

Abstract

Graduation Level of Proficiency Paper (Bachelor's degree)

Subject matter: «A cognitive approach to teaching foreign speech of preschool children» (in the English language)

Author: Yusupova Sekerkhan Soltanbekovna

Supervisor of studies: doctor of Pedagogical Science, associate professor of Chair of Intercultural Communication, Language Education, Educational Technology Teaching and Education, Lesina Valeria Vladimirovna.

Research Initiator: The Chair of Intercultural Communication, Language Education, Educational Technology Teaching and Education.

Information about customer organization: IRGYIGT FGBOU VPO «PGLU»

Topical Importance: A review of the literature on the problem under consideration reflects the fact that the disadvantage of the modern practice of teaching foreign languages in preschool educational institutions is its low productivity due to inadequate intellectual richness of the lessons. This is due to the lack of scientifically based cognitive model of training of children of preschool age.

Currently the efforts of representatives of different Sciences the scientific theoretical basis for the development of cognitive approach in the methodology of foreign language teaching preschoolers. It works in the field of cognitive psychology and cognitive linguistics, philosophy, developmental child psychology, theories and methods of teaching foreign languages. The main provisions of these Sciences was the basis of this study. Their review suggests that the problem of the cognitive approach to foreign language teaching preschoolers to date not received a deep theoretical and practical perfection.

The above causes are responsible for the formulation of the research topic. His problem lies in the necessity of development of theoretical foundations and

practical ways of implementation of the cognitive approach to teaching foreign speech of preschool children.

Goals: the design of teaching foreign language in the speech of preschool children with regard to cognitive approach.

Tasks:

- 1) determine key categories of the study;
- 2) figure out psycho-physiological and speech features preschooler;
- 3) to examine the theoretical Foundation of the preschoolers learning other languages;
- 4) perform the analysis of the cognitive methods of teaching foreign language in the speech of preschool children;
- 5) to develop a set of cognitive games for teaching foreign speech of preschool children.

Theoretical value and practical applicability: Theoretical significance of the research is determined by the fact that it analyzes the process of preparing and conducting cognitive games in the framework of foreign language teaching preschoolers, refined the structure and content of these games. The practical significance lies in the possibility of use in the practice of preschool educational institutions of our recommendations on the selection of cognitive games and teaching materials.

Implementation advice: developed complex cognitive games will help to more effectively conduct classes in a foreign language in pre-school educational institutions.