



ANALYSIS OF THE CURRENT STATE OF THE LEXIC RESOURCE, FORMED WHEN TEACHING THE ENGLISH LANGUAGE IN PRESCHOOL INSTITUTIONS

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Annotation

The article is devoted to the analysis of domestic and foreign educational and methodological complexes aimed at teaching preschoolers the English language, for the introduction of CILIL technology in these textbooks - as a means of forming and replenishing the vocabulary of preschoolers. At the beginning of the article, the methodology of integrated learning is considered and textbooks are analyzed for the implementation in them of all four components of the CILIL technology: content, communication, cognition and culture. The following describes the advantages of educational complexes, the degree of implementation of the CILIL technology in them, as well as the effectiveness of using this technique when teaching English to preschoolers.

Keywords: early learning of foreign languages, English in kindergarten, preschool education, English for the little ones, CILIL technology, integrated learning.

Introduction

Modern preschool education involves learning English at an early age. In this regard, a huge number of foreign educational and methodological modules appear, the purpose of which is to teach preschoolers this language. But, unfortunately, our country has not yet approved an educational module in English, designed for preschool children. This issue creates great difficulties in assessing the work of a foreign language teacher, and the teacher faces great difficulties in choosing the right material among the huge number of foreign textbooks. Despite the fact that there is a lot of literature for preschoolers in English on the Internet, created by experienced linguists and native speakers of English, our teachers face certain difficulties when using them in practice. These complications are as follows: 1. the national identity of our country, different from English, creates difficulties in the study of foreign material by preschoolers; 2. Teaching materials created by native speakers of English are primarily intended for children who speak English as their first language. This literature is very complicating for our children, as English is a foreign language for





them. These and other obstacles create inconvenience for teachers, and they have to choose the materials that are appropriate for the psychological, linguistic, cultural and age characteristics of preschoolers.

Main Part

As mentioned above, among all the variety of educational and methodological complexes, it is quite difficult for a specialized specialist to choose a suitable manual for conducting professional activities that would correspond to all the latest innovations and technologies of the educational process. Moreover, modern textbooks of the English language should carry out interdisciplinary communication, have a general developmental character, perform a culturological function, form vocabulary and, most importantly, implement communicative principles. After reviewing a large number of preschool institutions, as well as after talking with English teachers, we learned that many teachers use teaching materials from Russian and foreign authors in their lessons, such as: “Английский для самых маленьких” (“English for the smallest”) - an educational and methodological complex of English language for children 3-5 years old by M.E. Verbovskaya, I.A. Shishkova, “I Can Sing” - an educational-methodical complex of the English language for children 3-6 years old, authored by V.N. Meshcheryakova, “Oxford First Explorers” - an educational and methodical complex of the English language for children 5-7 years old by Charlotte Covill, Mary Charrington, Paul Shipton, “Oxford First Friends 1” - an educational and methodological complex of the English language for children 5-7 years old by Susan Iannuzzi. Below will be shown the results of the analysis of these textbooks, but first we will look through the methodology that is used in the classroom by English teachers in kindergartens.

One of the modern technologies, which was previously used to teach English to high school students and university students, is now widely used in teaching preschool children, is the CILIL methodology - Integrated Content and Language Learning - or subject-language integrated learning. Integration of a foreign language with a non-linguistic environment is a productive approach to learning another language in preschool age. At the same time, knowledge gained in other non-linguistic classes is consolidated in a foreign language lesson. CILIL technology has a beneficial effect on the formation of lexical and communication skills.

Currently, most educational and methodological complexes are already implementing the CILIL methodology in their educational program, and many of them are completely built on the principle of introducing all components of this technology into the educational process, namely, the 4 "C" of this methodology:





1. Content. The process of mastering knowledge, skills and abilities in the framework of the studied subject. CILIL - technology promotes the formation of interdisciplinary connections.
2. Communication. Language acts as a collection of communication, rather than its main purpose. The main goal of the CILIL methodology is to reduce the use of the teacher's speech and at the same time increase the speaking time of the students.
3. Cognition. It is necessary that students are involved in the process of active knowledge of the meaning of the objects and phenomena being studied. To achieve this goal, you can use knowledge that requires analytical and critical thinking, tasks for finding the main from the secondary, comparison, solution, and so on.
4. Culture. Acquisition of cultural knowledge aimed at understanding native and foreign culture, defining oneself and one's role in these cultures, forming a positive attitude towards foreign peoples.

A feature of the CILIL methodology is that proficiency in a foreign language turns into a means of studying a particular subject. At the same time, attention is focused on the content of the tasks, as well as on the necessary vocabulary related to the topic being studied. This is facilitated by well-thought-out teaching materials not only within a certain subject, but also for teaching the language as a whole: for teaching various grammatical structures and lexical units, specific types of speech activity (speaking, listening). The stages of working with pictures, visual material can contain a large number of different creative and individual tasks: description, comparison, asking questions, drawing up projects, and so on.

Thus, having dealt with the concept of CILIL technology, we will conduct a comparative analysis of educational and methodological complexes in English for preschool children for the implementation of subject-language teaching in them. Nowadays, there is a large selection of educational and methodological complexes for teaching preschoolers the English language. As part of the analysis, only four educational and methodological complexes of foreign authors, which were mentioned above, were studied.

Curriculum "English for the smallest" I.A. Shishkova and M.E. Verbovskaya is focused on classes with young children from 3 years old. This educational complex is suitable both for individual lessons at home and for group lessons in preschool institutions. This course is oral and focused on teaching children the correct pronunciation of sounds, vocabulary formation, some structures of English grammar, speaking and the development of auditory perception.

