



## Language Development in Early Childhood

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**Abstract:** In the last few years, learning a foreign language has become a necessity rather than a way of self-development. A foreign language has become a mandatory component of education not only in schools and universities, but also in many additional pre-school educational institutions. This article provides information on language teaching methods for young children.

**Keywords:** foreign language, communication skills, pronunciation of words, games, acquisition process, teaching of words.

The demand for a foreign language in society, on the one hand, as well as parents' understanding that language is not only a factor in the education of a modern person, but also the basis of his social and material well-being in society, on the other hand, make early learning of a foreign language especially popular and relevant. If 20 years ago knowledge of a language was required only in certain fields of work, now it is necessary to master at least one. The main problem of teaching a foreign language is the age of the student. It is known that children are more comfortable to learn. Until recently, teaching methods were aimed at school-aged children, now parents are trying to start learning a foreign language as early as possible. The main goals of teaching preschool children a foreign language are:

- Formation of children's basic communication skills in a foreign language;
- The ability to use a foreign language to achieve one's goals, to express one's thoughts and feelings in the life of communication;
- create a positive attitude to further study of foreign languages;
- Arouse interest in the life and culture of other countries. Preschool age is especially favorable for starting to learn a foreign language. Children of this age are distinguished by their sensitivity to language phenomena; they are interested in understanding their speech experiences, the "secrets" of language.

As a child grows, so does his development, learning and ability to develop and grow. At the age of 2-5, children expand the pronunciation of words. They say phrases instead of real sentences, and that's when the brain is most active and able to absorb things. They often speak incomplete sentences or words, or even utter incoherent words. Of course, they have no grammatical sense of how to put words. As they grow up, they talk like adults and what they hear around them.

There is another reason why an early age is better for learning a foreign language. Vocabulary is in the local language, but at the same time, child's speech needs are small: a small child has fewer areas of communication than an adult does, he does not yet have to solve complex communication problems. This means that when he learns a foreign language, he does not notice such a big difference between the opportunities in his native and foreign languages, and his sense of success is brighter than that of older children. Teaching children is a very difficult issue that requires a completely different

methodological approach than schoolchildren and adults. If an adult speaks a foreign language, it does not mean that he can teach others. When faced with methodologically inefficient lessons, children can long-term hate the foreign language and lose confidence in their abilities. Only experienced professionals should work with preschool children.

Early childhood language development is an important part of child development. It enables him to communicate and express his feelings. Understanding and using language is essential to developing problem-solving and communication skills. The best way to develop and start the stages of language development in early childhood is to talk a lot about things that they show, talk about or love. These are some ways to promote language development in young children.

Talk to your child and help with long conversations. The more you talk to them, the more they will be able to observe and identify the correct expressions and how they are used. If your child whines, talk back. The more you talk to him, the better he will understand the language.

As the child grows, he becomes more active and waits for your response to what he is saying. Let's start with the fact that it supports gestures for others to understand. Even then, if he shakes his head and says NO, you should answer that. If he points to something, answer something like "You want this bear", "here you go". This helps them learn more about each phrase and word, even if they didn't know it before. When they start to connect phrases, they talk to you, for example, "I'm going to the store," he begins to understand how to make sentences. You have to make them learn and correct the phrases every time they say them wrong, and this is a key step for language development in early childhood education. When he grows up and starts talking, respond to his words and avoid short sentences. He learns a new word every day. He understands the difference between words like "yours" and "mine." He will better understand if you are happy or sad by your tone. If you make them brush their teeth, they will understand that they have to go to bed.

Talk about your daily life, how your day was and everything. Afterwards, ask them how their day was and what they did. The goal is to use many new words in context. Although it is difficult for him to understand, it does not matter because he will do it as he grows up. When your child talks about any situation or how he feels, encourage him to talk about the past or the future. He was developing an understanding of how to approach her. For example, talk to her about where she wants to go and what her plans are for the coming weekend. Talk about it when you get home from dinner or a trip.

Early childhood language development should focus on reading that includes words in different sentences with different contexts in order to clearly understand different words. Even if it is a bedtime story book or a more complex book, the goal is to get the child to grasp new words and their understanding. Your child can refer to things in the book and this is very helpful. Discuss the pictures inside and talk about it. Point to the words as you say them and pause to explain their meaning to the child.

Primary school students in rural areas usually grow up far away from the English language environment, and children's thinking remains abstract, and the process of acquiring new knowledge is always based on emotions. Therefore, English teachers of kindergarten age children make full use of materials around students, flashcards, and other learning aids in teaching through easy methods. When teaching words like "banana" and "apple," teachers can simultaneously teach new color words by showing fruits like bananas and apples.

Children use classroom objects to organize learning activities and teach them how to use them in a foreign language. Of course, the teachers' methodology plays a big role in the use of materials during teaching. For example, when teaching related words, you first show the child the object and encourage him to say it, the students pronounce the words, and repeat the new word again using the pictures on the cards to reinforce the word they have pronounced. In the teaching of words, teachers can determine the content of the text, and in order to attract the attention of students, the educator can draw their picture on the board by pronouncing the words together with them.

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