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INSTITUTE FOR RETRAINING AND ADVANCED TRAINING OF PRESCHOOL EDUCATION PERSONNEL AND MANAGER

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Annotatsiya:

Maktabgacha yoshdagi bolalarga chet tilini o'rgatishning afzalliklari. Til muloqot vositasi va bola hayotida muhim vosita sifatida muhimdir. Til bolaga bilim intell ko'nikmalarini rivojlantirish uchun o'zaro muloqot qilish, tajriba almashish va intellectual ko'nikmalarni shakllantirish imkonini beradi. O'qituvchilar va otalar uchun o'z o'quvchilari yoki bolalariga boshqa tillarni o'rgatishning ko'plab usullari mavjud, ulardan biri o'z farzandlarini kundalik vaziyatlarda chet tilidan foydalanishga undashdir.

Kalit so'zlar: chet tili, maktabgacha yoshdagi bolalar, erta bolalik, chet tilining afzalliklari, o'qitish

Abstract:

The advantages of teaching a foreign language to preschoolers. Language is important as a communication tool and a vital instrument in a child's life. Language allows the child to interact, share experiences, and build intellectual skills in order to develop knowledge and language skills. There are numerous ways for teachers and parents to teach their pupils or children other languages, one of which is to encourage their children to utilize a foreign language in everyday situations.

Keywords: foreign language, preschoolers, early childhood, benefits of foreign language, teaching

INTRODUCTION

Language is an inherent aspect of human existence since it allows people to communicate their intents and aims to others. In other words, language is a communication tool that people use to engage with one another. Language serves as a means of communication and is an essential instrument in the lives of children.



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Language allows children to interact, share experiences, and grow intellectually, specifically in the context of developing their language knowledge and abilities (Marie, 2017). It is a phase of growth for youngsters that must be encouraged and developed so that they may fully use their linguistic talents. It is anticipated that without supervision and direction, their language development may not be as expected by parents at home or instructors at school.

Humans, being social animals, are constantly interacting with others. Language communication helps people to adapt to their surroundings. Language is both distinct and universal (Gill, & Damann, 2015; Chaterjee, 2016). Unique implies having traits or features that other languages do not have, while universal means having the same characteristics that present in all languages. The capacity to utilize or master two languages is referred to as bilingualism.

POSITIVE AND NEGATIVE SIDES TEACHING FOREIGN LANGUAGE TO CHILDREN SINCE EARLY

Should foreign languages be taught to children is an issue that often emerges in reaction to trends in teaching foreign languages to children. There are several reasons why children should begin learning a foreign language at a young age. The first reason is pragmatic considerations. It is unavoidable that geographical barriers between areas or even nations have started to crumble, one by one, as a result of globalization. The advancement of communication and information technology seems to be one of the reasons influencing people's more open relationships in this global age (Walsham, 2017). The immediate consequence of the parapet fall is that it is simpler and less expensive for one person, even across countries, in various locales, and in other parts of the globe, to connect to other people in real time. Foreign language proficiency is one communication technique that is significant and required in global competitiveness (Ahmad, 2016; Dornyei, Z., & Al-Horiee, 2017). As a result, Indonesian human resource preparedness must begin as soon as possible. Other factors include formal legal justifications and international treaties. The Government is required under the 1945 Constitution to "teach the life of the country." The National Education System Law No. 23 of 2003 states that every kid has the right to education and training in order to develop his personality and intellect in line with his interests and skills. On a more practical level, it is said that children may be taught foreign languages as local content in primary school. Early childhood



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education is institutionally the duty of the government as a component of the country.

Several factors contribute to the importance of learning a foreign language early in life. The first component, maturity, seems to benefit young language learners. The idea is that the younger a youngster learns a language, the simpler it is for him to grasp it. According to Lenneberg, until the age of transition (puberty), the human brain is somewhat simpler to absorb things physically, giving children with convenience and adaption in language learning.

It is not necessary for children to learn it. Children only learn language from their environment (Deng & Zhou, 2016). The second component that influences children's language acquisition is connected to emotions and sentiments. Henter (2014) investigates numerous aspects of emotional processes in language acquisition. Self-esteem, inhibition, risk-taking, anxiety, empathy, extroversion, and motivation are examples of these variables.

