

Modern Methods Of Teaching English In Preschool Institutions

¹Jamila Sh. Djumabaeva² Rano R. Sayfullaeva³ Dilnoza B. Mamatova

¹Professor, Doctor of Sciences in Philology, National University Uzbekistan named after Mirzo Ulugbek
djumabaevajamila@gmail.com

²Doctor of Sciences in Philology, Professor, National University of Uzbekistan. abduqodir7@gmail.com

³PhD student, Uzbek State World Languages University dilnozamatova88@bk.ru

Abstract:

This article discusses modern methods of teaching English in preschools. At the present stage of development of society, the modernization of the content of education is closely connected with innovative processes in the organization of teaching foreign languages. Therefore, the issue of applying new information technologies in the education system is very relevant. This is a new approach to the learning process, new forms and methods of teaching. The main goal of teaching foreign languages is the formation and development of a communicative culture of preschoolers, teaching practical mastery of the English language.

Keywords: preschoolers, teaching, practical mastery, English language, modern methods, development of society, modernization, content of education, innovative processes, foreign languages, information, technologies, education system, learning process, methods of teaching, communicative culture.

Introduction

Foreign languages are becoming more and more popular and preferred in everyday life. It is useful to know many languages, and this article also mentions that one of the common languages of international communication is English. Learning English today has become popular among modern society. A foreign language has become a compulsory subject of instruction not only in schools, but also in many additional preschool institutions. Preschool age, from the point of view of psychology and pedagogy, is the best time to start learning a foreign language. Based on this, we can conclude that the sooner you start learning a foreign language, the more effectively, faster and easier it will be given to him, and the more languages he can calmly in the future.

The fact is that these cute creatures are ready to do a variety of things with pleasure, but only those that they like. Teaching children is not as easy as it seems. Despite the fact that a teacher of kids 2-5 years old does not have to teach them complex tense

coordination, irregular verbs, the use of gerunds – he/she must know a huge number of effective ways to keep their attention and instill interest in English.

There are many modern methods of teaching English, but only a few of them are really effective.

The main findings and results

The main method used in kindergarten, children of preschool and school age, is the game method, knowledge of language features and application in practice.

The most important thing in teaching English to kids is the knowledge to interest them, to involve them in the process, and the most exciting process for little children is the game. For a child, play is life. We can say that games for learning English for children are the main form of teaching a foreign language. They create a relaxed situation in which learning is easier compared to forced ways of teaching. During the game, children not only memorize new words, expressions or rules,

but also develop attention, memory, thinking and, of course, creativity.

The use of games in teaching helps to maintain interest in the English language, and also makes it easier to assimilate, consolidate and master the lesson material. The process of the game itself is also suitable for learning, in such an environment information is understood better than in a lesson. This is joyful and useful in itself. This is the best way to teach English to preschool children.

With the help of game, you can achieve unprecedented success in teaching children. The most elementary education, that is, preschool teaching of languages and other subjects, of course, should begin with game methods. The advantages of this method are that it helps to form a strong attachment between the teacher and the child, and also the stimulation of the senses helps the child to know his personality and grow up to be comprehensively developed, and also this method of extraordinary education brings up original-minded children.

At the present stage of development of society, the modernization of the content of education is closely connected with innovative processes in the organization of teaching foreign languages. Therefore, the issue of applying new information technologies in the education system is very relevant. This is a new approach to the learning process, new forms and methods of teaching. The main goal of teaching foreign languages is the formation and development of a communicative culture of preschoolers, teaching practical mastery of the English language.

ECE lays the main base of knowledge of the English language for preschoolers. The main task of a preschool specialist is to develop the cognitive interests and abilities of preschoolers, teaching them elementary communication skills in English. An English teacher needs to create conditions for practical language acquisition for each student, to choose and apply such forms and methods of teaching that would allow the student to show his/her activity, his/her creativity. The use of ICT in the direct educational activities of a foreign language

develops two types of motivation: self-motivation, when the material offered is interesting in itself, and motivation, which is achieved by showing the preschooler that he can understand the language he/she is learning. It brings satisfaction and gives confidence in their strength and desire for further improvement.

