

**THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF  
BILINGUALISM IN CHILDREN IN PRESCHOOL EDUCATIONAL  
INSTITUTIONS**

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**ABSTRACT**

*The article is devoted to the problem of the formation of Russian- Uzbek bilingualism in preschool children in the conditions of a multicultural and multilingual environment in Uzbekistan. It objectively arises in the conditions of the need to teach children the Uzbek language as the state language in preschool institutions with a predominantly Russian-speaking organization of the educational process. As it turned out, the process of the formation of bilingualism in children is faced with a number of contradictions that arise between the sociolinguistic specifics of the region of the country and the language situation in preschool institutions, between the real level of proficiency in the native language and Russian by preschool children; between the level of development of language consciousness in children and the methodological tools used in the formation of bilingualism.*

**KEYWORDS:** *Bilingualism, Principles Of Bilingualism Formation, Conditions For Organized Teaching Of A Second (Non-Native) Language*

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**INTRODUCTION**

The meaning of the concept of "bilingualism". It is easy to guess from its external form: "bi" (from Latin) - double and "lingua" - language. In other words, bilingualism is bilingualism, that is, the equal existence of two languages within one country, or a person's possession of two languages. Even simpler, bilingualism (bilingualism) is the ability of certain groups of the population to communicate in two languages. People who speak two languages are called bilinguals, more than two - polyglots. Speech is one of the most important components of a child's development. The study of the level of proficiency in a language or languages provides an opportunity to obtain information about both general speech abilities and the integrity of development. When communicating, a child, without hesitation, switches from one language to another, without confusing grammatical patterns and phonetics. Bilingualism can be natural and artificial. There are natural bilingualism, when children from birth communicate with carriers of different cultures, and artificial, in which the child is specially trained. Recent studies have destroyed the notion of the dangers of bilingualism, showing that bilingual development of children gives much more than just knowing two languages. Advantages of bilinguals: - biculturalism, - greater tolerance towards other cultures, - manner of thinking and acting in different situations, - brain function twice as fast and better. - in old age, the cell brains of bilinguals are less susceptible to destruction. (It can be said that bilingualism

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prolongs mental youth.) Unique opportunities: career prospects, learning in any language, useful contacts, communication with people from other countries. Such a child will later be able to read books in the original language, or watch films when there is no translation yet. When you know several languages, you feel freer! In the modern world, there are more and more bilingual children every year. This is due to the processes of globalization, the geopolitical situation, an increase in the flow of migrants, and an increase in the level of education of the population. Bilingual people are more creative. They can make unconventional decisions and still win. Bilinguals often have a strong craving for creative pursuits: drawing, music, writing books or poetry. There are two features of preschool education abroad: teaching children foreign languages and their physical development. In the conversations of parents, the question of when to start learning foreign languages occupies almost the main place. According to Glen Doman, who is director of the Human Potential Development Institute in Philadelphia, America, the highest rate of human brain development occurs before the age of three. But the modern education system provides for the beginning of the learning process after the end of this period. And all the knowledge that can be learned before the age of six from the first time is studied for several years in a row. Therefore, it is best to learn languages before school. The founder of Sony Corporation, engineer, businessman Masaru Ibuka, who created innovative methods for the development of children, who wrote the book "After three it's too late," also confirms this point of view. According to him, very often the program of educating children only after the age of three is discussed. However, at this time the human brain is already developed by almost 80%, and it is worth considering how to focus on learning precisely at the age of three. As proven by modern science, language learning develops the human brain at preschool age. A child who grew up in a bilingual environment is much better able to learn about the world around him in comparison with a child who knows only one language. But pre-school education abroad is characterized by more than one positive feature. The developed countries of Europe do not create a unified system of preschool education, so the child can be sent to the kindergarten, the curriculum in which contains exactly the material that is able to interest the child himself. For children, for example, who love to draw, you can choose a kindergarten with an artistic bias (of course, this means not only drawing, but also music, dancing, and any other activity). Then, after graduating from kindergarten, the abilities of such children will develop even more, taking into account the ability to read and write. Such a system of preschool education abroad – when children do what is close to them, and not what is required by the state program - contributes to the professional development of a person. In the USA and Canada, bilingual education is widespread due to the fact that there are a lot of immigrants from Latin American countries and Asian countries in the countries. In US public schools, bilingual education is supported by federal funds and programs. The official course for its organization is determined by the Act and the Law on Bilingual Education. In Canada, bilingualism, that is, education in the official languages of the country - English and French, is guaranteed by the constitution. Uzbekistan has a system of bilingual education, in which English (also German or French) will be used along with Russian. Summarizing all of the above, for ourselves, we must understand that: "To be bilingual means to have one more eyes and one more ears, it means to have an additional means for contemplating and understanding reality, because "language is a spyglass through which a person looks on the world, with the help of which he perceives this world and, thanks to which, he systematizes the data he collects. This is a container where a person puts the formless clay of existence in order to streamline its structure.

