

# THE PSYCHOLOGICAL ASPECTS OF FOREIGN LANGUAGE ACQUISITION IN PRESCHOOL CHILDREN

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## **Abstract:**

This paper explores effective methods for teaching English to preschool-aged children. Given English's status as a global lingua franca, introducing the language at an early stage, such as kindergarten, facilitates easier and more natural language acquisition. The article discusses pedagogical strategies and psychological considerations relevant to foreign language learning in early childhood education.

**Keywords:** Preschool education, foreign language acquisition, psychological development, play-based learning, rhymes, songs, storytelling.

## **Introduction**

In recent years, an increasing number of parents have expressed interest in introducing foreign language education at the preschool level, particularly during kindergarten years. Among the diverse languages available—such as English, German, French, Chinese, and Japanese—English consistently remains the most widely taught and sought-after. Early exposure to a foreign language during preschool can significantly enhance children's linguistic competence and lay a foundation for future learning.

Many preschool institutions actively incorporate group activities focused on foreign language learning, and specialized language instruction is offered at early development centers. Research indicates that the optimal window for language acquisition lies between the ages of 4 and 8–9 years. According to E.N. Protasova, children within this age range have sufficiently developed their native language skills, allowing them to consciously approach learning a second language. After approximately age 9, the flexibility of the speech apparatus diminishes, making language learning more challenging.

Furthermore, by the age of 7, children generally acquire a foreign language primarily in its spoken form. Literacy skills, including alphabet recognition, reading, and writing, are typically introduced only after a firm grasp of the native language has been established.

Given all this, proper organization of English language teaching for preschoolers plays an important role. At the age of 4-9, children are very active, inquisitive, and enjoy various activities: drawing, sculpting, playing, working, and dancing. Each type of activity provides

great opportunities for mastering certain groups of words, helps to communicate at an elementary level using English vocabulary. Therefore, it is necessary to take into account the age and individual characteristics of preschoolers and apply the game as a methodical technique, i.e. creating a situation in which the child can express himself. Children's fairy tales, poems, etc. By involving children in the lesson, the signs should be known to them, and then, helping them overcome difficulties, children learn lexical and grammatical material without noticing it. Classes should be mobile, exciting, "lively", educational material should be presented in various media (audio, video, photo, collage, etc.), frequent changes in types of work, the use of dynamic pauses, the presence of bright and colorful visual aids, since at this age children most often turn to incomprehensible or uninteresting, distracting. The scheme of building a game lesson looks like this:

- Introduction;
- The main part;
- \* The final part.

In the introduction to the lesson, the teacher introduces some rituals and observes them: greets, says goodbye, talks about the weather. Such rituals make children more inclined to communicate in foreign languages and make it easier to switch to English. Phonetic exercises must be performed to prepare the children's articulatory apparatus for further work. The creation of a game situation promotes the enthusiastic performance of speech exercises by children.[3]

The main part is at the discretion of the teacher:

- ✓ Games for exploring new material;
- ✓ playful exercises aimed at consolidating and systematizing speech skills;
- ✓ Introduction to regional sciences.
- ✓ In the final part, outdoor games with learned words are planned.
- ✓ The main requirements for the lesson should be highlighted:
- ✓ Time-10-15 minutes (in younger preschool age); 30-35 minutes (in older preschool age);
- ✓ The exercise can be integrated (for example: English + work activity);
- ✓ Group is the main organizational form of bringing children together in the classroom;
- Classes are held at certain times;
- ✓ It is advisable to create an English language zone: souvenirs, posters, the alphabet, the national flag of the language being studied, toys dedicated to England;
- ✓ Classes are usually held on carpets and chairs arranged
- ✓ in a semicircle.;
- ✓ The maximum number of children is 10-12;
- ✓ The holidays are held every two months in English. [2]

It is important not to forget about working with parents. The educator informs parents about the upcoming holidays in English, often involving them in the preparation of such events (stage design, office, costume preparation for the performance)

The authors of early English language teaching methods recommend using only English-speaking toys in lessons: saying hello, saying goodbye, asking how you are, singing songs, pronouncing new words. Children like this toy and they are looking forward to seeing it [1]. In addition, at an early stage, it will be possible to identify children who are capable of language acquisition and prepare them for more serious foreign language learning at school. Thus, the correct organization of a foreign language in kindergarten will help solve the problems of teaching, upbringing and development of children, and most importantly, will arouse interest in further learning a foreign language.

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