Information and communication technologies in the study of English in kindergarten.

The most relevant information and communication technologies are: audio, video players, multimedia tools, as well as various types of games in which children learn to conduct a dialogue. The use of audio, video stories, fairy tales, cognitive material in direct educational activities contributes to the individualization of learning and the development of motivation for the speech activity of preschoolers.

Children are much more interested in listening to or watching a fairy tale, story or educational film, rather than a training program. They very quickly grasp the semantic basis of the language and begin to speak themselves. The child's subconscious is unusually receptive, and even if a pronounced result is not visible now, then in a year or two it is quite possible to encounter the child's unusually developed linguistic abilities.

All information tools used with preschoolers in direct educational activities can be divided into:

- audio,
- video,
- multimedia devices.

Audio tales for learning English.

When the vocabulary of a preschooler reaches several dozen words, you can diversify direct educational activities with the help of audio fairy tales in English. Audio fairy tales are a great help for learning English by children. Starting with tiny English stories. For example, fairy tales such as "Three little kittens", "Three Little Pigs" or "Too Many Daves". Audio fairy tales combined with illustrative material. As the audio fairy tale sounds, the children, together with the teacher, look at the pictures and at the same time pronounce the words.

Game plays an important role in a child's life. Through the game he learns the world. The game recreates life roles, situations, social experience and, as a result, the child learns a certain type of behavior.

Various gaming technologies are used to form the communicative culture of a preschooler.

Internet resources. Experience shows that this form of education helps to implement a student-centered approach to education, provides individualization and differentiation of education, taking into account the individual abilities of children.

The possibilities of using Internet resources are huge and varied. There is a wealth of information and resources on the Internet, such as how-to videos; cartoons in English; the possibility of publishing author's developments and articles; creating your own website; ready-made lesson plans, etc.

Also, teachers and students can take part in quizzes, competitions, olympiads held on the Internet.

One of the main requirements in teaching foreign languages with the use of Internet resources is the creation of interaction in the lesson, in the methodology it is commonly called interactivity. Internet helps in the formation of speaking skills, as well as in teaching vocabulary and grammar, ensures interest and efficiency. An interactive approach in the virtual space is one of the means to achieve the communicative goal in the classroom.

The main means of using Internet resources in preschool educational institutions is a computer. In the hands of an experienced creative teacher, it helps to improve the quality of education. Distinctive features of digital educational resources are visibility, high information saturation and mobility. Modern information technologies make it possible to use game forms of learning, namely the game - the leading activity for preschoolers, to organize effective interaction among children. It's important to understand that the use of ICT alone will not solve all learning problems. And teachers are not at all obliged to work with her constantly, in every lesson. But without a doubt, the use of computer technology

makes classes exciting, dynamic and effective.

Early learning of English contributes to a more fluent practical knowledge of a foreign language and carries a great intellectual and moral potential. Mastering any foreign language is useful for all children, regardless of their abilities, since it has a positive effect on the development of memory, imagination, thinking of the child, and also stimulates the development of his speech skills. We should not forget that the computer cannot replace the teacher in the classroom. It is necessary to carefully plan the time of working with the computer and use it when it is really needed. The main objectives of the use of ICT in English classes in a preschool institution are:

- increasing motivation to learn a foreign language;

- expanding the volume of knowledge about the culture, traditions and customs of the country of the language being studied;

- development of speech competence.

The teacher can use the computer at all stages of learning: when introducing new material, consolidating, repeating. With it, you can also control the acquired knowledge, skills and abilities. In the practical part of my article, I would like to share how I use ICT in my work. For classes, presentations in the Microsoft Power Point program have been developed as an effective means of activating cognitive interest in learning a foreign language. Presentations help with the introduction of new vocabulary and to consolidate the acquired knowledge, skills and communication skills.