First of all, it should be noted that the process of mastering the Uzbek language by Russian-speaking preschoolers takes place in special classes for teaching the Uzbek language. In parallel, classes are held on the development of speech in Russian, but they have different names: “classes on the development of native speech”, “on speech communication”, “speech classes in Russian”. Comparison of the results of viewing classes on the development of speech in the native and second (non-native) languages indicates that the program objectives and teaching methods in different languages do not differ significantly. Educators do not share the tasks of developing speech in the first, maternal, communicative primary language and in the second, which does not play such an important role in the communicative speech behavior of children, and therefore cannot be acquired in a similar way due to different initial levels of proficiency.

The unbearable tasks set before the children in the classroom for mastering the second language too much exceed their speech capabilities and thus hinder the successful mastery of the Uzbek language. Tasks of excessive complexity preclude progressive, systematic, accessible, appropriate to the existing capabilities of children, successful progress in mastering, in fact, a new language. Sometimes even more complex tasks for the development of Uzbek speech in Russian-speaking preschool institutions were noted, with a more detailed cognitive content than classes for the development of native (Russian) speech.

The lack of a comprehensive solution to all speech problems is a systemic disadvantage of classes in teaching the Uzbek language. Basically, tasks are planned for the development of vocabulary, the tasks of forming coherent monologue speech are called, but there is no work on sound pronunciation, word stress, grammatical skills of form formation, word formation, syntax and dialogical speech.

A certain part of the lessons in the program content calls the tasks of grammar in a too general formulation (“teach children to build complex sentences”, “teach to agree on nouns and adjectives”, “teach to use adverbs”), in fact, only declaring them, since to complete any of the above tasks on one occupation is not possible. Even more general formulations are found when defining tasks in phonetics -“teach the correct pronunciation”, “develop the sound culture of speech”, “teach the correct pronunciation and articulation”. In practice, this approach is implemented according to the principle: “to teach everything and nothing at once.

Unprofessional goals and objectives are reflected in the ways to achieve them. As modern practice shows, in the course of training, lexical work is mainly carried out, but at the same time, the methods of introducing and semantizing vocabulary are quite monotonous. Educators use the display of an object or picture with their name and translation of words from Uzbek into Russian and vice versa. Techniques for interpreting the lexical meaning of words, explaining the meaning of words and expressions by children, and clarifying the meaning of what is heard from a coherent text by the teacher remain unclaimed.

We consider the lack of a communicative orientation of classes to be the greatest drawback of the process of teaching the Uzbek language. Children are not immersed in situations of communication, they do not receive communicatively oriented tasks, children are not taught to verbally respond to various discourse formats, they are not introduced to models of speech behavior.

A common shortcoming in the work on the grammatical and phonetic skills of the Uzbek speech is the lack of concentration on the specific and distinctive linguistic phenomena of the Uzbek language. Most often they work out those phenomena that are common in two languages. When working on the formation of sound pronunciation skills, teachers often choose sounds that are not difficult in interlingual relationships, but are difficult for preschoolers due to age. Thus, in the Uzbek language classes, not the features of Uzbek grammar and sound pronunciation are worked out, but what is already formed in native speech and requires only linguistic transfer. This formalizes learning, without bringing the desired effect for the development of the culture of Uzbek speech.

