

# Opportunities Teaching English To Students Of The Preparatory Group For School

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## Abstract

Instructing English to youngsters in the preparatory group for school offers several opportunities to establish foundational language skills, promote cognitive development, and improve early communication abilities. At this point, children are exceptionally responsive to new languages, rendering it an optimal time to learn English through interactive, play-based approaches. Interactive storytelling, music, games, and visual aids produce an immersive atmosphere that promotes natural language acquisition. Collaborative storytelling, music, games, and visual aids produce an immersive atmosphere that promotes natural language acquisition. Additionally, integrating English into everyday activities supports vocabulary retention and comprehension. The use of modern technology, including educational apps and multimedia resources, further enhances learning by making lessons more interactive and enjoyable. This paper explores effective strategies, challenges, and potential benefits of early English education, emphasizing the role of a well-structured curriculum in preparing young learners for future academic success.

**Key words:** methods, auxiliary aids, teaching tools, educations` forms, lesson styles.

## INTRODUCTION

While foreign language teaching, including English language teaching as a second language, is part of the preschool education system's curriculum, a review of the principles of English language teaching for preschool children ensures that our scientific research is covered more thoroughly. Lisa-Maria Müller, a Cambridge University professor, mentioned six principles of language learning in early youth in her research, which are:

1. Children learn what they hear the most.
2. Children remember the names of things and events that interest them.
3. It is necessary to create an interactive environment for language learning (stop talking to the child and talk to the child).

4. It is better to learn through meaningful texts.
5. Using different types of words.
6. Teaching vocabulary and grammar together;

The above are the principles that support the process of language development in children in early childhood and are important in practice. Each principle ensures that the child learns the language more easily; for example, it is no secret to any of us that all children begin to speak the language they hear, that is, the information heard plays an important role in language learning. In order for children to remember something, first of all, that thing should be interesting for the child, otherwise the children will not even remember it without paying attention to it. Also, in order for children to

learn the language easily, always have a conversation with the child, ask what he likes, exchange ideas from interests being aware is difficult. The next principle is that children learn texts that are rich in content better, and the rich and easy texts they like make language learning more effective. The use of various forms of words, the use of meaningful words, has its own productivity in language learning, and when using this method, children's vocabulary will increase. At the stage of language acquisition, while learning words, their use in oral speech is of great importance, teaching vocabulary and grammar in an interdependent manner serves to improve the quality of communication of the child. These above-mentioned principles that cause language learning serve not only the mother tongue, but also the learning of foreign languages. Because language learning is considered a natural phenomenon, and as mentioned, children can communicate in this language, keeping in mind the words they have heard a lot, are interested in, and can attract content.

According to the new educational standards developed as a result of the reforms carried out in the field of preschool education in our republic, as English language educational training is introduced in the field, first of all, it is necessary to consider the appropriate form of these educational activities.

According to F.B.Abayeva, forms of organization of teaching are language teachers and in the process of educational and educational activities between students, they are unique methods of pedagogical communication. Three organizational forms of teaching foreign languages are used by leading universities. These forms are individual (individual) education, group work and frontal training. [7]. Individual education is organized one-on-one with the student, in the form of working with a group, students are involved in cooperation in conducting foreign language classes. In the frontal classes, it is planned to introduce

general lessons in the groups specified by the educational institution.

A.N.Shukin defined the forms of organization of foreign language teaching education as “direct” and “indirect” teaching. Teaching in the form of direct education is carried out in the form of individual and group work, in which education based on personal relations occurs between the teacher and the student, that is, the teacher gives tasks during the training, checks, live dialogues can be conducted. It is emphasized that education in the form of indirect or “mediation” is carried out between the teacher and the student without personal contact, mainly through written speech or its substitutes (gadgets, groups or channels in social networks, as well as video lessons).[11] Also, G.S.Trofimova, in her scientific research, directly divided the forms of education into individual, pair work, frontal training, working in small groups and team work.[9] *Individual* if one-on-one training is conducted with the child in the form of education; *when working in pairs* two children perform mutually assigned tasks or receive knowledge; *when working in small groups, children teach 3-4 children*; *in the team* children as in the above cases when working *team* in the given classes, they perform tasks or acquire new knowledge *in frontal classes, the knowledge, tasks or questions given to the student are given in a general way, and they are accepted in such a general way.*

The main form of teaching children in preschool educational organizations is training. Training is the pedagogue's frontal awareness of the necessary knowledge and skills of children. [2]

In pre-school educational organizations, English language teaching activities are mainly taught in the general group (front), which is considered a form of education. In the form of this educational training, the language teacher and students conduct face-to-face training, and the

questions and tasks asked by the teacher are performed and encouraged directly during the training. Due to the fact that tasks are not checked in writing in the process of preschool education, and the tasks of studying and learning are not given, the taught topics are repeated in classes using various oral methods.