After analyzing the textbook "Английский для самых маленьких" ("English for the smallest") by I.A. Shishkova and M.E. Verbovskaya regarding the implementation of





the CILIL technology in it, the following conclusions can be drawn: this technique is fully implemented only in the aspects of cognition and the formation of lexical stock. The textbook fully complies with these points, as it is a complex of various developmental tasks aimed at the all-round development of the child. As for the other elements (content, communication and culture), they are realized only to a certain extent. The degree of implementation of the items "communication" and "culture" largely depends on the teacher, on his professional knowledge, skills and competencies as a whole.

The textbook "I can sing" by V.N. Meshcheryakova - is the zero stage of teaching children the perception of English speech by ear, the formation of an image of the English language in the child's head through repeated listening and then repeating grammatical structures and various everyday phrases. All lessons are held in a musical and game format. The entire course consists of various fun games during which the learning takes place.

Having considered the educational and methodological complex "I can sing" for the implementation of the CILIL methodology in it, we can draw the following conclusions:

- the components of the CILIL technology "communication" and "culture" and "cognition" are fully implemented in this textbook, moreover, they are the main ones in the learning process.
- aspects of the content and culture of the CILIL technology are implemented to a greater extent. However, in comparison with other textbooks, interdisciplinary connections can be more extensive and complete, the same applies to the aspect of "culture" - for a full disclosure of this moment, a more complete understanding of the country of the target language is not enough. However, here a lot depends on the teacher, since he, at his discretion, can add information about various sights of England in the form of photographs, thereby expanding interdisciplinary ties in the field of local history.

Oxford First Explorers is a colorful six-level course with many illustrations. It has many different tasks: stories, dialogues, songs, games, and so on. The program is structured in such a way that it allows you to immerse the child in the language environment thanks to real situations, similar in interests and life experiences of children of this age group. Moreover, the entire course is aimed at preparing for the passing of the Cambridge exams and tests.

The authors of the course position their textbook as fully developed in accordance with the implementation of the principles of the CILIL technology in it, since teaching and learning English is carried out in an interdisciplinary context, which contributes to





the formation and improvement of the child's lexical thinking in English. All tasks, games, role-playing and theatrical performances are performed in English. The child uses language as a means of communication, which is the purpose of this course. All exercises are aimed at the versatile development of students. Thanks to the acquaintance of children with the main characters from England and the further integration of the curriculum with the discipline of "local history", children understand their culture and the culture of another country. It can be seen from the analysis that indeed all 4 CILIL methods are fully implemented in Oxford First Explorers.

The educational and methodological complex "Oxford First Friends 1" is a modern two-level course for preschoolers, including teaching listening, reading, writing and counting. The course is based on an animated story with texts, which with its plot attracts the attention of children and does not leave them indifferent. The educational and methodological complex Oxford First Friends 1 combines a huge amount of additional informational colorful materials.

The educational and methodological complex "First Friends of Oxford 1" acts as an introduction to the English language, based simultaneously on various types of educational process: games, songs, dances, physical exercises, warm-ups, drawing, etc. The textbook provides children with useful, age-oriented vocabulary, basic simple speech structures and promotes the development of reading and writing skills.

According to expert assessments and the professional opinion of the pedagogical community, the educational and methodological complex "First Friends of Oxford 1" is also a good example of the implementation of the CILIL methodology in it. Interdisciplinary connections help children to master the material as efficiently as possible, all kinds of games, interesting characters, new friends introduce and show students the world of the English language. This is one of the motivating factors in learning any foreign language.

Conclusion

Summing up the analysis of four educational and methodological complexes of Russian and foreign authors, which are very popular among teachers of English in our country, such as: "АНГЛИЙСКИЙ для самых маленьких" ("English for the smallest") by M. Verbovskaya, I.A. Shishkova; "I can sing" by V. Meshcheryakova; «Oxford First Explorers» by Charlotte Covull, Mary Charrington, Paul Shipton; «Oxford First Friends 1» by Susan Iannuzzi regarding the introduction of CILIL technology in them and the formation of vocabulary, it should be noted that all of the above educational-





methodological complexes implement the CILIL methodology in their educational process.

All educational and methodological complexes use in their programs the principles of interdisciplinary learning, using such disciplines as: fine arts, music, physical culture, local history, zoology, technology, anatomy and others. The communicative and lexical component of the CILIL technology is also implemented in all textbooks, only the degree of involvement varies. The cognitive function of the CILIL technique is performed to a large extent, all exercises are of a general developmental nature, enrich vocabulary, contribute to the formation of skills such as attentiveness, analytical and critical thinking, train memory, motor skills, logic, a sense of rhythm, musicality and much more.

However, it can be concluded that in the educational and methodological complexes of foreign authors, the vocabulary, as well as the CILIL technology, is implemented to the maximum extent due to two aspects of this technology - communication and culture. In the textbooks of foreign authors, the communicative orientation is expressed to a greater extent. The exception is the manual "I can sing" by V.N. Meshcheryakov, since this textbook is primarily focused on building communication with children, but in which interdisciplinary connections are poorly implemented, and, therefore, such an aspect of CILIL technology as "content" is not fully developed. As for the culturological function, the educational and methodological complexes of foreign authors, in comparison with the Russian ones, have a noticeable advantage due to the interdisciplinary connection with local history. This contributes to the expansion of the horizons, erudition, life experience of students, and most importantly develops one of the most important life skills - the ability to learn, which is undoubtedly the main goal of using CILIL technology in the educational process, as well as the formation and improvement of students' vocabulary.

Having considered the current state of teaching a foreign language in kindergartens in our country, we consider that it is necessary to create an educational and methodological complex in English for preschoolers. These guidelines may be based on the work of foreign authors founded on the CILIL methodology, but they should also take into account the rich historical, cultural and national identity of the Uzbek people.





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