, learning a foreign language at an early age has become a controversial issue in the global village. Some experts claim that primary school is the best place for learning another language instead of secondary school. I firmly believe that there is a defensible basis for this argument. The proponents of this view discuss that there are many reasons behind of their claims. The most important one is about recent research. The studies have shown that the children between 4-9 ages have a great opportunity to learn new languages. Also, they clarify their claims by an example, a survey among 200 pupils, has shown that the above mention ages have a crucial role in children building character and developing their personality. Moreover, give the special care and settle down proper curriculum could be much beneficial for them in this way. Consequently, because of carefree mind children can catch more points in this level.

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