



## Methodology Of Teaching English to Preschool Children

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### ABSTRACT

In the last few years, learning a foreign language has become a necessity, not a way of self-improvement. Foreign language has become a mandatory component of education not only in schools and universities, but also in many additional preschools. The demand for a foreign language in society, on the one hand, as well as the understanding by parents that language is not only a factor in the upbringing of modern man, but also the basis of his social and material well-being in society - on the other hand. This moment is especially popular and relevant for early learning of a foreign language. This article discusses the methods of teaching English to children in preschool education.

### Keywords:

Preschool education, English language teaching, methodology, children's memory, psychology.

The main problem of teaching a foreign language is the age of the student. It is known that children are more comfortable learning. Until recently, teaching methods were aimed at children of school age, now parents are trying to start learning a foreign language as early as possible. The main objectives of teaching a foreign language to preschool children:

- formation of basic communication skills in a foreign language in children;
- the ability to use a foreign language to achieve their goals, to express their thoughts and feelings in the context of life communication;
- to create a positive attitude to further learning of foreign languages;
- to arouse interest in the life and culture of other countries.

Preschool age is especially convenient for starting to learn a foreign language: children of this age are characterized by sensitivity to language phenomena, they are interested in understanding their speech experiences, the

"secrets" of language. They easily and firmly remember the small size of the language material and reproduce it well. With age, these favorable factors lose their force. There is another reason why young people prefer to learn a foreign language. The younger the child, the less vocabulary there is in the local language, but at the same time his speech needs are less: in a small child the areas of communication are less than in adults, he still has to solve complex communication problems it's not. This means that when he learns a foreign language, he does not feel such a big difference between the possibilities in the mother and foreign languages, and his sense of success is brighter than in older children.

Teaching children is a very difficult issue that requires a completely different methodological approach than school children and adults. If an adult speaks a foreign language, it does not mean that he can teach others. When confronted with methodologically helpless lessons, children may hate a foreign language

for a long time and lose confidence in their abilities. Only experienced professionals should work with preschoolers. In preschool, in teaching English, children gradually develop the basics of communicative competence, which includes the following aspects in the early stages of learning English:

- the ability to repeat phonetically correctly English words behind the teacher, native speaker, or speaker, i.e., the gradual formation of auditory attention, phonetic hearing, and correct pronunciation;
- mastering, combining and activating English vocabulary;
- mastering a certain amount of simple grammatical structures, composing a coherent statement.

Methodological Direct educational activities should be constructed and focused on the development of children's language skills, taking into account their age and individual characteristics. Communication in a foreign language should be motivated and focused. The child needs to create a positive psychological attitude towards the foreign language, and the way to create such a positive motivation is to play. Play is both a form of organization and a way for children to learn English vocabulary, counting many poems, songs, rhymes, and more. Games in direct educational activities should not be episodic and solitary. In the process of language learning, end-to-end game techniques that combine and integrate other activities are needed. The play methodology is based on creating an imaginary situation and assuming a specific role by the child or teacher.

The peculiarity of teaching English to preschool children is that he does not just sit at a desk and turn the pages of books and notebooks. The process should not be boring and the children should strive for knowledge on their own. Children think clearly, take everything literally, speak simple sentences. If a teacher explains something, he must give clarity, an example. That's why English is a game for preschoolers. Only through this form you can achieve positive results and form a positive attitude towards the foreign language in the child. Forms of learning should be able to cultivate interest in the topic, develop the child's

communication skills, and express themselves, rather than mastering as many lexical units as possible. In the child's competence, it is important to achieve certain qualities of material mastery, situation and meaningful use, which will allow the child to provide a minimum amount of money, which will undertake the further development of language units. From the very beginning of the training it is necessary to develop a certain way of working with children in English, to introduce rituals that correspond to the most typical situations of communication. Such ceremonies (greetings, farewells, short exercises, use of courtesy formulas adopted in English) allow children to establish a foreign language connection, facilitate the transition to English, show children that the lesson has begun, now a certain stage of the lesson.

The most important condition for the success of the training is to activate the speech and thinking activities of children and involve them in foreign language communication. The order of speech actions (order of questions, addresses, names of objects, etc.) needs to be constantly changed so that children can relate to the meaning of the word and not mechanically remember the sound sequence. In the repetition of games, different children must be leading, active participants, so that at least once all the children perform the speech actions provided for in the learning task. A preschooler needs to change frequently during the learning process. During the lesson, the child is often distracted, not because he is interested, but simply because his brain is tired. The best relaxation is, of course, a foreign language-related exercise for relaxation. It can be a rhyme or just a command. The lesson should not exceed 30 minutes. Use a variety of audio and visual aids, for example: songs, children's video programs, themed cards. The child loves to work with such materials and all impressions and knowledge are formed in the images, which he then reflects on himself.

One of the most popular ways to teach a foreign language is to use information and communication methods such as computer technology, multimedia, audio and more. The use of audio, video stories, fairy tales, cognitive

materials in direct educational activities helps to individualize education and develop motivation for preschool children's speech activities. It is the use of ICT in the direct teaching of a foreign language that develops two types of motivation: self-motivation, if the proposed material is interesting in itself, and motivation, which is manifested by the fact that the preschool child can understand the language he is learning. It brings satisfaction and builds confidence in one's own strength and strives for further improvement. It is much more fun to listen to or watch a fairy tale, story, or educational film than a curriculum. Children very quickly understand the semantic foundations of language and begin to speak on their own. If the method of complete immersion is used in teaching. This method involves regular and deep communication of the child with a foreign language. The child's subconscious is unusually sensitive, and even if no clear results are now visible, the child's abnormally developed linguistic abilities can be encountered within a year or two.

When a preschooler's vocabulary reaches a few dozen words, you can diversify your direct learning activities using audio tales in English. Audio stories can be divided into: Pure audio stories. Audio stories are a great help for children in learning English. First, English short stories are good. For example, with children, you can listen to stories like "Three Kittens," "Three Little Pigs," or "Too Many Daves." The essence of the audio story must be clear, otherwise the child will quickly lose interest. Without direct educational activity interest, it will not be as effective and efficient. Audio stories are combined with illustrative material. In the process of voice storytelling, the children look at the pictures together with the teacher and at the same time pronounce the words.

Voice stories and the "full baptism" method. To make listening to English audio fairy tales more interesting, you can use one of the methods of fairy tale therapy - fairy tale drawing. But drawing while listening will work if the plot of the fairy tale is at least a little familiar to the child. So, when the story is heard for the second or third time, the children are given a pen and paper. The truth is that drawing

while listening is a process that affects the deep skills of simultaneously perceiving and reproducing information. In the process of drawing, the child forms associative connections with what they hear. Voluntarily or involuntarily, foreign words related to the plot depicted in the picture are recalled. Along the way, it is important to note that he has the ability to listen at the same time and draw what he hears. Most babies between the ages of four and five do not have the ability to quickly reproduce the information they hear. But by the age of six, children who regularly listen and reproduce what they have heard in the form of repetition, drawing, application, etc., develop the ability to listen, hear, understand, and interpret at the same time.

The purpose of the video is to learn the communicative method of learning English by preschool and young children. The program materials are fun for the child, but also educational. Children learn English by joining, playing and learning about the world around them. Cartoons in English is one of the best helpers in teaching English. Kids love cartoons and enjoy watching them in a row. That is why English cartoons help to solve many problems of teaching a foreign language to children at the same time.

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