



METHODOLOGY OF TEACHING ENGLISH TO PRESCHOOL CHILDREN

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ANNOTATION

In this article, based on the necessity of teaching English to children of preschool age, the advantages of teaching a foreign language from the preschool age are discussed, and the most modern and effective methods of teaching a foreign language to children of preschool age are discussed. comments about the possibilities of using game technology, information communication tools are presented.

Keywords: Methodology, methods, English, techniques, communication skills, foreign languages, poems, songs, grammatical structure, grammar, multimedia, game, didactic game, gesture, visual tool, action game, internet, innovation.

ANNOTATSIYA

Ushbu maqolada maktabgacha yoshdagi bolalarga ingliz-tili o'qitishning zarurat ekanligiga asoslanib, chet-tilini o'qitish maktabgacha ta'lim yoshidan boshlab amalga oshirishning afzaliklari haqida fikr yuritilgan bo'lib, maktabgacha yoshdagi bolalarga chet tilini o'qitishning eng zamonaviy va samarali usullari sifatida o'yin texnologiyasi, axborot komunikatsiya vositalaridan foydalanish imkoniyatlari haqidagi mulohazalar keltirilgan.

Kalit so'zlar: Metodika, metodlar, ingliz tili, usullar, muloqot mahoratlari, xorijiy til, she'rlar, qo'shiqlar, grammatik qolip, grammatika, multimedia, o'yin, didaktik o'yin, imo-ishora, ko'rgazmali qurol, harakatli o'yin, internet, innovatsiya.

АННОТАЦИЯ

В данной статье, исходя из необходимости обучения английскому языку детей дошкольного возраста, обсуждаются преимущества обучения иностранному языку с дошкольного возраста, а также комментируются возможности использования игровых технологий и средств информационного общения как наиболее современных и эффективных. методика обучения иностранному языку детей дошкольного возраста.

Ключевые слова: методика, методы, английский язык, методы, коммуникативные навыки, иностранный язык, стихи, песни, грамматический





строй, грамматика, мультимедиа, игра, дидактическая игра, жест, изобразительное средство, подвижная игра, интернет, инновация.

The purpose of pre-school education is to prepare the child for school, to increase his interest in learning, and to help him demonstrate his abilities. Taking this into account, the decision of the President of the Republic of Uzbekistan "On measures to improve the management of the preschool education system" and at the same time "The concept of development of the preschool education system until 2030" was approved. These documents reflect issues such as further expansion of the network of preschool education system, use of modern and effective methods of teaching children, provision of preschool educational institutions with qualified personnel, preparation of children for school education.

Pre-school education is the first stage of education and upbringing of our youth. The right preschool program should help our children grow and learn in a way that suits their unique intelligence. But unlike adults, children do not learn with the future in mind. The English lesson should be conducted in the sense of "here and now". Children learn a foreign language more easily by understanding stories or winning games. If they want, they can consolidate the information they have learned through games with their participation. On the one hand, the content expressed in language should be related to children's life, diary, on the other hand, activities or tasks that encourage children to communicate should be interesting and important. During the lesson, the students understand themselves as a part of the lesson and behave and act like the characters of the work during the lesson. In elementary grades, foreign language learning is usually most effective and successful when it is learned using action methods based on life situations and games. If a foreign language is taught through play-plot situations, all children participate willingly, because in this way they feel that they are a part of that situation. Students "live" with a foreign language, first of all, in their classrooms. Therefore, if communication is possible in the classroom, must be in a foreign language. Children can not only understand instructions, but also express their needs through a foreign language. In this context, it is also useful for an English-speaking person to communicate with (native speakers) and invite them to the class. According to the constructive approach, children should learn the meaning of words and rules in as much language as possible. It also helps to develop their basic thinking skills it is also useful to invite to the class. According to the constructive approach, children should learn the meaning of words and rules in as much language as possible. It also helps to develop their basic thinking skills it is also useful to invite to the class. According to the constructive approach, children should learn the





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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, the teaching method was aimed at children of school age , 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 smaller 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 adults, 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 oriented towards 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.

Like all learners, children have different learning styles. Child-friendly learning takes into account all learning styles. Tactic and kinesthetic types of learning require special attention from the student. In elementary schools, students have a wider range of talents, skills, knowledge and interests. Learning a foreign language also depends on the learner's ability to understand well. During the teaching of a foreign language, it is necessary to encourage each child to move. They should develop acoustic, kinesthetic, rhythmic and visual differentiation. Children learn quickly but forget quickly. Therefore, repeat the speech several times and focus on this topic. yin or handouts can be used to help children remember. Courses are always, and regular repetitions are an integral part. Successful teaching of foreign languages requires comprehensive methods. Another example is to expose children to "listening" broadcasts in English or the language they are learning and observe how this affects the child. If they do not understand these broadcasts, then it is necessary to listen to





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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.