Children have greater positive values in these characteristics than adult learners. Children, for example, do not have an undue mental load while studying a foreign language, and students have a greater willingness to learn new things via a foreign language. The environment is the third component.

Children have a higher chance of integrating their genuine communication demands with their new language expertise. It implies that in an era characterised by environmental exploration, children have a higher possibility of intuitively employing language to convey their knowledge of their surroundings. As a result, the communication demands of youngsters who use language in their surroundings are more extensively and spontaneously satisfied.

What are the benefits and drawbacks of teaching a kid a foreign language at a young age? Here are several advantages of teaching children a foreign language at a young age. The first benefit is connected to his intellectual growth. Children who study foreign languages at a young age have benefits in both language and non-language domains. They have more mental flexibility, excel at conceptualizing natural events around them, and have a more diversified mental capacity. This implies that through studying other languages at a young age, children get more acquainted with the larger world and develop mental capacities in comprehending their surroundings via language. In other words, early stimulation throughout infant development via language acquisition will enhance reasoning development. Furthermore, children will gain more from an understanding of the language system as a social phenomena.



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He will be able to comprehend his mother language system better. This benefit dispels concerns that the introduction of other languages may undermine children's command of their mother tongue.

Children that know more than one language will not have communication difficulties in their everyday lives. Third, children who acquire a foreign language at a young age will gain from cultural knowledge. He will have a larger cultural perspective, which will be good since he will be able to acquire a tolerance for various cultures. All of these positive cultural values, however, can only be realized if the foreign language learning environment in which children are immersed truly supports the achievement of optimal learning outcomes, such as the use of appropriate learning media, the selection of appropriate learning methods, the presentation of enjoyable material, and teacher involvement with adequate language teaching competence for children.

In addition to the benefits of teaching children other languages, there seem to be some drawbacks to be aware of. The first issue is one of sustainability, particularly throughout the transition of schooling from playgroup or kindergarten to elementary school, and then from elementary school to junior high school. This component of sustainability may be linked to both learning materials and the effect of employing the material presentation technique. The mapping of learning materials seems to be done meticulously in order to eliminate unwanted repeats. Similarly, the proper strategic balance for content display must be considered at many levels. Failure to meet these parameters may impair students' interest and desire to study at the next level. Another difficulty is that curriculum material will expand, increasing the learning burden of students as well as the teaching load of instructors, particularly classroom teachers. If other languages are taught to young children, the perception is that English courses are only a complement to core topics, or that additional motives, such as promotional requirements, are eliminated to the greatest extent feasible.

BENEFITS OF CHILDREN'S BILINGUALISM

Children in Uzbekistan have the potential to be bilingual, if not multilingual. Our youngsters are often taught English as a foreign international language in addition to Uzbek. It is not difficult to improve children's multilingual or multilingual ability. Every infant is born with the capacity to copy any language's sounds. When a newborn is 10 months old, he starts to restrict the spectrum of noises he hears from



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others. It, if you wish to teach children another language, it is best to do so during their first year of life.

Early Language Stimulation

Because his parents have not taught him any skills, the youngster has been exposed to language. The baby in the mother's womb hears her parents converse and learns to distinguish noises. Since he learnt to differentiate distinct sounds and tones of speech after birth, the process of comprehending language has progressed. Children are full of energy and have an exceptional aptitude to learn languages. When a child is three years old, his language development accelerates. Children at that age have strong articulation, sentence organization, and a large vocabulary. Ages 3 and above are ideal for teaching children linguistic skills, including foreign languages. According to Handryastuti, a doctor, teaching infants to other languages should begin as early as feasible. It benefits a child's brain growth since he is exposed to a variety of stimuli. The potential of a child's brain to acquire a second or third language is greatest when they are toddlers and lasts until the age of eight". However, parents must also be concerned about their child's health. It goes without saying that linguistic abilities need talent. Wahyudi defined a polyglot as someone with the skill or capacity to actively utilize two or more languages.

