

**METHODS OF TEACHING ENGLISH TO PRESCHOOL AND PRIMARY
SCHOOL CHILDREN**

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Abstract : This article analyzes contemporary approaches to foreign language instruction in preschool and primary education within the Republic of Uzbekistan. It emphasizes the impact of modern technologies and innovative teaching methods on early language learning. The discussion focuses on age-appropriate pedagogical strategies that facilitate effective foreign language acquisition among young learners. Additionally, the study investigates methods to enhance instructional outcomes by promoting student motivation and engagement through game-based learning. The findings indicate that integrating interactive methods, such as educational games and multimedia tools, substantially increases learner interest and supports the development of foundational communicative competence in early foreign language education.

Keywords: Foreign language, words, phonetics, rule, rhythmic music, methodology.

Аннотация: В данной статье анализируются современные подходы к обучению иностранному языку в системе дошкольного и начального образования Республики Узбекистан. Особое внимание уделяется влиянию современных технологий и инновационных методов обучения на раннее изучение иностранного языка. Рассматриваются возрастные педагогические стратегии, способствующие эффективному усвоению иностранного языка детьми младшего возраста. Кроме того, в исследовании изучаются способы повышения результативности обучения посредством формирования мотивации и вовлечённости учащихся с использованием игровых технологий. Полученные результаты свидетельствуют о том, что интеграция интерактивных методов, таких как образовательные игры и мультимедийные средства, значительно повышает интерес обучающихся и способствует формированию базовой коммуникативной компетенции в процессе раннего обучения иностранному языку.

Ключевые слова: иностранный язык, слова, фонетика, правило, ритмическая музыка, методика.

Annotatsiya : Mazkur maqolada O'zbekiston Respublikasida maktabgacha va boshlang'ich ta'lim tizimida xorijiy tillarni o'qitishning zamonaviy yondashuvlari tahlil qilinadi. Unda erta yoshdagi til ta'limi samaradorligini oshirishda zamonaviy texnologiyalar va innovatsion pedagogik metodlarning o'rni yoritiladi. Shuningdek, yosh xususiyatlariga mos metodik yondashuvlar orqali kichik yoshdagi o'quvchilarda xorijiy tilni samarali o'zlashtirish masalalari ko'rib chiqiladi. Tadqiqotda o'yin asosidagi ta'lim orqali o'quvchilarning motivatsiyasi va faolligini oshirish yo'llari tahlil etiladi.

Kalit so'zlar: Maktabgacha ta'lim, xorijiy til o'qitish, zamonaviy metodlar, til o'zlashtirish, innovatsion pedagogika.

Introduction

In contemporary education, foreign language proficiency is recognized as a critical element of professional development, and this recognition now extends to preschool education. The importance of foreign language instruction for young learners has increased substantially. In recent years, foreign language learning has shifted from a primarily personal enrichment activity to a mandatory component of curricula in kindergartens, schools, and colleges.

Societal demand for foreign language proficiency stems from the recognition that language skills are vital to educational achievement and socioeconomic advancement. While only certain professions required foreign language proficiency two decades ago, current expectations increasingly mandate proficiency in at least one foreign language. Age is a crucial factor in foreign language instruction, requiring pedagogical strategies tailored to learners' developmental stages. The primary objectives of foreign language instruction for preschoolers are as follows:

- development of young learners' foundational foreign language communication abilities;
- the ability to communicate in a foreign language to achieve personal goals and express ideas and emotions;
- foster an optimistic outlook about pursuing additional foreign language education.

Young children demonstrate a particular aptitude for learning foreign languages. At this developmental stage, they exhibit heightened awareness of language patterns and can readily memorize texts. [1.10-15]

Main body

These findings further support the rationale for introducing foreign language study during early developmental stages. At a young age, children's communicative abilities are still developing. Unlike adults, young children are not expected to address complex communication

challenges. As a result, they often experience greater success in foreign language learning and perceive fewer differences between opportunities in their native and foreign languages. Teaching young learners requires distinct methodological approaches.

This distinction is particularly evident when comparing young children to adults or older students. Inadequately qualified teachers may cause children to develop negative attitudes toward foreign languages and diminish their self-confidence. [3.28-35] Therefore, only well-trained specialists should instruct kindergarten-aged learners. As children learn English, they gradually acquire communicative skills, such as:

1. the ability to correctly repeat English words from a phonetic point of view after the teacher or speaker, that is, gradually form listening attention, phonetic hearing, and correct pronunciation;
2. acquisition, integration, and activation of English vocabulary;
3. to master a certain number of simple grammatical structures, to express them fluently.

