



Methods of Teaching English to Preschool Children and Methods of Learning English for Children

Ozoda Maxkambayeva

Jizzakh State Pedagogical University, student

Shaxrizoda Maxkambayeva

Jizzakh State Pedagogical University, student

ABSTRACT

In this article, great importance is given to modern methods of teaching foreign languages in the process of preschool education in the Republic of Uzbekistan, as well as the effect of continuous education, which includes several technologies and modern teaching methods necessary for learning them. ways to increase the effectiveness of lessons by making them interested in learning foreign languages through games are described.

Keywords:

foreign language in preschool education, Finnish teaching system, sign and picture method, voice recognition and matching method, learning method with the natural world, method of adapting one's activities to students, cartoon, video lessons, multimedia games, didactics, creative games, rhythmic musical games.

Today, knowledge of foreign languages is becoming one of the integral parts of professional education. This does not exclude the process of preschool education. The importance of teaching foreign languages during the education of young people has increased significantly.

In the last few years, learning a foreign language has become a necessity rather than a way of self-development. A foreign language has become a mandatory component of education not only in schools and universities, but also in many additional pre-school educational institutions. The demand for a foreign language in society, on the one hand, as well as parents' understanding that language is not only a factor in the education of a modern person, but also the basis of his social and material well-being in society - on the other hand. this moment makes early learning of a foreign language especially popular and relevant. If 20 years ago knowledge of the

language was required only for work in some fields, now it was necessary to master at least one foreign language.

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

- formation of basic communication skills in a foreign language in children;
- the ability to use a foreign language to achieve one's goals, to express one's thoughts and feelings in life communication;
- create a positive attitude to further study 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 distinguished by their sensitivity to language phenomena, they are interested in understanding their speech experiences, the "secrets" of language. They easily and firmly remember a small amount of language material and multiply it well. With age, these favorable factors lose their power.

There is another reason why an early age is better for learning a foreign language. The younger the child, the less the vocabulary in the local language, but at the same time his needs for speech are less: a small child has less areas of communication than an adult, he still has to solve complex communication problems it's not. This means that when he learns a foreign language, he does not notice such a big difference between the opportunities in his native and foreign languages, and his sense of success is brighter than that of older children.

Teaching children is a very difficult issue that requires a completely different methodological approach than schoolchildren and adults. If an adult speaks a foreign language, it does not mean that he can teach others. When faced with methodologically inefficient lessons, children can long-term hate the foreign language and lose confidence in their abilities. Only experienced professionals should work with preschool children.

In the preschool age, in the teaching of English, children gradually develop the basics of communicative competence, which includes the following aspects at the initial stage of learning English:

- ✓ the ability to correctly repeat English words from a phonetic point of view behind the teacher, native speaker or speaker, that is, the gradual formation of listening attention, phonetic hearing and correct pronunciation;
- ✓ acquisition, consolidation and activation of English vocabulary;
- ✓ mastering a certain number of simple grammatical structures, making a coherent statement.

The methodology of conducting direct educational activities should be built taking into account the age and individual

characteristics of the structure of children's language skills and should be directed to their development. Communication in a foreign language should be motivational and directed. It is necessary to create a positive psychological attitude towards a foreign language in a child, and the way to create such a positive motivation is to play. The game is both a form of organization and a method of conducting lessons in which children gather a certain amount of English vocabulary, learn many poems, songs, count rhymes, etc.

This form of conducting lessons creates favorable conditions for mastering language skills and speaking skills. The ability to rely on game activity allows you to give a natural impetus to speech in a foreign language, to make even the simplest phrases interesting and meaningful. Playing in the teaching of a foreign language is not contrary to the educational activity, but organically connected with it.

Games in direct educational activities should not be episodic and isolated. An end-to-end game technique that integrates and integrates other activities is needed in the language learning process. The game methodology is based on creating an imaginary situation and assuming a certain role by the child or the teacher.

Educational games are divided into situational, competitive, rhythmic-musical and artistic.

- ❖ TO situations include role-playing games that simulate communication situations for one reason or another. Role-playing is a game activity in which children play certain roles, various life situations are played, for example: seller-buyer, doctor-patient, actor and his fans, etc.

They, in turn, are divided into games of a reproductive nature, when children reproduce a typical, standard dialogue, apply it to a specific situation, and require the use and modification of various models.

