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Herald pedagogiki. Nauka i Praktyka (HP) publishes outstanding educational research from a wide range of conceptual, theoretical, and empirical traditions. Diverse perspectives, critiques, and theories related to pedagogy – broadly conceptualized as intentional and political teaching and learning across many spaces, disciplines, and discourses – are welcome, from authors seeking a critical, international audience for their work. All manuscripts of sufficient complexity and rigor will be given full review. In particular, HP seeks to publish scholarship that is critical of oppressive systems and the ways in which traditional and/or “commonsensical” pedagogical practices function to reproduce oppressive conditions and outcomes. Scholarship focused on macro, micro and meso level educational phenomena are welcome. JoP encourages authors to analyse and create alternative spaces within which such phenomena impact on and influence pedagogical practice in many different ways, from classrooms to forms of public pedagogy, and the myriad spaces in between. Manuscripts should be written for a broad, diverse, international audience of either researchers and/or practitioners. Accepted manuscripts will be available free to the public through HPs open-access policies, as well as we planed to index our journal in Elsevier's Scopus indexing service, ERIC, and others.

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## **BENEFITS OF TEACHING A FOREIGN LANGUAGE TO CHILDREN AT AN EARLY AGE**

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*Abstract: This article discusses the advantages of studying a foreign language at early stage, a topic that has been researched by numerous methodological experts. In today's globalized world, learning a foreign language and using it in communication is essential in any career. The quality of the material used and the quality of the procedure are both critical factors.*

*Keywords: learning a foreign language at a young age, benefits, drawbacks, memory development, interest formation, self-confidence, Ginsburg and Murray's phases of child development*

"English from a young age" is currently a standard offering at any private educational school. Parents are divided into two groups, one of which feels that the sooner the better. Early development is in educational-scientific publications, newspapers, books and the Internet convince young parents that "after three it's too late." Should you start learning a language at an early age? Let's try to figure it out.

Advantages of learning a foreign language early:

1. Develop memory, attention and intelligence. Learning new words with the help of cards and toys perfectly develops the memory and attention of the child. An English lesson in the form of a game is a great activity for a child. Classes for preschoolers are very active - with songs, dances and games.

2. Formation of interest. This is one of the most important benefits of learning English early. The interest that was laid at an early age remains for a very long time and makes learning a foreign language a very exciting process in adulthood.

3. The absence of a language barrier is a very serious plus. Many adults do not dare to use knowledge of a foreign language for communicative purposes because they are afraid to make a mistake. But for a child there is no such obstacle.

4. Strengthening the relationship between parents and the child. Any joint activity brings together. If the child and parents make a joint effort to learn the language, it can give a good and hopeful result in the future.

5. Self-confidence. Learning a foreign language from an early age gives self-confidence, as the new language becomes almost native.

6. Pronunciation. The child imitates any sounds well. This means that parents will make the right choice when choosing a teacher, then undoubtedly the child will achieve good pronunciation skills in a foreign language.

And now the disadvantages:

1. No Knowledge Advantage. Sometimes it may turn out that the child, despite the early learning of a foreign language, does not differ, that is, this fact does not help him easily learn a different subject than others. And this can turn into a disappointment for the child.

2. The possibility of frequent breaks. A child often for some reason can skip classes and this can lead to a loss of interest in the child. Because repetition is the mother of learning.

3. The overloading the child with activities: language learning, sports, music at the same time. Which phenomena occur quite often.

4. Bored at school. Very often, children who attended English classes before school get bored at school English lessons - after all, they have already taken it in a kindergarten or in a training center. But over time, this passes - the material in school textbooks becomes more complicated, unfamiliar words and grammatical rules are added.

In the formation of learning skills of a foreign language, it is advisable to organize the process for each child based on his age and physiological and psychological capabilities. In this case, the main focus is on the age of the child. A very young learner does not make a significant difference from nation to nation. They are characterized by a rapid change of attention, limited attention. R. S. Ginzburg's notes also state that the attention paid to the formation of reading skills in young children is not constant and that the lessons are conducted regularly but at short intervals. Denise Murray agrees, describing the three stages of children's development in her book, "What an English Teacher Need To Know?". According to her, the first stage is between 2 and 4 years old, during which the child is very able to learn a language. It has a high sensitivity to new material and is well remembered as a result of short but repetitive repetitions. The second stage is between the ages of 5-7, when children in this age group, like younger children, are better able to name things within their own interests and learn by comparing and contrasting. The main difference between the two age groups is that the children in the first stage want to learn individually, while the children in the second stage learn in parallel with their peers, without interfering with each other. The third stage is for 8-10 year olds, where swimmers of this age are interested in the causes and effects of events and happenings, and quickly learn the stories that have an imaginary beginning, middle and end. A characteristic feature of children at this stage is that they tend to learn in groups, exchange ideas, and share their feelings. By this time, children begin to develop creative abilities. I believe that Murray's theory of taking into account the age characteristics of children in foreign language teaching can also be applied to the formation of reading skills. As mentioned above, it is important to note that reading is not just a matter of spelling, but also that learners of all ages can access information by looking at pictures and symbols, and that this process is relevant to reading skills. The learning period is a process that begins a little earlier, and the formation of reading begins later in life. Therefore, we can divide the period of learning a foreign language into the

following stages:

- First stage-1-4 grades (7-10 years);
- intermediate level - 5-9 grades (11-15 years);
- final stage - 10-11 grades (16-17 years).

There are many positive aspects to involving children in learning a foreign language from an early age. Children who are involved in reading and learning a foreign language from an early age develop the skills of attention, thinking, and especially critical reasoning. There are no barriers to language acquisition in children at an early age. The child learns the new language easily and understands the mother tongue well. The main issue in the effective organization of this is the choice of material, taking into account the capabilities of young people. Exactly the same information is presented differently at different stages.

In teaching children to read at an early age, brightly colored pictures and short inscriptions of large size are involved, while in the middle stage, short stories are connected with a small but integral connection, along with the small size of colors and symbols. The adult learner, on the other hand, draws a chain of events, the conclusion of which is incomplete, the end of which depends on him. While young learners like to share their feelings, older learners prefer to keep their experiences secret and not make mistakes. Analytical thinking is a priority for them.

When assessing children's performance in shaping learning a foreign language, attention should also be paid to the weakest and strongest learners. At each stage, it is important to give them tasks that can be done, they will succeed, they will try to catch up with their peers. As for adults, they need to be given tasks that require thought and imagination.

In assessing the verbal skills and comprehension skills of children at each stage, it is necessary to assess, first of all, their achievements, not their shortcomings. The learner must maintain a sense of accomplishment at any age. Representatives of each stage, regardless of age, should build and celebrate every achievement, even if it is small. The reason is that my interest in language learning often goes beyond the idea that I can do it.

Let's sum up. The advantages of early learning a foreign language, at first glance, are not obvious. But it is precisely these unobvious advantages that will give the child a serious head start both at school and in adulthood - motivation for learning and self-confidence.

The correct conclusion from the above evidence and examples should be based on the physical, physiological and mental condition and living conditions of the children. Young children make a lot of mistakes, but learn quickly. Older adults, on the other hand, are slower but make fewer mistakes.

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