

Improving The Methodology Of Forming Social-Communicative Skills In Preschool Students Through Bilingualism

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Abstract: This article provides a definition of the term "bilingualism", highlights various types, stages, conditions for the formation and development of this phenomenon, and considers the socio-communicative component of bilingualism. The article also raises the problem of the tolerant coexistence of two languages and cultures in certain social conditions and the competent use of human intelligence as the main tool for the development of an individual in a bilingual community.

Keywords: Bilingualism, secondary linguistic personality, native language, foreign language, sociocommunicative process, social bilingualism, intercultural communication, human intelligence.

Introduction: According to a number of studies, there are more bilinguals (bilinguals) in the world than monolinguals and, thus, bilingualism in the modern world should be recognized as a very common phenomenon. It is known that by now children's bilingualism covers almost half of the children on our planet. It can be assumed that this trend will continue to grow. Bilingualism has become one of the most striking phenomena of intercultural communication, defined as "communication between people from different cultures." Such communication takes place, as a rule, with the help of an intermediary language, which is used by representatives of different linguistic communities.

The word "bilingualism" comes from two Latin words: *bi* - "double", "double" and the word *lingua* - "language". Thus, bilingualism is the ability to speak two languages. Hence, a bilingual is a person who can speak two languages. Bilingualism is considered by researchers as knowledge of two languages, proficiency in them and their alternate use depending on the conditions of speech communication. In all cases, bilingualism is considered as a complex, systemic, intrapersonal education, which includes a certain new linguistic (sign) system, the ability to use it in a situation of communication, communication (communicative aspect). In this system, in addition to situational meanings and meanings, there are also

broader general cultural representations and worldviews (socio-cultural and linguocultural aspects). Bilingualism begins when the degree of knowledge of the second language comes close to the degree of knowledge of the first.

In psycholinguistics, the acquisition and mastery of a sequence of languages is defined in a different way: I 1 - the first language or native and I 2 - the second language or acquired. The second language can sometimes subsequently displace the first if it is dominant in a given linguistic environment. There are two types of bilingualism:

1. natural (household);
2. artificial (educational).

"Natural bilingualism arises in the appropriate language environment, which includes radio and television with spontaneous speech practice. Awareness of the specifics of the language system may not occur. The second language in artificial bilingualism is mastered in an educational environment, while it is necessary to use volitional efforts and special methods and techniques."

Depending on the conditions of learning a second language, L.V. Shcherba distinguished two types of bilingualism, which are, in fact, two extreme cases of bilingual speech behavior: pure bilingualism, i.e. a case of independent coexistence of two language systems in

the mind of a bilingual, and mixed bilingualism, when each element of one of the languages turns out to be associated with a corresponding element in meaning another language [10]. In this case, it is proposed to distinguish between autonomous and parallel types of bilingualism: with autonomous languages, the subject learns them without sequentially correlating them with each other, with parallel bilingualism, mastering one of the languages occurs based on mastering another language.

The process of formation of the personality of a literate child is carried out through the assimilation of the socio-historical experience of humanity in the conditions of upbringing and education. This happens in a variety of activities. As a result, the educated child enters the system of social relations of the society in which he lives. A literate child's experience of acquiring social experience is a long and complex process. The difficulty lies in the fact that, on the one hand, an intelligent child has to master the human experience, which is complex in terms of content, volume and level of generalization, and on the other hand, he has not yet mastered the methods of mastering this experience.

In the process of upbringing and education, an adult chooses the content that is understandable to a knowledgeable child, guides his learning. The leading role of education in the development of the personality of a literate child is determined by this. It takes into account the mental and physiological capabilities of the child, their enthusiasm. It takes into account the mental and physiological capabilities of the child, their enthusiasm. In this regard, the educational process itself does not remain constant. It changes: its content becomes richer and more complex, its forms change, the ways of influencing the personality of a growing person become more and more diverse.

Education is one of the external factors affecting human development. Education is carried out under the guidance of an educator in order to develop positive qualities in a person systematically with specific goals in mind. But the strength of the influence of upbringing and its result are determined by the cooperation of factors such as heredity and environment. Under the influence of upbringing, qualities that could not be given by the environment are acquired, that is, knowledge, information is acquired.

1. Thanks to education, birth defects can be changed and a person can be matured. For example, the blind and deaf are also educated and prepared for life along with healthy people.

2. The negative influence of the environment can be eliminated with the help of education.

3. Education always sets a goal for the future.

The change in education is related to the "closest development zones" of the child, which are characterized by the emergence of psychological and physiological opportunities to acquire knowledge, skills, activities, etc., of a more complex content (for example, walking after crawling; mastering active speech after crawling; mastering knowledge at the level of concepts after having a considerable amount of imagination; the emergence of object-based play, work activities, etc.). Education and training based on the "zone of proximal development" go ahead of today's level of development and advance the development of the intelligent child.

The development of human personality goes through several stages. Each successive stage is strongly related to the previous one, the previously achieved stage is higher, it is integrated into the structure of the stage. The development formed at the early age stage is not temporary, but permanent for a person. The connection of content, methods, forms of organization is a characteristic feature of education from the first stage to the end.