As a foreign language is included as an educational activity in the field of preschool education, first of all, it is necessary to study the methods used in the history of the development of the methodology of teaching a foreign language.

Method derived from the Greek word "metodos" meaning, meaning of way of knowledge or research, theory, teaching. It is also a method of creating and justifying philosophical knowledge, a set of guidelines, methods for practical and theoretical acquisition, assimilation, study, and knowledge of reality [15]. According to the definition of educationalists, "method" – is considered as a teacher's and student's way of working in order to acquire knowledge, skills, and abilities, to form a worldview and create knowledge opportunities in students [4]. It turns out that methods – are considered a method of learning and teaching new knowledge, and have a special place in educational activities.

At the stages of development of teaching foreign languages, various methods are used, O. Hoshimov's interpretation, they are:

- Translation methods: grammatical - translation and lexical - translation method;
- Correct method;
- Harold Palmer Method;
- West method;

In other literature, the historical methods of foreign language teaching are defined as translation method, correct method, mixed and comparative methods, translation and to` methods are defined as above. The comparative method – "is called the

conscious comparative" method and was founded by academician LVShcherba. In this method, when teaching a foreign language, work is carried out on the basis of the principle of didactic consciousness, comparative learning of English and mother tongue. The mixed method is created in a mixture of translation and appropriate methods, and the principle of teaching is based on this. At the same time, there are methods that are used practically in the process of teaching a foreign language, and they are: methods of familiarization, practice and application [4].

At the beginning of our century, audio-lingual, audio-visual and comparison methods were among the methods that played an important role in teaching foreign languages with their relevance.

As we live in a period of rapid development day by day, in the process of globalization, a number of changes are taking place in the field of education, as they are found in every field. As a proof of this, foreign language teaching and learning methods are being improved more and more, and new methods are being developed. As a result of the previous effective methods being enriched and applied in line with the times, modern teaching methods have been created today. Among them are the method of language teaching through a quiet way-Silent way, learning a foreign language in cooperation - The community language learning (CLL), the communicative method of language teaching - The communicative language teaching [3], General physical imitation – TPR (Total physical response), Task-based learning- TBL (Task-based learning), Content and Language Integrated Learning (CLIL) [12] and we can include others.

A number of methods have been developed for teaching foreign languages to students of the preparatory school group. Below we will consider at what age some of the methods used to date will be convenient and effective to use.

Preschool recommended for teaching foreign languages to children of age:

- 6-month - 2-year-old Glen Doman method
- 2-5-year- Montesorri method
- 5-7- age - Zaitsev's method
- 4-7 years old - TPR method [14]

**Table 4**

Age	Method name	Invited by	How it works
6 months - 2 years	Glen Doman Method	Glen Doman	Using cards with images of objects
2-5 years old	Montesori Method	Maria Montesorri	For the child's age "Children's home to teach independently using"
5-7 years old	Zaitsev Method	Nikolai Zaitsev	Teaching reading using cubes with different tables and syllables
4-7 years old	TPR method - General physical imitation	Dr. James J Asher	Various work actions, by executing commands

From the age of six months to the age of two, we can provide the easiest and most effective knowledge through the methods developed by Glen Doman. The main principle of G. Doman's method is the development of the child in harmony both mentally and physically [1]. One of the methods developed by G. Doman is to show children cards

with images of objects, actions and similar words and return their pronunciation. This method causes the child to remember a lot of words in a short time it will be. If you look at the problem from another side, there is also a negative side of this method, which is considered to be the passive participation of the child during training, and in this case, the child's language lexicons are studied passively.

In the pre-school period from two to five years, we can effectively use the author's methodology of the famous Italian pedagogue Maria Montessori. The main motto of this methodology is: "Help me to do it myself" – "teach me to do it (myself)". Therefore, the main goal of Montesorri's method is to create conditions for independent learning for the child, not limited to control and rules. In order to implement this method in practice, the main attention should be paid to the organization of special educational areas created for children - "Children's home, where" residents should be equipped according to their height and strength [8]. The positive aspect of applying this methodology to preschool children is that it is aimed at developing independence in children, and the negative side is that the level of creative cooperation between the child and the teacher is very low or not.

