
THE METHODOLOGY OF FORMING LANGUAGE LEARNING MOTIVES IN THE STUDENTS OF PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract: In this article, motivations for language learning in children of preschool educational organizations the formation of speech was analyzed, and the development of speech in children through the use of modern pedagogical technologies in language learning was considered.

Key words: language, speech, children, methodology, activity, memory.

The future of our country depends on how the next generation will be educated. what spiritual qualities he will grow up to be, how our children have an active attitude towards life we must always remember that it depends on serving higher goals and for the perfect spiritual world of our children, their spiritual - always to be morally mature, physically healthy we need to worry and fight. The future starts today. Now focus on education if not, the future will be lost. Spiritual and moral purification, faith, Honesty, piety, honor, kindness and so on are truly human virtues do not come by themselves. He educates on the ground of everything.

When children learn a language from the age of 3, it is a more convenient time for them: children of this age differ in terms of memory and speech. The younger the child, the less vocabulary he has and the greater the need for pronunciation. There are different methods of teaching language to children. For example, if we communicate in a foreign language in our everyday life, at school, at school or at home, we think that it will be good for the child, but it is more effective for older children. Because in many cases, the child may be interested in learning this language in such a situation. We know that young children are more interested in games, so one of the best ways to learn a foreign language is through games. If the topic being taught is explained or repeated in a playful way, it helps the child to remember it a lot.

In the process of development, the child's personality also changes. These changes can be divided into 3 groups:

1. Development of personality orientation.
2. Features in the psychological structure of activity.
3. Level of development of consciousness mechanisms.

Motives formed in children in the process of development are different is a district. Accordingly, their direction should be different possible. In some children, the orientation to study leads: this it is important for children to study well, to fulfill the teacher's requirements, they are concerned about their mastery grades. Other children are distinguished by their orientation to knowledge. They are like to solve problems, get new knowledge. But all Students do not treat subjects in the same way. It's not the grade, it's the fun of the lessons that matters.

For most children, interactions with others more important. The behavior of these children is to occupy a certain place in the community, determining one's place in relationships with peers and adults is determined by However, a person's direction is always changing. For example: In the elementary grades, the orientation to study is strong, and in adolescent's relationships with others will be more important. Any activity includes several elements. They are constitutes the psychological structure of activity.



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Activity is action.

A motive is a goal.

Operation is a method [1].

In the activity, the goal and its connection with the motive are important. Child goal orientation of mental activity is formed gradually. For example: 3-year-old children organize their actions according to the intended goal can't, they may lose sight of the goal. Children's actions are characterized by their dependence on the material.

One of the most of the essential points, according to most researchers, is an increased sensitivity to linguistic phenomena at the age of 5-6 years, due to the highest intensity of language ability during this period and which is an important prerequisite for the successful formation of elementary foreign language speech skills and abilities. The study of foreign languages at preschool age is characterized, in our opinion, by a number of important advantages associated with various opportunities for organizing education. First of all, it should be noted that in the process of teaching at school, speech skills and abilities are formed on an "oral basis", i.e. a significant amount of information is assimilated by children based on auditory perception and imagination, and only a small part of it is reinforced by influencing the visual channel with the help of visual aids.

Peculiarities of teaching language to preschool children the fact is that he does not just sit at the table and flip through books and notebooks. Process should not be boring and children should seek knowledge themselves. Children are clear they think, they take everything literally, they speak in simple sentences... If the teacher explains something, he should be clear, give an example. That's why English game for preschoolers. Only this form through which you can achieve positive results and the child is positive about a foreign language you can form a relationship. Educational forms are not aimed at mastering as many lexical units as possible to cultivate interest in the topic, to develop the child's communication skills and should be able to express their opinions. Language in the competence of the child with a minimum amount of a child who will take on the further growth of his units to certain qualities of mastering the material, which allows to provide It is important to achieve, situational and meaningful use of them. From the beginning of the training, it is certain to work with children in English development of a style that corresponds to the most usual situations of communication rituals should be introduced. Such rituals (greeting, farewell, short exercises, use of politeness formulas accepted in English) allows children to establish a foreign language connection, to switch to English makes it easier for children to know that the lesson has started, and now it is a certain stage of the lesson indicates transition [2].

The most important condition for the success of the training is to activate the speech and thinking activities of children and involve them in foreign language communication. The order of speech actions (order of questions, addresses, names of objects, etc.) needs to be constantly changed so that children can relate to the meaning of the word and not mechanically remember the sound sequence. In the repetition of games, different children must be leading, active participants, so that at least once all the children perform the speech actions provided for in the learning task. A preschooler needs to change frequently during the learning process. During the lesson, the child is often distracted, not because he is interested, but simply because his brain is tired. The best relaxation is, of course, a foreign language related exercise for relaxation. It can be a rhyme or just a command. The lesson should not exceed 30 minutes. Use a variety of audio and visual aids, for example: songs, children's video programs, themed cards. The child loves to work with such materials and all impressions and knowledge are formed in the images, which he then reflects on himself.



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Conclusion. To sum up, it is necessary to say that the role of preschool education is important in the development of our children. We need to provide them with modern technologies and modern education system. Pre-school education is of great importance for the development of the roots of every person in the society, that is, for them to grow up as children worthy of their motherland and strong individuals in the future. We need to pay more attention to the education of our children, create modern conditions, and help them learn through new methods.

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