

**LANGUAGE MANAGEMENT BASES OF MANAGING THE PROCESS OF
DEVELOPING BILINGUAL COMPETENCE IN PRESCHOOL EDUCATION**

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Abstract: this article discusses the language management principles of managing the process of developing bilingual competence in the preschool education system based on a scientific-analytical approach. It is emphasized that bilingual competence plays an important role in the cognitive, communicative and socio-cultural development of a child, and its formation requires not only the mastery of language material, but also the correct organization of the language environment, the establishment of methodological management taking into account psycholinguistic laws. The article systematically analyzes the goals, content, organizational-methodological, motivational and diagnostic components of language management, and highlights the impact of designing a bilingual environment, managing the activities of educators and family-kindergarten cooperation on efficiency. The results of the study indicate the need to improve the process of developing bilingualism in preschool educational organizations through a scientifically based management model.

Keywords: bilingual competence; language management; preschool education; psycholinguistics; designing a language environment; speech development; second language; native language; educator's activities; methodological management.

In the conditions of modern globalization, one of the most important tasks of the education system is to form bilingual competence in children from an early age, that is, the ability to communicate, understand and express thoughts freely in two languages. The preschool education system, as the first stage of education, has become responsible not only for the general development of children, but also for the formation of basic competencies in the field of language and speech.

The "Development Strategy of New Uzbekistan" also identifies raising preschool education to a new level, comprehensively preparing 6-7-year-old children for school, in particular, the development of language competencies as a priority. In these conditions, there is a need to scientifically manage the process of children mastering the basics of a second (foreign) language along with their native language in preschool educational organizations.

Understanding the language process not as a simple didactic issue, but as a special system of language management - language education management - serves to increase the effectiveness of developing bilingual competence in children. Therefore, this article provides a scientific and analytical overview of the linguopsychological and linguomanagement foundations of managing the process of developing bilingual competence in preschool education.

Bilingual competence is the child's ability to communicate in two languages, understand texts, and choose language tools appropriately, taking into account the socio-cultural situation, and it is not only a wealth of vocabulary, but also a combination of cognitive, communicative, and cultural components. Psycholinguistic studies have proven that bilingualism has a positive effect on children's mental development, flexibility of thinking, speed of decision-making, and creative thinking.

Preschool age is the most sensitive period for acquiring language naturally, in a "game" form, through the senses and sensorimotor experience. The high level of brain plasticity and the rapid

formation of synaptic connections allow the child to effectively use several language systems at the same time. From this perspective, the development of bilingual competence in preschool institutions is considered not only a matter of language teaching, but also a strategic factor determining the child's success in subsequent stages of education.

However, as scientific sources emphasize, bilingual competence does not form in a child "by itself". If management, planning and methodological support are insufficient, there is a risk of confusion between the two languages, "half-linguageness", which can lead to the child's inability to fully express his thoughts, communicative ambiguities, and psychological distress. Therefore, informed, conscious, scientifically based language management is necessary.

Language management is a management activity aimed at purposeful planning, organization, coordination and control of language education and language development processes. In the context of preschool education, language management includes the following main tasks:

- goal setting and planning, defining specific goals and expected results for the development of bilingual competence in primary and preschool children based on their native language and second language; developing a phased model for language development based on the "First Step" state program, State requirements and foreign experience.
- organizational and methodological support, which involves the conscious design of the language environment (native language + second language); providing language material through sensory-emotional experience, games, multimedia tools, dramatization, visual technologies; developing linguistic and pedagogical trainings, methodological guides, recommendations for educators.
- motivational and cultural component, in which the formation of learning two languages is not a "mandatory task", but an interesting communicative need; perception of national and world culture through language, strengthening a positive attitude towards language in cooperation with the family and kindergarten.
- diagnostics and monitoring, comparing the development of speech in children's native and second languages with normative indicators; systematic analysis of vocabulary, phonetic pronunciation, use of grammatical structures, dialogic and monologic speech skills.

So, language management is not "organizing a language lesson", but systematic management of the entire language environment, the entire complex of influences on the language.

For preschool children, language is, first of all, a reality perceived through sensations, feelings, movements and games. This reality has been proven from various sides in the scientific works of Navoi, Kaykovus, Pavlov, Vygotsky, Zimnyaya, Protasova, Jalolov and other scientists: language and thinking develop simultaneously; speech is based on sensory-motor experience; visual and auditory analyzers play a leading role in language acquisition; in the "critical period" of 6–7 years, the grammatical system and pronunciation norms are almost fully formed

Therefore, the task of the language manager - the head or methodologist of a preschool educational organization - is not only to approve language course schedules, but also: to integrate sensory channels and activities that connect speech (visual arts, musical-rhythmic classes, theatrical games, didactic games) with the speech task; to present language material not only in the form of "word memorization", but also through multi-channel perception - vision, hearing, touch, movement; to introduce the second language naturally, without stress, through play, while maintaining the primacy of the native language in a bilingual environment.

Psychological studies show that a child who is formed in the norms of the native language acquires a second language more easily. Therefore, the policy of language management should be based on the principle: "First - a strong native language, then - conscious bilingualism". The following areas are important for effective management of the process of developing bilingual competence in preschool education:

The most primary stage of language management is the conscious design of the linguistic and pedagogical environment (a complex of external influences on the language). In this case: in the group room, inscriptions, posters with pictures, pictograms in the native language and the second language are systematically placed; conditions are created for the natural exchange of two languages (greetings, encouragement, gratitude, short phrases) in classes and everyday life; a linguocentric approach is used when choosing toys, cartoons, songs, fairy tales. This approach makes language not just a “lesson topic”, but a natural part of everyday life.

The effectiveness of bilingual competence development directly depends on the educator's: linguistic level, psycholinguistic knowledge, and skills in using interactive methods. Therefore, language management should: organize regular advanced training courses, trainings, and master classes for educators; establish an individual methodological support system based on the results of open lessons, methodological competitions, and monitoring; summarize the innovative experiences of educators in language education.

Taking into account the above, the development of bilingual competence in preschool education is not only "early teaching of a foreign language", but also: increasing the cognitive and communicative potential of children on the basis of their native language; expanding their worldview through a second language; creating a foundation for mastering subjects at future stages of education; and forming a competitive personality that is compatible with the processes of globalization of society.

The success of this process depends on language management - the scientific planning, organization, coordination and diagnostic control of all pedagogical influences related to the language. The language management system, which takes into account the psycholinguistic laws of education in the mother tongue and a second language, establishes cooperation between the family and the kindergarten, and methodologically supports the activities of the educator, is the most important condition for the development of bilingual competence in preschool education.

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