



TEACHING NEW WORDS TO YOUNG CHILDREN OF KINDERGARTEN AGE

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Abstract: This article describes the importance of work on developing the vocabulary of younger preschoolers. A rich vocabulary is a sign of a child's high level of development. Vocabulary enrichment is a necessary condition for the development of a child of early preschool age.

Keywords: primary, preschool age, vocabulary, speech development, children's level, mental development, methods.

Speech is one of the indicators of child development, which is why speech development is identified as a separate educational area in the federal state educational standard for preschool education. Preschool age is a period of active learning of the spoken language by the child, the formation of all aspects of speech — phonemic, lexical, grammatical. Speech development in preschoolers occurs over several age periods. The most important period is considered to be the younger preschool age, when the child learns the basic laws of language and communication. It is at this age that a child, like a sponge, absorbs everything that happens in the surrounding world.

Vocabulary formation in preschool children is one of the most important tasks in preschool education. Poor vocabulary affects the child's full-fledged communication with other people. A rich vocabulary is a sign of a well-developed speech and an indicator of a high level of mental development. With the development of vocabulary, the child develops comprehensively. Mastering the vocabulary solves the problem of accumulating and refining ideas, forming concepts, and developing the content side of thinking. An important condition for the formation of a dictionary is the choice of effective methods and techniques, as well as forms for the teacher's work.

- Enriching the dictionary with new words



- Fixing and refining the dictionary
- Activating the dictionary

Two aspects can be distinguished in vocabulary work with preschoolers.

The first is the development of the child's subject relation of the word and its conceptual content, it is associated with the development of children's cognitive activity, subject connections and relationships.

The second one consists in mastering the word as a unit of the lexical system and its connection with other lexical units, that is, familiarizing children with polysemous words, antonyms, synonyms, and developing the semantic side of speech. Both aspects are related, but work on the semantic side of the word is possible only when children learn the subject, conceptual content of the word.

The methodology of vocabulary work with children includes four areas:

- The first direction is the development of children's names of objects and objects and their actions. It is based on the child's perception of the name of the object of the immediate environment and performing simple actions with it. The main form of work is game situations with demonstration of the subject and playing around. This will allow you to provide a fairly rich vocabulary for a young child.

- The second direction is the assimilation by children of words denoting the properties and qualities of objects, their purpose, structure, spatial location, and the quality of the materials from which they are made. Mastering is based on the child's ability to see details, focus on one of the characteristics, abstracting from other features. There is a significant replenishment of the dictionary with adjectives and adverbs. When examining and comparing objects, children learn such qualities of objects as softness, hardness, smoothness, temperature and weight characteristics. At the same time, the vocabulary is replenished with comparative adjectives, longer, heavier, lighter. Children also learn to call the actions performed stroking, weighing, pressing.

- The third direction is the development of words denoting specific and generic generalizations by children. Naming objects with similar characteristics in one word. At the senior preschool age, objects are grouped according to generic concepts (furniture, dishes, transport, clothing). It is important to develop the ability of children to classify dishes-dining room, tea room, clothing-winter, summer, transport-passenger, cargo, and so on. The main form of vocabulary work is exercises and classification games.



• The fourth direction is the development of new figurative meanings of well-known words by children. Children are introduced to the means of linguistic expression: metaphor, personification, polysemy (polysemous words). This is done in the process of guessing and composing riddles. This dictionary work solves all the tasks of enriching and activating the dictionary, clarifying the meanings of words, and the ability to understand the language of fiction .

Primary preschool age ranges from three to four years. At this turn, the child's favorite expression is "I am myself!", the child separates himself from the adult and at the same time the desire to be like an adult creates a crisis of three years.

In early preschool age, the child's behavior is involuntary, actions and actions are situational, he shows feelings and emotions, is capable of emotional responsiveness and empathy for others. They learn basic rules and norms of behavior related to certain permissions and prohibitions.

At this age, the child learns gender roles and adequately identifies with members of their own sex. A three-year-old child learns self-service skills: eats, dresses, washes, and uses a towel, handkerchief, and comb on their own. By the end of the period, he has mastered the elementary culture of table behavior. The child begins to master the basic movements when performing physical exercises and the desire for goal setting (run quickly, jump further). A certain amount of knowledge is accumulated about the variety of properties of objects and phenomena surrounding the child. You are familiar with the basic colors and shapes, and can choose more or less of the two options offered.

Space is mastered in practice simultaneously with the development of speech: it learns to use words that denote spatial relations (prepositions and adverbs next to, before, on, and so on).

"Vocabulary represents one of most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the otherskills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Vocabulary is the main tool for the students in their attempt to use English effectively." ¹

Learning vocabulary by smartphone has become really famous right now because it's more easy, quekly, and efficient in time and they can study it even at home, they don't have to go for a private classes.

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Memory is direct and involuntary, it has a bright emotional coloring. Only the information that remained in your memory without any internal effort is saved and played back (you liked the poem). Positive and negative signals remain firmly and permanently in the memory.

Children are increasingly engaging in communication with their peers. The vocabulary of younger preschoolers consists mainly of words denoting everyday objects, toys, and people close to them. When interacting with an adult, an interest in the book and literary characters is formed.

Interest in productive activities is unstable. The idea is controlled by the image and changes in the course of work, the image is mastered by the shape of the object. Works are often sketchy, and it is difficult to guess what the child has depicted. The child can only construct elementary object constructions based on the model, consisting of two or three parts. Begins to show interest and selectivity in various types of musical and artistic activities (singing, listening, musical and rhythmic movements), improves hearing (loud-quiet, high-low).

Early preschool age is characterized by high intensity of physical and mental development. The child's activity increases, its purposefulness increases, and movements become more diverse and coordinated.

At the age of three, children experience significant changes. All reactions of this age to the environment are associated with speech. The child at this time understands the meaning of the speech that the adult utters, related to what surrounds him. The dictionary is growing, and with a favorable environment and competent pedagogical influence, it reaches over 1500 words.

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Conclusion

Teaching new words to young learners is a crucial part of their language development. By using engaging and interactive methods, providing context and

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repetition, and incorporating a variety of activities, educators can help children expand their vocabulary and improve their communication skills. It is important to make learning enjoyable and relevant to their interests in order to foster a lifelong love of language and learning.

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