Language is also one of Howard Gardner's nine intelligences (multiple intelligences). So there is a youngster that has more evident linguistic abilities than other children his or her age. There are other occasions when a youngster has a biological problem learning to speak.

Language-Sensitive Phase

When a youngster is exposed to many languages, his growing brain is unaware that he is acquiring two distinct languages. The brain recognizes both languages as part of the same system. Brain test findings suggest that the two languages are stored in the same region in the brain, according to the specialists. Babies' hearing is very sensitive. They can recognize sounds that are quite similar in different languages.

Adults no longer control sharpness. Furthermore, the anatomy of the mouth, particularly the expanding palate, is still relatively elastic in toddlers, allowing them to replicate all types of sound in a variety of languages. However, after one or two languages have been learned, the ceiling will adjust to the dominant language spoken on a daily basis. And children's capacity to replicate various types of sound is restricted.



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Some linguists believe that the sooner a youngster learns a foreign language or second language, the simpler it will be for the child to grasp the language (Peacock, 2001). Indeed, many experts believe that until the age of ten, children may learn a second language almost as well as their first. They also speak without an accent. After the age of ten, the use of a second language becomes unnatural, and children find it difficult to shed the dominant accent language they use in the home or social setting.

The important moment in acquiring the first language or mother tongue (critical period). There is a delicate moment while learning a second or foreign language (sensitive period).

Supporting Environment

A strong incentive from inside the youngster is required to learn a second, third, and so on. Motivation may be generated from situations produced at home or formed by the child's surroundings. Children may be encouraged to study languages that their dads or mothers use if their fathers or mothers are proficient in a foreign language as a result of a lengthy stay abroad or acquiring a second language during lectures or courses. The Indonesian family setting, which incorporates a variety of local languages for everyday speech, may also be seen as an opportunity to educate children more than one language. Because it may be seen as linguistic riches possessed by children, particularly in an increasingly contemporary day when children may be unfamiliar with their mother's or father's original language. Story books, foreign language songs, television episodes, interactive CDs, and other forms of games - such as flashcards - are all effective medium for teaching youngsters foreign languages.

A bilingual kid is one who can talk, write, listen to, and read in two languages fluently. Being multilingual may help children succeed in school. Bilingual youngsters of pre-school age have proved to be more competent than their monolingual peers in terms of task attention and not being easily separated. Bilingualism may also postpone the development of age-related dementia, including Alzheimer's disease, by up to four years, according to the findings.

Bilingual children have a variety of benefits over monolingual youngsters. Learning a second language benefits a child's cognitive development greatly. Bilingual youngsters also do better in other disciplines like math and science. As adults, bilingual children have a greater ability for language acquisition. Bilingual



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youngsters tend to excel in one language, which is frequently the language taught at school.

Bilingualism is riddled with myths and misunderstandings (Stamou & Dinas, 2009; Moore, & Perez- Mendez, 2006). Many people assume that multilingual youngsters are unable to distinguish between two languages and will often mix them up. Don't be misled! Children are born with exceptional ability and are quite proficient at separating two languages, thus this is a fallacy that must be dispelled. The advantages of acquiring a second language at a young age range from improved capacity to creativity and multitasking to youngsters having a larger awareness of culture and preventing Alzheimer's disease.

The physical advantages were just discussed above. Not to add that foreign languages are both an investment and a future provision. Not surprisingly, many parents began teaching their children other languages at a young age. With the goal that youngsters will be able to compete in the global employment market in the future.

CONCLUSION

It is only logical, based on the description above, to teach English to young children. However, the specific terms and circumstances must be followed. One of the conditions is that you have properly interacted with Indonesian is our language. Foreign languages are now one of the keys to success, particularly in international programs.

This is due to the fact that language is a tool for communication. Humans cannot be claimed to be social creatures without language since they cannot interact. Parents have a vital role in imparting foreign languages to their children in their early life. Because children interact with their parents on a daily basis, parents must engage a large number of children in the process of teaching a foreign language. One method is to encourage youngsters to utilize two languages in their everyday lives

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