The method of forming coherent speech in teaching children a second language consists in the maximum use of the mechanisms of transposition – the transfer of acquired skills of coherent speech of the native language into speech activity by means of the language being studied. The successful implementation of the transfer of coherent speech skills will occur subject to the assimilation of a significant number of linguistic means of the second language - Uzbek lexemes, word forms, grammatical models and constructions. The glaring mistake of many classes was that the language material learned during the lesson (lexemes, word forms, phrases, syntactic constructions) was not stimulated for use by children when compiling dialogues or stories. More often, the micro-themes of fragments of one lesson on the development of coherent speech and the introduction of new vocabulary did not coincide in content and the lesson looked like the lexemes were studied alone, and completely different ones were required to compose a story, i.e. assignments in vocabulary, grammar and coherent speech were solved on various linguistic material. Teachers, unfortunately, did not use rational methodological approaches that are embedded in the structure of the lesson and involve the accumulation of language resources at the beginning of the lesson with their further inclusion in larger language formations: sentences, dialogic units, monologues. So, at the beginning of the lesson, it is supposed to introduce new vocabulary, activate and consolidate new words in combination with those already learned, then work on improving the pronunciation of the learned words, and then their inclusion in grammatical structures and the acquisition of skills for building phrases, phrases and sentences. The logical conclusion of the classes should be dialogues and monologues, the content of which should include the linguistic means learned at the previous stages.

We consider the absolute predominance of descriptive stories that are proposed to be made to children as a shortcoming in the work on the development of monologue speech. There are practically no tasks for compiling stories based on plot pictures, from personal experience, retelling of works of art. Instead, children are encouraged to come up with creative stories on a given topic or key words, which is very difficult for children even in their native language, especially in the second. In the technological aspect of the methodology, the very process of learning to compose monologues suffers. Insufficient use is made of the methods

of presenting a sample story of the educator and its analysis, a sample story and a plan, collective discussion of a plan for constructing a story, collective compilation of a story, compiling a story based on a series of pictures or based on models. Teachers often overestimate the real speech capabilities of preschoolers and offer to come up with stories according to a plan of 5-6 points. Among the many shortcomings of the methodology used, I would like to note, perhaps, the weakest link - the almost complete lack of work on the development of the dialogical skills of

preschoolers. Only a tenth of the viewed classes contained special tasks, games, exercises for the development of initiative dialogic speech.

A common phenomenon in the practice of the work of educators of those preschool institutions that are located in a multicultural, multilingual region is an unmotivated switch from Uzbek to Russian and vice versa. Such interlingual switching enhances mixing and destroys weak, only emerging speech stereotypes of speaking in different languages. We also consider it inexpedient for the same reason that the educator often uses reverse translation (from the target language to the native language), which, according to a number of researchers, enhances the effect of interference. In terms of age parameters, it is unacceptable in working with preschool children to translate an artistic, and especially poetic, text from Uzbek into Russian and vice versa. Sometimes educators use this technique to diagnose the degree of understanding of Uzbek-language texts by children.

The information obtained on the state of educational work of preschool institutions with Uzbek and Russian language regimes allows us to conclude that there is no systematic work to teach Russian-speaking preschoolers the Uzbek language as the state language and the formation of autonomous bilingualism in children. The learning process does not comply with the principles of linguodidactics and methods of simultaneous study of closely related languages. Language learning occurs in violation of the leading principles - communication, reliance on the native language, cultural conformity, functionality. Educators pay the least attention to the formation of grammatical, diachronological and communicative skills of children. A significant proportion of specialists do not own the technologies for developing the skills of sound pronunciation, word formation, constructing sentences of various structures, and dialogic speech in preschool children.

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