Standard dialog boxes are eg:

- ✓ Show me (show) - when the teacher names the subject and the child must go to the card with the image of the desired word and point to it.

- ✓ What is this? The teacher shows the words, the children name the words.
- ✓ What is missing? (what's missing)
- ✓ What doesn't belong? (this is redundant)
- ✓ "Magic mirror" - purpose: to develop attention. Children wearing animal masks approach the mirror. Several animals are displayed in the magic mirror. Children should be told who and how much they have seen. For example: I see a dog. I see five dogs.

Includes many games that promote **competitive vocabulary and literacy**. In them, the winner has the best knowledge of language materials.

These are all kinds of crosswords, "auctions", games printed on the table with linguistic tasks, following commands. Crosswords can be on any topic: animals, fruits, vegetables, furniture, toys, etc. The commands are different. In the classroom, children can play a game: "Simon says" - the purpose of this game is to develop cognitive interests. Children stand next to the teacher. The children's task is to follow the teacher's orders. For example: Hands up! Sit down! Jump! Run! And so on. Lexical materials on various topics are used during this game.

Rhythmic music games are any traditional games, such as dances with a choice of partners, which help not only to master communication skills, but also to improve the phonetic and rhythm-melodic aspects of speech and immerse yourself in the spirit of the language, for example: " " Nuts and May """, "What are you? name ", " I like my friends ", " Heard, shoulders, knees and toes "and others.

Artistic or creative games. This is a type of activity that is on the border between play and artistic creation, and the path to it lies with the child through the game. They, in turn, can be divided.

1. Dramatization (that is, staging small scenes in English) "In the forest" - for example: a chanterelle and a bear meet in the forest and play a little dialogue (Hello! I am a fox. I can run. I like fish); "Little Red Riding Hood" and others.

2. Delicate games, for example, graphic dictation, painting a picture, etc. Coloring pictures is a relaxing, not always informative, but very common activity. For example, you can show a finished picture. When the child learns the contour, the teacher repeats this word many times, names the details. So we base the new language on what the child has done. Graphic dictation - for example: in the classroom, children are told what color to paint, what color to give to the children, and then they compare the resulting images with the picture dictated by the teacher.

When choosing or inventing a game to be included in the lesson, you must follow the following rules:

- Before starting the game, answer the following questions: what is the purpose of the game, what should the child learn in it? What speech act should he perform? Does the child know how to make such a statement, are there additional difficulties?
- After answering these questions, try to become your own child and come up with an interesting situation in which a statement based on such a model could appear.
- Think about how to describe this situation to the child in such a way that he immediately accepts it ...
- Enjoy playing with your child yourself!

A game should be educational and it should be a game. In the Soviet Encyclopedic Dictionary, play is defined as a type of unproductive activity, the motive of which is not in its result, but in the process itself. This is a very important sign... Therefore, the introduction of the game in the classroom, its didactic result is important for the teacher, but it cannot be an incentive for children's activities. Therefore, the game should change the style of the relationship between the children and the adult teacher, who cannot force anything: the child can play only when he wants and when it is interesting for him and with those who like him. .

The teacher can not only be the organizer of the game - he must play with the child, because children play with adults with great pleasure, and the game environment is disturbed under the gaze of an outside observer.

Thus, we can say that the basis of any game is role-playing. A child in a role-playing game can act like himself, an English child or an adult, a fairy-tale character or an animal, a resurrected object, etc. - the possibilities are endless. His partner can be another child, a teacher, a doll, an imaginary character, an assistant actor, or a second teacher who always plays the same role, etc.

One of the most popular methods of teaching a foreign language is the use of information and communication methods, such as computer technology, multimedia, audio, etc. The use of audio, video stories, fairy tales, cognitive materials in direct educational activities helps to individualize education and develop motivation for speech activities of preschool children. It is the use of ICT in the direct teaching of a foreign language that develops two types of motivation: self-motivation, when the recommended material is interesting and motivation, it is manifested in the preschool child's ability to understand the language he is learning. It brings satisfaction and strengthens confidence in one's own strength and strives for further improvement.

