



Communication strategies of children in situations introduction of new vocabulary in a foreign language

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ABSTRACT

A significant part of a child's initiative speech in a preschool institution is associated, as a rule, with his psychophysiological state, often with discomfort. With the state of affairs in the group, in particular, with violations of order, with thoughts of home and references to what the child did at home, with a desire to share my information about the world, etc. Communication in the second language can become natural only when the construction of such remarks becomes accessible to the child. Usually, teachers who organize communication with children during classes in a second language include in their speech only remarks related to the organization of some types of children's activities and expressing the teacher's assessment of its results. Expressions related to the requests of children are not included, statements reflecting the real course of the children's play, remarks in which the child asks the adult for confirmation of the correctness of their actions, etc. These situations are constant in English lessons with children, but always take place in their native language. In the same time due to their frequency, emotional significance for the child, they can be learned very quickly by children and in the target language.

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Chet tilidagi yangi soʻz bilan tanishish jarayonida bolalarning muloqot strategiyasi

ANNOTATSIYA

Kalit soʻzlar:

maktabgacha taʼlim muassasasi, bolalar, ikkinchi til, muloqot, maqsadli til, lugʻat, yangi muhit.

Maktabgacha taʼlim muassasasida bolaning tashabbuskor nutqining muhim qismi qoida tariqasida uning psixofiziologik holati, koʻpincha, noqulaylik, guruhdagi ishlarning holati, xususan, tartibni buzish, oʻylar bilan bogʻliq. Ikkinchi tilda muloqot faqat bunday soʻzlardan foydalanish bola uchun ochiq boʻlganda tabiiy boʻlishi mumkin. Odatda, ikkinchi tilda dars paytida bolalar bilan muloqotni tashkil etuvchi oʻqituvchilar oʻz nutqlarida faqat bolalar faoliyatining ayrim turlarini tashkil etish va uning natijalariga oʻqituvchining bahosini bildirish bilan bogʻliq boʻlgan mulohazalarni kiritadilar. Bunda bolalarning soʻrovlari bilan bogʻliq iboralar, bolalar oʻyinining haqiqiy yoʻnalishini aks ettiruvchi bayonotlar, bola kattalardan oʻz harakatlarining toʻgʻriligini tasdiqlashni soʻragan mulohazalar va boshqalar kiritilmagan. Bunday holatlar bolalar bilan ingliz tili darslarida doimiy sodir boʻladi, lekin bola har doim oʻz ona tilida muloqot qiladi. Shu bilan birga, ularning chastotasi, bola uchun hissiy ahamiyati tufayli ular bolalar tomonidan maqsadli nutqda juda tez oʻrganilishi mumkin.

Коммуникативные стратегии детей в ситуациях введения новой лексики на иностранном языке

АННОТАЦИЯ

Ключевые слова:

дошкольное учреждение, дети, второй язык, общение, изучаемый язык, словарный запас, новая среда.

Значительная часть, инициативной речи ребенка в дошкольном учреждении связана, как правило, с его психофизиологическим состоянием, зачастую, с дискомфортом. А именно, с положением дел в группе, в частности, с нарушениями порядка, с мыслями о доме и ссылками на то, что ребенок делал дома, с желанием поделиться своей информацией о мире и т.д. Воспитатель должен, аккуратно опросить воспитанника и возможно, внести коррективы, ведь каждый ребенок индивидуален. Общение на втором языке, может стать естественным только тогда, когда построение таких высказываний становится, доступным для ребенка. Обычно, учителя, организующие общение с детьми во время занятий на незнакомом языке, включают в свою речь только замечания, связанные с организацией, некоторых видов детской деятельности и выражающие оценку данную преподавателем ее результатов. Не включаются выражения, связанные с просьбами детей, высказывания, отражающие реальный ход детской игры, замечания, в которых, ребенок, просит у взрослого подтверждения правильности своих действий и т.д. Такие ситуации,

постоянно возникают на уроках английского языка с детьми, но всегда происходят на их родном языке. В то же время, благодаря их частоте, эмоциональной значимости для ребенка, они могут быть очень быстро усвоены детьми и на изучаемом языке.

