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**FORMATION OF FOREIGN LANGUAGE LEXICAL SKILLS IN
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Abstract. The article examines the specifics and researches the methodology of the formation of foreign language lexical skills in preschool children. Three types of lexical skills are characterized: reproductive, receptive and productive. Teaching a foreign language in preschool institutions is aimed at creating conditions for early communicative and psychological adaptation to the new linguistic world and overcoming the psychological barrier when using a foreign language as a means of communication. Learning a foreign language in kindergarten should provide a basis for better learning of a foreign language at school and create a foundation for further mastering foreign languages. After all, the early learning of foreign languages is an important area of improvement of the content of school education.

Key words: foreign language lexical skills, preschool children, teaching, learning.

Introduction

Each stage of education – preschool education, secondary education and further, higher education – is characterized by a different topic and volume of learning materials for teaching speaking. As well as various methods, forms and types of educational activities in accordance with the level of development of students, their interests, experience. In this regard, each stage must have its own goals and tasks.

The implementation of the communicative approach in the educational process of a foreign language means that the formation of students' communicative competence occurs through and thanks to the student's foreign language speech activity. In other words, mastering the means of communication (phonetic, lexical, grammatical) is aimed at their practical application in the process of communication. Mastery of speaking skills is carried out through the implementation of these types of speech activities in the learning process in conditions simulating real communication situations. That is why the educational activities of students are organized in such a way that they perform motivated actions with speech material to solve communicative tasks aimed at achieving the goals and intentions of communication [2].

Main part

Communication of people in real life occurs due to the need to realize a certain communicative intention, the achievement or failure of which determines the result of speech communication. Communicators act as bearers of certain social relations that arise in one or another sphere of activity and are implemented in specific speech situations. The formation of communicative competence is possible under the condition of modeling in the educational process typical situations of real communication that arise in different spheres of life and relate to different topics.

Teaching methods help you understand how to teach. A “method” is a means of achieving any goal and solving a particular task. In the modern methodology of teaching foreign languages, the method is interpreted in a broad and narrow sense. In

a broad sense, the method is a system of learning. In a narrow sense, the method means a way of orderly activities of the teacher and the student on the way to the set learning goals. Here, the method is a way that ensures the interaction of the student and the teacher [3].

To ensure the educational activities of preschool children, the teacher uses the following methods: *demonstration (showing)*, *explanation and organization of practice*. Methods are universal in nature and are used in any methodical system. However, their ratio and content are conditioned by the principles of learning. The principle of communicativeness determines the predominant use of communicative exercises in the process of practice [1].

The following are the main criteria for selecting lexical items for working with preschool children:

- ✓ correspondence of phonetic complexity of words according to the level of development of the articulatory apparatus, taking into account the presence of insufficiently formed speech functions. Therefore, when choosing lexical material, it is better to limit yourself to a small number of words, but to devote more time to their assimilation. It is necessary to try to achieve the clearest possible requirement and rational use of them in speech samples.
- ✓ correspondence of lexical units to children's knowledge and cognitive interests;
- ✓ cyclical expansion of the content of lexical units, i.e. sequential presentation of names of objects and phenomena of the immediate environment;
- ✓ frequency of use of words.

The higher the values of a word according to these criteria, the more valuable they are for the process of learning a foreign language and the sooner it should be included in the minimum vocabulary. At the same time, it should be taken into account that the majority of the active vocabulary minimum of preschoolers will be nouns denoting the names of specific objects and verbs denoting the names of specific actions [4].

Taking into account the different layers of lexical material and the receptive or productive nature of the corresponding type of speech activity, preschoolers need to develop the following types of skills:

- ✓ *reproductive lexical skills*. This is the skill of the correct use of lexical units of the active minimum in speech in accordance with the communication situation, which involves mastering some operations. Namely: the recall of a lexical unit from long-term memory, its external speech reproduction in the speech stream; instant combination of a given lexical unit with other words that create a syntagm and phrase according to the rules of lexical conjugation.
- ✓ *receptive lexical skills*. These are the skills of recognizing and understanding lexical units of active and passive minimum during listening. In this case, the level of creativity is related to the perception of words in the texts, which leads to the performance of another mental action – establishing the meaning of the lexical unit and the meaning of the text which is listened to or read.
- ✓ *productive lexical skills*, the formation of which is assumed by the creative stage. Such a quality of lexical skills as lexical creativity – the child's ability for linguistic and speech creativity – is developed here.

In the process of assimilation of lexical material by preschool children, the following stages can be identified:

1. Acquaintance with a new lexical unit with the predominance of such methods of semantization as visualization and one-word translation.

2. Activation of educational material, where a didactic game is the priority method of work.

3. Consolidation and automation of actions with learned lexical units. Its main purpose is training to use new lexical units in different types of communication situations.

Conclusions

The organization of foreign language classes in a preschool education institution should take place as a specific target game activity, which includes story-role-playing games, theatrical games, didactic games with toys and objects, verbal games, desktop-printed games, outdoor games, computer games and musical games. These games, conditioned by a number of rules, receive a laconic verbal expression in their course and offer children several speech samples for repeated repetition, thereby providing variable-situational speech practice [5].

The proper organization of foreign language learning stimulates positive motivation of preschoolers to learn a non-native language. Teaching can be effective if it takes into account the child's high level of curiosity, his communicative development in his native language, the predominance of play as the leading type of preschooler's activity, the child's active character and extraordinary imitative abilities.

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