In later age periods, including from five to seven years old, it is possible to teach a child to give general knowledge, including reading, based on Nikolay Zaitsev's methodology. Cubes, cards, tables and a set of similar visual aids with different syllables are used in teaching based on this methodology [10]. Using this methodology, as we teach children of this age to teach easy teaching and calculation, there is a possibility that we will approach imparting knowledge only in one direction or lose consistency in the educational process.

In teaching foreign languages to children, between the ages of four and five to seven,

imparting knowledge through the Total Physical Response (TPR) - general physical imitation method shows effective results. This style is Dr. James J. Asher created by, it is based on teaching a foreign language to children using the methods of mastering their mother tongue [16]. According to this approach, in the process of mastering the child's mother tongue, the environment – sounds coming from the environment, for example, “Crying by the bear,” “Your toys,” “Your food,” “Come here” or “Kel, let's play together,” “Master the ball to me based on ber”, this process continues for some time and leads to the child's independent speech - entering the communication process. It is this situation that is considered the main principle of the TPR method and serves to ensure that the child can freely enter the communication in a foreign language by giving various commands, teaching the language by showing actions, and using appropriate poems and songs. This method, as found in other methods, has negative aspects, for which training may not always be interesting to children, especially young children may get bored with this method.

All of the above-mentioned methods are considered effective and useful for children in teaching foreign languages, and as a result of our research, it was concluded that each of these methods, according to its direction, serves to form certain language skills in children. In our opinion, the method that has a significant place in terms of effectiveness in the productive activation of preschool children is TPR –. The reason is that through this method, children learn to communicate in a foreign language. Based on the opinion of Soamole y Hanapi, the use of TPR- General physical imitation method by performing body language (gestures), facial expressions, gestures and working in pairs has been proven in practice to develop the ability to engage in speech and communication [6]. TPR method in this case white

first, the meaning is easily absorbed and is carried out in the process of the next speech.

TPR- When it is planned to conduct educational training using the general physical imitation method, the language teacher should organize a lesson in the style of presentation-Practice-Production lesson development. During this educational session, “presentation”- the lesson is first explained based on didactic materials (pictures, cards, audio recordings, video and cartoons) at the introduction and demonstration stage, “Practice”-practice students sing the lesson learned, “Simon They repeat the training conducted through playing the Says” game, imitations and “Chain Drill”- chain games. “Production”- “production”, “result achievement” and the knowledge learned through dialogues, body language, individual work is re-presented [5]. In this method, when English language educational classes are conducted, all the students are trained based on the content of English language educational training, as mentioned above. A new topic is taught on speech topics, in language material the student gets acquainted with pronunciation, meaning and grammatical rules, and in the part of speech skills, he develops the ability to speak directly in English.

When thinking about the possibilities of teaching foreign languages, it is appropriate to highlight foreign language teaching tools. Foreign language teaching tools include all educational tools used for the benefit of organizing the educational process. Educational tools are a natural bridge between the student and the teacher, who are considered participants of education, and the educational process finds its implementation in it [4].

A certain language teaching tools are divided into two groups and are classified as basic and auxiliary tools.

The main means of foreign language teaching are programs and textbooks, and today the “ILK QADAM” state program is the main one in preschool education organizations study it is considered a program and is the basis of thematic plans of the educational activity of the English language. In the field of preschool education, English language educational activities are mainly aimed at experience, learning on the basis of various educational games, and today textbooks in the field do not participate in educational activities.

Auxiliary aids, in turn *technical* (modern) and *non-technical* divided into (traditional) categories, today auxiliary tools are widely used in every aspect of the field of education. Technical-modern auxiliary tools, in turn, are divided into 3 types: Visual, multimedia and interactive tools.

Also, non-technical and traditional teaching tools are considered to have their own value today, and they include a set of educational visual aids, handouts, magnetic boards - flanelographs, which are widely used today. The use of dictionaries, tables, various artificial (local) auxiliary tools is also important in teaching and learning foreign languages.

In conclusion, early foreign language teaching in preschool relies on interactive, engaging methods tailored to developmental stages, with TPR emerging as one of the most effective for encouraging communication skills.

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