The decisive role of education in the development of the personality of a literate child is especially clearly manifested in public institutions for blind and deaf literate children. The education system developed for such intelligent children ensures their preparation for marriage and work.

However, education that does not accelerate the development of a child should not artificially accelerate the mental development of any aspect of it. Therefore, in the pedagogy of preschool education, the purpose of comprehensive and harmonious development of the personality of the intelligent child, enrichment of his development is set [2. 1,3].

The leadership role of education in the development of the personality of a literate child determines the leadership role of the pedagogue, his responsibility for the formation of the personality of every literate child.

Education and development of a literate child the role of activity. The activity of a literate child helps to master the socio-historical experience, on the basis of which his role is formed in various types of activities such as knowledge, demonstration, play, the simplest work and study, as well as behavior. A knowledgeable child shows activity by mastering one or another activity, and at the same time acquires knowledge, skills, and abilities related to this activity. On this basis, various abilities and personality traits are formed in him.

The active position of the literate child in the activity made him not only an object of education, but also a

subject of education. This knowledge determines the leadership role of activities in the education and development of the child. During the age-related periods of the development and upbringing of literate children, different types of activities coexist and interact, but their role is not the same: at each stage, a leading type of activity is distinguished, in which the main achievements in the development of a literate child are manifested. Each activity is characterized by a need, reasons, purpose of activity, topic, actions performed with means, objects and, finally, a result. Scientific data shows that the intelligent child acquires them not immediately, but gradually and under the guidance of an adult. Diversity and richness of the activities of a literate child, success in mastering it depends on upbringing and educational conditions in the family, literate kindergarten. From the early years of a literate child, the simplest types of activities are the basis for the formation of his personal abilities, characteristics and attitude to the surrounding things.

The simplest types of communication (emotional and emotional-subjective communication) of an educated child with adults develop his need for impressions and form his imagination. As children acquire new ways of movement, their activity increases. However, the level of activity, its development will also depend on the genetic background, imitation. In the early years of life, guided research activities involving interaction with adults and working with objects are the main types of children's activities. When educators deal with intelligent children, they bring them into the world of objects. In this way, children learn activities related to specific objects. In this case, treatment itself becomes a necessary need for a child. The organization of activities related to objects is one of the tasks of educating one- and two-year-old intelligent children, both in the family and in preschool institutions, because all cognitive processes, goals, and reasons for behavior develop in this activity. In this activity, under the guidance of educators, children acquire preliminary knowledge about the properties of objects and actions performed with them.

When a literate child reaches the age of two and a half, the activity and handling of objects reaches a much higher level of development, the basis for the transition to play and visual activity is created. Early forms of self-awareness are formed in children who learn about communication and activities organized by adults. A knowledgeable child separates himself from the people around him and begins to realize his potential. At this stage of the development of independence, intelligent children tend to partially limit the guardianship of adults. The initial forms of self-awareness will be the beginning of the formation of reasons for behavior.

If the activity and independence of literate children of the first age takes place under the direct participation and influence of an adult, literate children of 4-6 years of age become more and more independent and join various activities according to their own wishes, in which the role of consciousness increases and sometimes acquires a creative character.

According to scientific studies, the social and cognitive activity of a literate child of preschool age develops in the play activity that becomes the leader in the preschool age. During the games under the guidance of educators, intelligent children acquire knowledge about various methods of movement, objects, their properties and signs. Knowledgeable children understand space and time relations, relationships of similarity and sameness, acquire concepts. Action games help to develop movements, to find direction in space. In joint games, intelligent children understand and master the importance of relationships between people, coordination of actions, expand their imagination about the surrounding things [3. 3].

The content of play activities is diverse in intelligent children of senior preschool age, and opportunities for all-round development expand. The game helps to develop the imagination, to deepen the knowledge about the surrounding reality, people's work, and to form the social characteristics of the person. Regular work assignments train and develop the skills of subordinating one's activities to public interests, following social benefits, and enjoying the general results of work.

The simplest educational activities in the classes help to acquire knowledge about the surrounding nature, social life, people, as well as to form mental and practical skills. If during education at the age of 3-4, the attention of intelligent children is focused on concrete facts and events in nature, people's life, then the education of intelligent children at the age of 5-6 is focused on mastering important connections and relationships and generalizing connections and forming the simplest concepts, which is the development of understanding thinking in intelligent children. leads to development. Learned children use acquired knowledge and developed mental abilities in various games and work. All this affects the development of the child's personality, forms interest in the new content of the activity. Education and development of needs, feelings, reasons, goals in the preschool age reaches such a level that it allows the intelligent child to go to regular studies at school.

At junior school age, reading becomes the main focus, and intelligent children understand it as a socially important activity. The new position of the bilingual

child in society makes it necessary to evaluate his behavior and the behavior of his peers from a different point of view, from the point of view of a school student. A literate child shows activity, creativity, and strives to fulfill the increasingly complex demands of adults on his behavior and activities. The socio-historical nature of the content and structure of each type of activity will be objectively given to each young generation. The results of people's productive activities, concentrated in production tools, knowledge, art, ethics, etc., are transferred from the older generation to the younger ones through education and training during joint activities and communication. This is how the social nature of a person is formed.