From the very beginning of the training, it is necessary to develop a certain style of working with children in English, to introduce rituals that correspond to the most common situations of communication. Such ceremonies (greetings, farewells, short exercises, use of politeness formulas accepted in English) allow children to establish a foreign language connection, facilitate the transition to English, let children see that the lesson has begun, and now a certain stage of the lesson is passing. shows. The most





important condition for successful training is to activate children's speech-thinking activities and involve them in foreign language communication. It is necessary to constantly change the order of speech actions (order of questions, addresses, names of objects, etc.) so that children relate to the meaning of the word and do not mechanically remember the sound sequence. Different children must be leading, active participants in the repetition of games, so that at least once all children perform the speech actions provided for in the educational task.

During the learning process, a preschooler should change frequently. During the lesson, the child is often distracted, not because he is interested, but because his brain is tired. The best relaxation is physical exercises related to a foreign language. It can be a rhyme or just follow a command. The lesson should not exceed 30 minutes. Use of various audio and visual aids, for example: songs, children's video programs, thematic cards. The child likes to work with such materials, and all impressions and knowledge are formed in images, which he later reflects on himself.

A classic lesson should include the following steps:

1. Introduction to sounds. The best way is a fairy tale about language, fairy tales, rhymes.
2. Introducing letters. The song "Happy Alphabet", thematic pictures.
3. Enter the words. We begin with separate slurs of words, for example, rhymes, cards.
4. Take a break. Physics. one minute.
5. Phrases. Children want to speak an "attractive and incomprehensible" language as soon as possible. All phrases should be simple, easy to remember. Before introducing the phrase, think of the moment of the game: "A doll has arrived from England, let's get to know him. But he doesn't know how to speak Russian, can we learn to speak English? "

Try to enter English phrases for simple communication. Always say "thank you", "please", "sit", "look", "play".

Many preschools use TPR to teach English to preschoolers based on a general response to physical education. The main idea is that the child learns a foreign language as he learns it. The teacher plays the role of a parent: when the children do the words, they say words or simple phrases like "jump" or "look at the notebook". At the first stage, the emphasis is on correct recognition of what is heard, after which the students themselves begin to say commands to each other. They develop skills self-talk... The physical and emotional components of the lesson improve memorization of words. This style is suitable for very young and beginners.





Glen Doman's method

In Russia, the method of teaching English to preschool children is popular, and its author is Glen Doman. It is used in kindergartens, various children's clubs, and at home by parents. Already from 6-7 months, babies are shown cards depicting words while pronouncing a foreign word aloud. The child remembers the picture and learns new words by seeing the cards regularly, but not for a long time. Later, it will be effective to play games with different combinations of cards, to show presentations. The role of the child in learning according to the Glen Doman method is passive, but it is not difficult for him to memorize new vocabulary in this visual form.

Zaitsev's technique

The next common technician is Nikolay Zaitsev. Suitable for both toddlers and older preschoolers. To teach young children, the teacher (or parents) gives them specially made cubes with syllables to form words. That's it. memorization is done in a game and demonstration form. The next level also uses cubes. The main idea is to make the algorithm of creating sentences in English understandable and simple. There is a certain color for each member of the sentence, and the child learns to dictate the words by memorizing the order of colors, for example, for negative sentences. This is not an easy task for children, but its effectiveness is proven. Also, the methodology includes various manuals and tables.

Design and combined methodology

The project methodology of teaching English to preschool children is suitable for 4-6 years old. The teacher chooses an interesting topic for children, a set of new words, expressions and various tasks for practice. Several lessons are given for each topic, at the end of the course students are prepared creative work ... Learning English using this method is multifaceted, children always learn something new.

Due to the high efficiency of such exercises, the combined technique is the most common. The teacher combines the methods and tasks of different methods, adds variety to the lessons and adapts the general program to the interests and abilities of the children.

To sum up, undoubtedly, it is more difficult to get children interested in reading than adults. Lessons for them should be conducted constantly, actively, so that their attention is always attracted and directed to the tasks. Based on these principles, game techniques were created and used in practice. Playing is the most interesting and favorite activity for young students. This technique can be adapted to all levels of language, any age and characteristics of children. They are with toys, familiar things,





a friendly, active teacher. Speak and understand English speech teaching in game and audio form using cartoons, songs, fairy tales, games and other activities. Materials and ideas in Kindergartens.

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