

LINGUISTIC FEATURE THROUGH GAMES IN CHILDREN

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Abstract:

This article shows the relevance of the formation of basic competencies in preschool age. The characteristic of the competence approach in preschool education is presented. Linguistic competence of preschoolers is understood as the formation of a set of linguistic, speech and socio-cultural components. and punctuation norms.

Keywords:

preschooler, competence, competence, linguistic competence, components of linguistic competence, competence approach, foreign languages.

Introduction

Linguistic abilities are a person's ability to learn foreign languages. The level of development of linguistic abilities directly depends on the level of erudition and education of a person, his general culture. So, for someone who is engaged in music, it is much easier and easier to perceive and memorize speech by ear, to distinguish intonations. Logical thinking and the ability to generalize, as components of linguistic abilities, also do not arise from scratch – they are much higher among those who study, self-educate.

Very exciting for parents and important for the teacher is the question of the child's ability to master foreign languages. Are there specific abilities in this area, and if so, how are they related to other personality traits, and can they be adjusted?

M.M. Gokhlerner and G.V. Eyger distinguish the following components of linguistic abilities:

- pronounced verbal memory;
- speed and ease of formation of functional-linguistic generalizations;
- imitation speech abilities at phonetic, lexical, grammatical and stylistic levels;
- the ability to quickly master a new psycholinguistic angle of view on the objects of the objective world during the transition from one language to another;
- ability to formalize verbal material.

These not quite clear formulations are rightly criticized by A.A. Leontiev, who puts forward a rather bold statement that there are no "language abilities" at all as such. "In general, language abilities consist of many components, most often non-specific, non-specialized," the scientist believes. A.A. Leontiyev refers to such nonspecific abilities as the general type of nervous system, temperament, character, individual differences in the course of mental processes (memory, thinking, perception, imagination), as well as individual personality traits associated with communication. I.L. Sholpo fully agrees with A.A. Leontiev, who claims that "there are no restrictions, called "nature", on the possibilities of the child."

However, I.L. Sholpo believes that it is still possible to talk about some specific language abilities, so she identifies the following main parameters by which one can judge a person's

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greater or lesser giftedness in the field of learning foreign languages: Speech hearing, which assumes sensitivity to the phonetic, rhythmic and intonational sides of speech.

Language memory, which allows you to quickly replenish your vocabulary, master new forms and grammatical constructions, translate words from a passive dictionary into an active one. Lexical flair that allows you to connect the meaning of a word and its form, draw parallels with other languages, feel the meaning of individual word-forming suffixes and prefixes, determine the shades of meanings when choosing the necessary word from the synonymic series, etc.

Grammatical (constructive) flair, which makes it possible to create a coherent whole from disparate elements, to feel the commonality of grammatical constructions, to isolate the grammatical core, to determine the ways of forming and matching words in a sentence. Emotional-figurative perception of language, which includes a subjective assessment of the word, a sense of "taste", the uniqueness of the language, its beauty, providing a connection between the word and the concept, filling the verbal abstraction with life.

Functional and stylistic perception of the language, which presupposes the distinction of its stylistic layers and the ability to evaluate a specific speech situation from this point of view.

Important non-specific personality traits that are necessary for successful mastery of a foreign language are the presence of a positive attitude, interest in the life and culture of different countries, as a manifestation of an active interest in the world in general, as well as the sociability of the individual, that is, the desire and ability to communicate with other people and the ability to easily adapt to various communication situations.

Children of five to six years old have good speech hearing and tenacious language memory. They also have a highly developed emotional and imaginative perception of language. The form of a word, its sound shell, the folding and rhythmicity of speech, the beauty and expressiveness of sound for children of this age are more important than lexical meaning and grammatical harmony. Words attract them, first of all, by their sound. Children aged five or six are particularly sensitive to phonosemantic patterns. The experiments of E.I. Negnevitskaya and A.M. Shakhnarovich show, for example, that sound is associated in children's consciousness with something small, and with something big. A group of children who do not know what a whale is were asked to answer the question: "Which is bigger – a whale or a cat?". The absolute majority of children answered that the cat is bigger. An experiment showed a similar result, during which it was proposed to divide wooden figures of different sizes into two groups – "bim" and "bom". All the children called the small figures "bim" and the big ones "bom". Associations of this kind also exist for an adult who consciously or subconsciously perceives phonosemantic patterns, but he will not give such a quick and confident answer as a child, since ignorance of the lexical meaning can put him at a dead end.

A small child puts a completely different meaning into the word than an adult, because he has not yet developed "adult" concepts. For adults, the word is most often associated with a certain group of objects, and the child cannot generalize objects, because he has his own logic

and his words become situational and ambiguous. Each word names a certain representation, image or concept. The child uses the word in "frozen form". At the initial stages, the child's word performs a nominative function, and only later do they begin to realize the meaning of the word. "The values that are assigned to them are constantly changing and developing. As the child develops in the language, words are more and more freed from the plan of the situation with which they were originally associated".

At a younger age, word-making is characteristic of a child, which K.I. Chukovski spoke about (from 2 to 8 years old).

Thus, it can be concluded that the lexical meaning of a word is determined by factors that are different in nature. The word serves as a designation of something outside the language, that is, it has an extra-linguistic correlation. At the same time, each word is in a variety of relationships with the elements of the language, relationships that determine the possibility of its use to denote certain phenomena and the possibility of its combination with other units of vocabulary.