INTRODUCTION

The enrichment of the content of communication is achieved through remarks that reflect the real needs of children. The difference between such a dictionary is that it is aimed at forming the development of children's skills in a natural situation to speak a foreign language. For example, when a child wants to hear confirmation of the correctness of his actions, he can ask about it in English, based on those phrases that are offered in the communicative minimum. Is it right? / Is it correct? / Is it good? / Is it all right? In the content of teaching a second language to preschoolers, a communicative dictionary, verified by native English speakers, should be presented, including a description of:

➤ Communication during regime moments. These include: greeting, goodbye, setting the table, eating, dressing, undressing, hygiene, walking, cleaning premises, tidying up toys, cooking. They are all served mainly by a limited set of repetitive statements;

➤ Communication during classes. This includes how the educator controls the child's behavior, controls understanding, how the material explains, how he condemns, encourages, protects, calms, and encourages pupils. Here, as in a specific vocabulary, the specificity of each type of activity is manifested;

➤ Communication in the game. The game can take place if its participants have some idea of the fragment of reality that is being played out. They should be able to invite another into the game, agree on the distribution of roles, the course of the plot development, and discuss what can and cannot be done. Participants in the game must be able to express your objections to another, quarrel and make peace. In games with rules, you need to be able to formulate rules, understand instructions, announce the beginning and end of the game, say, whose before what happened, who won.

The communicative content of teaching a second language includes:

- situations that arise both in class and outside of class;
- lexical and grammatical material appropriate to these situations and worn with real speech-use;
- various games and game exercises in the second language, in which attention is paid schema either on linguistic phenomena, or on traditional speech formulas, or on cultural turno-significant phenomena.

Each of the expressions, used in the beginning in its simplest form, gradually should be complicated by expanding its structure, introducing additional, of the nesting elements. It is helpful to remember the difference between some expressions. For example: "I'm sorry" means you regret something, but it could be your fault, or it could be someone else's fault and you're just expressing sympathy. "I apologize" always means you're at fault and you regret it now. "Excuse me" usually is said when you just want to get past someone who's standing in your way, or if you have to leave the table, etc.

MATERIALS AND METHODS

The new environment, when the native language is almost completely absent in the classroom, arouses great interest in children, although in the process of class they have to perform a large number of didactic tasks. In situations of introducing new vocabulary, when an adult makes the most of the language being studied, without resorting to translation, many children at first are completely lost, cannot understand how they should act. If during ordinary classes they necessarily hear the usual translation of the word into their native language, then in this case they themselves have to guess the meaning of the new word, based on the explanations of the adult, which he gives with the help of a picture, a real object, imitation of an action, gestures, etc. When children want to hear confirmation of the correctness of their actions, they ask about it in their native language. To understand the meaning of the phrase, children need its emotional coloring. For example, if they see a positive emotional reaction from an adult, then this is enough to understand that they were assessed positively. In a situation when children see an object for the first time, and an adult asks them what it is, the children are not silent (which could be explained by not knowing this word in English), but pronounce its name in their native language.

Often it is enough to repeat the action several times, to show with the help of gestures, so that the children understand what needs to be done. Children, those who have understood what needs to be done. Other children repeat action after them. The teacher confirms the correctness of their actions with an emotional assessment: Yes! Good! Right!

When the teacher says a new phrase, unknown to children: Be quiet, please! (Quiet, please!) And at the same time puts a finger to her lips, then the children immediately understand her and behave more quietly.

The children's understanding of the meaning of new words is instantly achieved in a comparison situation, for example, when the word "colored" was introduced, a visual comparison of plain and colored paper provided a quick understanding of the new word.

Teacher: Yes. What's this? (Yes. What is this?) Shows colored paper.

Kid: Paper! (Paper!)

Teacher: Yes. But it's colored paper! Look! It's red, it's blue, it's pink, it's green. Shows sheets of colored paper.

Teacher: It's colored paper! (This is colored paper.) Shows the entire stack of colored paper.

