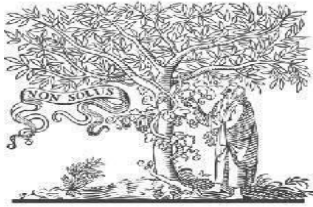


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## METHODOLOGY OF TEACHING ENGLISH IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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### МЕТОДИКА ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЯХ

**Аннотация.** Статья посвящена проблеме изучения иностранного языка в дошкольных учреждениях. При этом особое внимание в процессе обучения автор уделяет игре с различными методами соответственно дошкольному возрасту.

**Ключевые слова:** дошкольный возраст, язык, иностранный язык, игра, игровые функции, обучение.

**Annotation.** The article focuses on the problem of learning foreign language in preschool institutions. At the same time, special attention in the learning process the author pays to the game with different methods, respectively preschool age.

**Key words:** preschool age, language, foreign language, game, game functions, learning.

In recent years, there has been an interest in teaching a foreign language (FL) to children of preschool age, which is determined by modern trends in the development of the child upbringing system, due to changes in the sociocultural situation. If earlier, when working with preschoolers, the emphasis was solely on mastering the native language, now more and more attention is paid to the study of a foreign language.

Reducing the age threshold for the start of learning a foreign language to the pre-preschool age makes it necessary to develop a special methodology focused on this age. The development of such a methodology is especially relevant for various children's leisure centers and family education conditions, where the goals of a child's speech development can be realized through teaching both native and foreign languages.

As you know, early childhood, or pre-preschool age, is the period from 1 year to 3

years. However, in the domestic theory and practice of teaching a foreign language, the issues of primary teaching of a foreign language in children have been sufficiently studied only in relation to the middle (4-5 years) and senior (5-6 years) preschool age, which was determined by the tasks of ensuring the continuity of preschool education in kindergarten and teaching in primary school (M. Z. Biboletova, N. D. Galskova, N. A. Gorlova, E. I. Negnevitskaya, Z. N. Nikitenko, N. A. Tarasyuk, A. N. Utekhina, etc.).

Despite the emerging need for the organization of teaching a foreign language at an earlier age, only some works address the issues of teaching a foreign language from 3 to 4 years old (I. S. Garamova, N. A. Gorlova, E. V. Mayakova, F. R. Khabibrakhmanova ). In general, the issues of teaching foreign language to children of pre-preschool age are practically not studied.

Over the past few years, learning a foreign language has become not so much a way of self-development as a necessity. A foreign language has become a mandatory component of education not only in schools and universities, but also in many additional preschool institutions.

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 education of a modern person, but also the basis of his social and material well-being in society, on the other hand, at the moment make early learning a foreign language especially popular and relevant. If 20 years ago knowledge of the language was required only in the work of some areas, now the knowledge of at least one foreign language is mandatory.

The main problem of teaching a foreign language is the age of the learner. It is known for certain that children are more amenable to learning. Until recently, the teaching

methodology was aimed at school-age children, but now parents tend to start learning a foreign language as early as possible. The main goals in teaching preschoolers a foreign language are:

- formation in children of primary communication skills in a foreign language;
- the ability to use a foreign language to achieve their goals, express thoughts and feelings in real situations of communication;
- creation of a positive mindset for the further study of foreign languages;
- awakening interest in the life and culture of other countries.

Preschool age is especially favorable for starting to learn a foreign language: children of this age are particularly sensitive to linguistic phenomena, they develop an interest in comprehending their speech experience, the "secrets" of the language. They easily and firmly memorize a small amount of language material and reproduce it well. With age, these favorable factors lose their strength.

There is another reason why an early age is preferable for learning a foreign language. The younger the child, the less his vocabulary in his native language, but at the same time, his speech needs are also less: the areas of communication for a small child are smaller than for an older one, he still does not have to solve complex communicative tasks. This means that when mastering a foreign language, he does not feel such a huge gap between the opportunities in his native and foreign languages, and his sense of success will be more vivid than that of older children.

Teaching kids is a very difficult task that requires a completely different methodological approach than teaching schoolchildren and adults. If an adult speaks a foreign language, this does not mean at all that he can teach others. Faced with methodologically helpless lessons, children can acquire an aversion to a foreign language for a long time, lose confidence in their abilities. Only experienced professionals should work with preschoolers.

At preschool age, when teaching English to children, there is a gradual development of the foundations of communicative competence, which at an early stage of learning English includes the following aspects:

- the ability to correctly repeat English words from a phonetic point of view after a teacher, native speaker or speaker, that is, the

gradual formation of auditory attention, phonetic hearing and correct pronunciation;

- mastery, consolidation and activation of the English vocabulary;
- mastering a certain number of simple grammatical structures, building a coherent statement.

The methodology for conducting direct educational activities should be built taking into account the age and individual characteristics of the structure of the linguistic abilities of children and should be aimed at their development. Communication in a foreign language should be motivated and purposeful. It is necessary to create in the child a positive psychological attitude to foreign speech, and the way to create such a positive motivation is the game. The game is both a form of organization and a method of conducting classes, in which children accumulate a certain stock of English vocabulary, memorize a lot of poems, songs, counting rhymes, etc

This form of conducting classes creates favorable conditions for mastering language skills and speech skills. The ability to rely on gaming activity allows you to provide a natural motivation for speech in a foreign language, to make even the most elementary statements interesting and meaningful. The game in teaching a foreign language does not oppose learning activities, but is organically connected with it.

The most popular type of foreign language lessons is an integrated lesson, that is, direct educational activity (GCD), in which different types of activities are combined to master one topic. For example, in a lesson in the middle group, in the process of examining body parts, kids play, sing and make an application.

In addition, classes can be classified according to the stage of acquaintance with a foreign language:

- the first one (from scratch), where children learn two greetings ("Hello", "Hi!") and a polite form "How are you?";
- the second, on which the names of 2-3 animals are entered (subsequently, these nouns will become the basis for adding definitions-adjectives that characterize different properties of objects).

According to the degree of immersion in the topic, classes can be:

- introductory (it can be built on watching a video on the topic and discussing it, for example, "Seasons" in the senior group);

- a lesson in systematization and generalization;

- final lesson on the topic.

In teaching English in educational institutions of the country, teachers rely on the technology of direct teaching. This means that children get an idea about the object named by the word, not through translation, but due to the fact that the baby can correlate the word of a foreign language with the image fixed in the mind, that is, through visual semantization. Visibility is designed to expand the complex of these very images with the help of:

- pictures (for example, when studying animals, we shift pictures many times, remembering which words of which animal are called);
- introducing a toy character into the work, which presents the lesson material to the children (it is convenient to use the "through hero" present at each lesson);
- demonstrations (for example, in the younger and middle groups, the teacher himself shows the position of the organs of articulation when pronouncing sounds or expands the essence of lexical material through adjectives expressing emotional states - sad, cheerful, thoughtful, etc.);
- show (the topic is covered in the form of videos that children watch and then discuss).

Successful mastery of foreign speech by children becomes possible also because children (especially preschoolers) are distinguished by more flexible and faster memorization of language material than at subsequent age stages; the presence of a globally operating model and the naturalness of communication motives; the absence of the so-called language barrier, i.e. fear of inhibition, which prevents you from engaging in communication in a foreign language, even if you have the necessary skills; relatively little experience in verbal communication in their native language, etc. This makes it possible at an early age to optimally combine communication needs and

the ability to express them in a foreign language by children of this age.

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