Based on the above, it can be concluded that the word as one of the main units of the language plays a huge role in various types of human activity. The word forms the concept, organizes the reflection of reality in a certain way. The word has a complex structure: it means something and therefore evokes in us the image of an object, quality, attribute, action or phenomenon. The word can not only denote aspects of reality, but also analyze them, as it gives a person the opportunity to identify the most essential features in objects, to attribute objects to a certain category. The word, therefore, is a means of abstraction and generalization, allows you to reflect the connections and relationships behind the objects.

According to various experts, preschool age is a valuable and unique period in a person's life, since it lays down the basic principles of the formation of the child's personality as a whole. The process of forming preschool competence, A. Goberidze and a number of other scientists consider as a condition for the formation and development of abilities and inclinations, the personality of a child, the accumulation of experience in communication and interaction with the world, people and culture, the disclosure of his individual world. With this in mind, the education of preschool children is proposed to be built in accordance with the idea of modernization of general education in the Russian Federation, according to which the main result of the activity of an educational institution is not a system of knowledge, skills and abilities in itself, but a set of basic competencies.

This article is devoted to one of the urgent problems of the current methodology of teaching preschoolers native and foreign languages-the characteristics of the linguistic competence of older preschoolers.

The concept of linguistic (linguistic) competence was introduced into scientific use by the American linguist N.M. Chomsky in the 1960s, who made one of the first attempts to define the concept of "language proficiency". He considered it as an absolute knowledge of the native language, which makes it possible for the "impeccable speaker-listener" to talk about the accuracy and meaningfulness of statements .

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In the modern linguistic dictionary, linguistic competence is a complex of speech skills (four types of speech activity) and language knowledge and skills of their application (phonetic, lexical and grammatical skills). In the methodology of teaching native and foreign languages, linguistic competence is interpreted ambiguously and is used as a synonym for language competence. In the modern concept of teaching a foreign language, the concepts of linguistic and linguistic competence denote a complex of linguistic knowledge, skills and abilities, the mastery and assimilation of which makes it possible to implement foreign language speech activity in accordance with the generally recognized language norms of the language being studied in various fields of activity, and also contributes to the development of language abilities of students (D. I. Izarenkov, V.V).

Based on the research of K.B. Jigaleva , the following structural elements can be distinguished in the content of linguistic competence:

The linguistic component of linguistic competence contains knowledge of a certain number of words, phonetic phenomena, as well as grammatical constructions that are characteristic and accessible to a child for this age stage and they are provided with a course of teaching a native or foreign language.

The speech component is formed in accordance with the purpose of communication (communication) skills: the meaningful use of lexical units in speech, as well as their correct perception by ear in the flow of speech and pronouncing in accordance with the phonetic norms of the language under study; the correct use of grammatical constructions when constructing a coherent utterance. They directly include identification skills: to identify parts of a word, sounds, letters, parts of speech, morphemes, etc., to differentiate one phenomenon from another. The second group of skills is classification: the ability to distribute linguistic phenomena into groups. The third group represents analytical skills: to produce morphemic, phonetic, word-formation, syntactic, morphological, stylistic analysis.

The linguistic and cultural component is based on the assimilation of information about the culture of the country of the studied language by an older preschool child, and also includes the skills of using lexical units in speech in accordance with the images that exist in the mind of a native speaker of the studied language.

In the research of the problem of the formation of linguistic competence of preschoolers, the provisions of the integrative approach in language education are studied, the state of the methodology of teaching preschoolers a foreign language in the modern period is considered, the structure of the foreign language linguistic competence of preschoolers is analyzed, the psychophysiological features characteristic of older preschool children are analyzed, the methodology of early learning of foreign languages is formed. The theoretical basis of the methodology of early foreign language teaching, on the basis of which the current practical activity of teaching is based, was formed thanks to the efforts of domestic scientists .

Research by psychologists in the field of the development of thinking, activity and personality of the child has proved the advantage of early learning and sensibility of older preschool age for conscious mastery of native and foreign languages, since it is at this age that children have the following mental characteristics:

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- intensive development of cognitive processes;
 - ability to such processes as analysis, synthesis and classification of speech flows in different languages. Without confusing these languages and their means of expression;
 - plasticity of the natural mechanism of speech assimilation;
 - rapid acquisition and memorization of language information;
 - special ability to imitate;
 - lack of fear (language barrier).

The process of forming linguistic competence involves mastering the basics of the science of language, information about language as a system and social phenomenon, mastering the conceptual basis of the course, a set of units and categories of language.

Factors of language competence of preschoolers are the formation of ideas about the structure of the language, its development, functioning, assimilation of information about the meaning and role of language in society, contribute to the education of interest in the subject, a sense of love and respect for the native word.

Thus, by linguistic competence we will understand a complex education that includes knowledge of lexical units, grammatical constructions, phonetic norms of a foreign language, as well as lexical units with a cultural component of meaning and skills of their conscious use orally receptively and productively. This definition makes it possible to distinguish the following structural components in the structure of linguistic competence: linguistic, speech, linguistic and cultural. Each of the components is meaningfully characterized in the article taking into account the age characteristics of children:

The formation of linguistic competence in the senior preschool age is necessary, since it provides the development of memory, logical thinking, imagination, linguistic reflection as a process of awareness by a preschooler of his speech activity, as well as the cognitive culture of a preschooler's personality, that is, the child becomes a linguistic personality.

Research in the field of linguistic competence of senior preschoolers is promising in terms of developing methods for its further formation in the process of teaching children native and foreign languages.

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