It is much more interesting to listen to or watch fairy tales, stories or educational films than the curriculum. Children very quickly understand the semantic bases of the language and begin to speak on their own. If the full immersion method is used in teaching. This method implies regular and deep contact of the child with a foreign language. The child's subconscious is unusually sensitive, and even if the concrete results are not visible now, in a year or two, one can encounter unusually developed linguistic abilities of the child.¹

Audio fairy tales for learning English

¹<https://monster-evo.ru/uz/studentu/metodika-obucheniya-angliiskomu-yazyku-detei-doshkolnogo-vozrasta-metodiki/>

When the vocabulary of a preschool child reaches a few dozen words, you can directly diversify educational activities with the help of audio fairy tales in English. Audio stories can be divided into:

- **Pure audio stories.** Audio stories are a great help in learning English for children. 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. Direct educational activity without interest, it will not be very effective and efficient.
- **Audio stories are combined with illustrative material.** During the audio fairy tale, children look at the pictures together with the teacher and at the same time pronounce the words.
- **Audio stories and "total immersion" method.** To make listening to English audio fairy tales more interesting, you can use one of the methods of fairy tale therapy - drawing a fairy tale. But drawing while listening works if the plot of the story is at least a little familiar to the child. Therefore, 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 simultaneous perception and reproduction of information. In the process of drawing, the child forms associative connections with what he hears. Voluntarily or involuntarily, foreign words related to the plot depicted in the picture are remembered. On the way, it should be noted that he has the ability to listen and draw what he hears at the same time. Most babies between four and five years old 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 hear in the form of repetition, drawing, application, etc., develop the ability to listen, hear,

understand and interpret at the same time.²

Videos for learning English

The purpose of the video film is to learn English by preschoolers and young children in a communicative way. The program materials are interesting for the child, but at the same time educational. Children learn English through play and learning about the world around them.

Lexical and grammatical material is introduced in an entertaining way. It not only introduces the vocabulary, but also clearly shows the actions that can be performed with certain objects, which helps to quickly memorize words and develop simple conversational skills in a foreign language. The presence of a native speaker helps in the successful acquisition of phonetic material.

Cartoons in English - one of the best assistants in teaching English. Children love cartoons and enjoy watching them back to back. Therefore, cartoons in English help to solve many problems of teaching children a foreign language at the same time:

- the child does not have the question "why learn these words";
- he is interested in watching cartoons and likes to repeat the phrases of the characters;
- cartoons help the child not only to study and learn new words, but also to learn the sounds of English speech;
- repetition - if a child likes a cartoon, he is ready to watch the same cartoon over and over until he learns it by heart.

To teach children a foreign language, video clips should be specially selected, preferably animated songs and cartoons for children 2-3 years old (for example, videos about *Maisy Mouse*). It will be much easier for a child to understand such cartoons - due to the presence of topics - accountancy, animal names, etc. and a leisurely pace.

Thus, the game The game is focused on the zone of proximal development and combines

the pedagogical purpose with the motive of activity attractive for the child.

The peculiarity of teaching English to preschool children is that it is not just sitting at the table and flipping through books and notebooks. The process should not be boring and children should strive for knowledge themselves. Children think clearly, take everything literally, speak in simple sentences... If the teacher explains something, he should be clear, give an example. Therefore, English is a game for preschoolers. Only through this form, you can achieve positive results and form a positive attitude towards a foreign language in a child.

Educational forms should be able not only to master as many lexical units as possible, but also to cultivate interest in the subject, to develop the child's communication skills and to express his thoughts. In the competence of the child, it is important to achieve certain qualities of mastering the material, which will allow to provide the child with a minimum amount of money, which will take on the further growth of language units, their situational and meaningful use.

In conclusion, it is necessary to say that the role of preschool education is important in the development of our children. We need to provide them with modern technologies and modern education system. Pre-school education is of great importance for the development of the roots of every person in the society, that is, for them to grow up as children worthy of their motherland and strong individuals in the future. We need to pay more attention to the education of our children, create modern conditions, and help them learn through new methods. Learning foreign languages is also important for children to open the door to new opportunities in the future, for them to become skilled workers, and for them to mature into individuals who are beneficial to the whole society. That's why we teach our children from a young age, make them interested in reading, don't forget every child in our society, deal with children who have difficulty organizing, draw their attention with various interesting games, regularly encourage them while teaching foreign

²<http://www.openscience.uz/>

languages, this is the first step for their future education. , we are not mistaken.

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