Teacher: It's white paper! It's colored paper! (This is white paper, this is colored paper.) Shows plain and colored paper several times, naming it.

Teacher: Diyorbek, what's this? Shows colored paper.

Kid: Colored paper. (Colored paper.)

Teacher: Oh, good, Diyorbek! What's this, Guzal?

Kid 1: White paper.

Teacher: Yes, thank you, Guzal.

Teacher: What's this, Rushana? Shows a sheet of colored paper.

Kid 2: Colored paper.

When children guess the meaning of a word, they need to be told about it aloud, and they say it in their native language in order to hear from an adult confirmation of the correctness of their guess.

In the learning process, situations often arise when it is difficult for children to understand and follow the instructions of an adult. This happens, for example, when several instructions are present in one sentence.

To achieve understanding by children of an adult's phrases, it is necessary to dismember the statement into semantic parts, to pause between them, accompanying each word with a demonstration of the action that it means. For example:

Teacher: Listen! Take your brushes. (Listen! Get your brushes.) Shows the action with a gesture – and put them here (Put them here.) Repeats 2 times and shows the action: several times takes a brush and puts it in place. They act uncertainly, repeat the action after the adult, and return to their places.

Teacher: Take your scissors (Take your scissors.) Repeat 2 times. Come here. Repeats 2 times – put them here. (Put them here.) You have to pause between the commands so that the children understand what is required of them. Each command is repeated 2 times, the introduction of new words take and put is followed by an action. Understanding can also be achieved in situations where an adult answers a children's question, asked in Uzbek, with a remark in English, if the children can guess about the adult's reaction by the emotional tone of the statement. The meaning of the phrase you are wrong is well understood by children, since the adult answers the child's question in the negative and repeats the command in English. Often it is difficult for children to understand an adult's statement because famous words are combined in a different way. For example, the question – What pencil do you like: red or blue? At first, the children do not understand, since they are used to the affirmative form of the "I like..." construction (I like it.). But very soon an understanding is achieved: the familiar keyword *like* is highlighted, and then an adequate option is selected in a situation that an adult, with the help of intonation, facial expressions and gestures, seeks to make clear to the child. Thus, if the children do not know the literal meaning of the construction used, then on the basis of understanding the situation as a whole and focusing on the keyword, they can still correctly complete the adult's task.

If an adult, without reminding the material already known to the children, gives tasks in which this material is combined with the new, then the children are lost, for example, they cannot complete *Draw a big heart, please.* (Draw a big heart, please.) *Draw* is a completely new word, and *big heart* is a familiar expression. Children guess the meaning of a new word with the help of the teacher's actions, but to confirm their guesses, they ask again about the meaning of the word in their native language, before how to perform the action; or they confidently talk about what needs to be done in Uzbek. So, if the *Let's draw* command is a new expression for children, the adult explains it by simulating the action, and then controls the understanding of the situation by asking the children: What's this: "Let's draw"? Children, having guessed the meaning of this expression, report it aloud in their native language.

When an adult asks children a question, and children know several options for an answer to it, they choose a non-standard answer, often they want to answer in a new way, as they have not yet taught. In this case, the children ask how this or that word will be in English.

CONCLUSION

Greater importance in the development of dialogic speech skills (which is most important in foreign language teaching) should be given to the ability to use minimal language by means characteristic of the spoken language. For example, the question Why

is it perfectly valid? (Why?) Without building it completely. Brief remarks or even interjections: Oh, yes (Oh, yes); Really (Really?); What a great idea! (What a great idea.); O.K. (Good.) With the transition from an imperative style of communication to a friendly and ironic one, along with the emotional and psychological characteristics of the replica, its lexical and grammatical content also changes. Therefore, instead of phrases: Think before you speak. Attention. Repeat it. Count. (Think before you say. Attention. Repeat. Count.) The phrases are used: Tell me again, please. Have a little think. Do some counting. (Tell me again, please. Think a little. Let's count.) Even with such a small number of examples, there is a noticeable difference in communication style associated with the transition from command-order type of remarks to argumentation, invitation to cooperation, emphasizing the child's interest in communication.

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