Direct instructional approaches should be designed with careful consideration of learners' ages and language development, with a focus on individual growth. Developing a positive psychological attitude toward foreign language learning is essential, and games are an effective means of achieving this. Group-based games function as both organizational and instructional tools. Activities such as learning English vocabulary, poems, songs, and counting rhymes help create an environment conducive to speaking and language proficiency. Implementing game-based activities can naturally facilitate foreign-language communication, rendering even basic phrases engaging and meaningful. When integrated within instructional objectives, games become a constructive element of the educational process, rather than an isolated or episodic occurrence. [7.90-95]

Traditional activities, such as partner-based rhythmic music exercises, are categorized as rhythmic games. These activities support the development of linguistic proficiency. Not only communication abilities, but also to become more familiar with creative and artistic games, which occupy a space between play and artistic expression, engaging children through interactive activities. Preschool English instruction is distinct in that it extends beyond traditional desk-based learning, encouraging children to become active participants in their own knowledge acquisition. The learning process should be engaging and meaningful, with teachers providing clear examples to facilitate understanding.

Games are particularly effective for preschoolers, as they foster positive attitudes toward foreign language learning and yield favorable outcomes. Educational approaches should prioritize cultivating children's interest in the subject, enhancing communication skills, and fostering self-expression, rather than focusing solely on vocabulary acquisition. The capacity to assimilate information is fundamental to children's competence and supports ongoing language development. Rural primary school students often experience environments that differ significantly from those in English-speaking contexts, which can lead to abstract thinking and emotionally driven learning.

Therefore, kindergarten English teachers utilize flashcards, student-centered materials, and various teaching aids to simplify instruction. For example, teachers can introduce color terms when teaching words like "banana" and "apple" by displaying the corresponding fruits. Incorporating classroom objects into educational activities enables children to use them in a foreign language context. The effectiveness of material usage depends on the teacher's methodology. When teaching topic related vocabulary, children repeat words after being shown the object and are encouraged to articulate them. Repetition with visual aids reinforces learning, and teachers can further engage students by illustrating vocabulary on the board while practicing pronunciation. A way to grab their attention and ascertain the text's content while teaching vocabulary.

In China, teachers are currently required to have drawing skills. This not only reduces the difficulty of teaching but also helps students gradually consolidate their knowledge. For students to feel their progress in learning English, it is necessary to have a well-designed approach to each educational activity. That is the only way children are motivated to learn. Currently, Chinese kindergarten-age children are more receptive to new knowledge; accordingly, kindergarten teaching programs have been intensified. Sometimes, developing a flexible classroom environment is more crucial than using any particular teaching strategy. In the classroom, at the start of the lesson, every youngster, under the teacher's guidance, danced a little to the rhythm of a lovely English song they sang together. This alone will help kids get more exercise, boost their energy levels, and quickly learn the song's words. It enables you to access the English-speaking environment, particularly a favorable organic environment. [2.120-125]

Children often struggle to maintain focus and attention in class due to limited self-regulation. To address this, instructors should incorporate songs, poetry, short sayings, or age-appropriate animated series to facilitate language practice. Although children may not initially

comprehend the language in cartoons, they interpret meaning through characters' actions, making this an effective and engaging learning method. The widespread availability of multimedia facilities in Chinese kindergartens enables instruction through stories, poems, songs, and videos, transforming language classes into enjoyable daily activities. With small group sizes of approximately ten students, teachers can tailor instructional strategies to individual psychological needs. Consequently, educators must fulfill multiple roles, including those of artist, musician, language instructor, and caregiver. Significant investments have been made in China to develop high-quality educational facilities for young learners. The integration of multimedia equipment in kindergartens allows for English instruction through stories, poems, songs, and videos, making language learning an engaging daily experience. Small group sizes enable teachers to adapt instructional strategies to each student's psychological profile. As a result, educators are required to assume diverse roles, including those of artist, musician, language instructor, and caregiver. [6.85-90]

Conclusion

This study confirms that early foreign language education plays a crucial role in shaping children's communicative competence and long-term language learning trajectories. The findings emphasize that preschool learners demonstrate heightened linguistic sensitivity, strong imitation skills, and increased receptivity to phonetic and lexical input, making early childhood an optimal period for foreign language acquisition. However, the effectiveness of early instruction depends heavily on methodological appropriateness and teacher competence.

The analysis highlights that play-based, communicative, and multimodal instructional strategies significantly enhance learner engagement and reduce psychological barriers to language use. Techniques such as games, songs, visual aids, and multimedia integration foster a supportive learning environment that promotes intrinsic motivation and sustained attention. Conversely, poorly structured or insufficiently qualified instruction may negatively affect learners' attitudes and confidence, potentially hindering future language development.

Importantly, the study underscores that the primary objective of preschool foreign language education should not be extensive vocabulary acquisition but the development of foundational communicative competence and positive learning dispositions. Creating flexible, child-centered learning environments and employing age-appropriate pedagogical approaches are therefore essential. Overall, early foreign language instruction provides a critical foundation for lifelong multilingual competence and contributes to children's broader cognitive and socioemotional development.

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