The teacher achieves the expected results only when he awakens a strong need for activity in the student and helps him to form new character traits.

Age characteristics of intelligent children of preschool age and educate them. Based on the rule about the leadership role of activities in raising and developing a literate child, it is necessary to organize his life in educational institutions and in the family so that he is rich in various types of activities. They should be provided with guidance aimed at enriching content, mastering new skills, and developing independence.

The content, means, and methods of upbringing and education are explained by the development process of children and their age. In particular, when working with young educated children, it is taken into account that they are not completely adapted to independent life.

In the next age groups, the independence and adaptability of the literate preschool child increases significantly, accordingly, the tasks, content, tools and methods of educational work change. The level of development reached by the end of preschool age of a bilingual child makes it possible to complicate the educational work carried out with them. Classification of the content and methods of educational tasks according to age is based on the division of human life into periods accepted in modern science. On the one hand, the fact that time cannot be turned back, how long a person's life lasts, and on the other hand, the progress of mental development explained by the upbringing and education system are the basis of age differentiation. Age periods are mandatory stages of human development [2. 4].

Each age period is determined by the age lived, the level of maturity of the biological systems of the organism, their tasks, and at the same time, the life experience of a person, the volume of his knowledge, the types and content of his activities. As the age increases, mental activity becomes richer, while the

opposite process also occurs, therefore, for each age there are characteristics such as sensory, mental, emotional, volitional aspects of a person; the interaction between them changes, which affects the general level of development, regulation of behavior. The leading type of activity also changes with age. However, the level of mental development of a person is not only the result of the years of his life, but at any age, especially in early childhood, the upbringing and education system, the activity and activity of the person have a decisive effect. There may also be specific shifts in the timing of age-related development. Intelligent children of early age need help and are sensitive. At the same time, this is a very high growth and development age. Therefore, in order to ensure full development, it is necessary to protect and strengthen the health of intelligent children, to organize their lives properly, to create conditions that support the positive emotional state of every intelligent child.

At an early age, children master various movements such as crawling, crawling, hanging on something, and walking. The timing and sequence of some types of movement depends on the specific characteristics of children and the educational system. Already, due to good feeding, care, and frequent communication with children, they start to walk independently much earlier than when these conditions were not present. Sensory development, fundamentals of mental development, improvement of feelings, perception, and imagination are of great importance in the early years.

The formation of speech is an important age characteristic of literate children up to 3 years old. By the age of 3, literate children have mastered almost all aspects of their mother tongue and use speech as a means of communication with adults and peers.

The basic directions of working with children of the first age, the simplest forms of game activity, pictorial, constructive activity are included. Literate children master the simplest self-care skills, which defines the unique independence of a literate child. Babies develop relationships with their peers in the first three years: they learn to interact with each other in joint games and behave according to the rules of the game.

Age characteristics apply not only to the intellectual sphere, but also to the emotional, volitional, and causal spheres: in the first years of life, the behavior of intelligent children is mainly regulated by direct emotions, but at this age it is necessary to start educating the will, to them generally accepted norms and you need to be taught to understand the rules.

In order to comprehensively develop and educate intelligent children, it is necessary to know their age and specific characteristics, and this should be done

from an early age.

The system of raising educated children of the first age is a component of the general education and training of the young generation.

In preschool age, the development of the child's body continues: from 3 to 5 years old, the growth rate of the child slows down a bit compared to the previous age, but it increases again from 5 to 8 years old. Along with the general growth and increase in body weight, anatomical changes and functional development of all the main tissues and organs of the child occur. Gradually, the skeleton hardens, the size of muscles increases, and the ability of the child's body to work increases. At the same time, nerve cells quickly get tired and the brain dries up. By the age of 6-7, a child can successfully master complex movements such as walking, running, jumping, hanging on a rope, throwing, and even skiing and skating.

Physical education plays a central role in working with children of preschool age. In accordance with the capabilities of an intelligent child, a system of using specific means and methods of influence in the family and in an intelligent kindergarten: life, diet, gymnastic exercises and active games, training methods are determined. The functional activity of the cerebral cortex improves in an intelligent child of preschool age. The high level of sensitivity of the nervous system determines the sharpness and sharpness of perception, the impressionability of intelligent children, therefore, the selection of impressions and knowledge (which is mainly the simplest knowledge about the surrounding life) is of great importance in raising and educating a preschool-aged intelligent child.

When education is carried out appropriately in the preschool age, the methods of perception such as seeing, hearing, smelling, visual-affective and figurative thinking, volitional, emotional and causal processes are developed. As the intelligent children master the process of cognition, they become capable of the simplest analysis and generalization, classification, and begin to comment on the objects and phenomena that surround them. In general, preschool age is characterized by meticulousness and curiosity.

However, if the child's natural curiosity is not satisfied, he becomes passive. For example, intelligent children of middle age are manifested in various types of activity, novelty and sharpness of perception are characteristic. Under the influence of adults, the activities of preschool children become voluntary, which is extremely important for training attentiveness during educational activities.

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