Modern children really like working with a computer, such an activity is more emotional, lively and effective. ICT can be used in different ways it all depends on the creativity and skill of the teacher. The main thing is to understand what the computer is used for, and what results it will bring for the teacher in his/her work.

Most researchers believe that the most favorable age for mastering a foreign language is 5-8 years old, when the child's native language has already been mastered at a sufficient level, and to a new one he/she

treats the language consciously. It is at this age that there are no difficulties in making contact in a foreign language and the child is able to easily “code” his thoughts, show natural curiosity and the need to learn new things. Children of this age are characterized by a more flexible and faster assimilation of language material than at subsequent stages. With age, a person loses these abilities, his sensitivity to the perception of sounds and the ability to imitate them decrease, short-term memory weakens, as well as the ability to visual, and most importantly, auditory perception. Physiologists believe that “there is a biological clock of the brain, just as there are stages in the development of the endocrine glands of the child in time. A child up to nine years old is a specialist in mastering speech. After this period, the brain mechanisms of speech become less flexible and cannot easily adapt to new conditions.

In the sensitive age period, mastering the accentless pronunciation of foreign sounds, the intonation of words is most successfully formed, provided that a small child constantly listens and imitates authentic foreign language speech.

The presence of game motivation, which allows the teacher to effectively organize learning for preschool children, gives them an advantage in learning a foreign (second) language. Such an opportunity appears with the correct organization of the game in the educational process, where it is possible to make almost any language unit communicatively valuable. As a result, the effectiveness of the formation of the ability to communicate in a second language among preschoolers is increased due to the interaction of game motivation and interest in schooling.

Preschool education at the present stage requires new solutions to improve the quality of education and knowledge of children. There is a need to develop and apply interactive programs to form and increase motivation in preschool children. As we know, preschool age is unique for learning a foreign language due to certain mental characteristics of preschoolers, such as the intensive formation of cognitive abilities, processes, rapid memorization of

the language, the absence of language barriers, a certain ability to imitate.

The use of an interactive whiteboard in an English lesson allows you to organize the latter brighter, non-standard in form and content than a traditional lesson. Using interactive boards in combination with audio and video media allows you to implement the principles of clarity and consistency of presentation of the material. The advantage of an interactive whiteboard is the ability to combine the already proven methods and techniques of a classic whiteboard and the features of multimedia capabilities, rather than the view mode, as in conventional presentations. The purpose of the study: to consider the concept of “interactive game” as a means of teaching English. Presentation of the main material of the article. To date, the most acute issue in education is the need to improve the quality of teaching English, increasing students' knowledge. More and more they use new approaches and technologies that would increase the motivation of students, thereby increasing the level of mastery of a foreign language.

The use of an interactive whiteboard in lessons makes it possible to implement both completely new and worked out pedagogical techniques for years, since the interactive whiteboard combines both new techniques and technologies and the usual classic whiteboard.

The concept of modernization of Uzbek education includes such areas as: modern education standards are aimed at the formation of professional competencies. These competencies imply a set of knowledge and mechanical possession of professional skills, as well as a certain set of qualities, such as: communication skills, determination, the ability to apply one's personal qualities, activity and a creative approach to work. The priority remains the preparation of the younger generation in the information society, which is changing and accelerating in the modern information society. Under these conditions, great importance is attached to new pedagogical tasks that determine the prospects for the development of education. In order to arouse interest in learning a foreign language among preschoolers, it is necessary to

increase their motivation in the classroom and activate activity in the lesson.

Information technologies play a key role in modern education. Certain requirements are put forward for such classes: visibility, brightness, emotionality, a change in activities that will ensure the activity of students in the classroom, one of the main roles is assigned to the teacher, who acts as the organizer of the entire educational process and consultant. Thanks to the interactive whiteboard, many of these requirements can be realized with the help of an interactive whiteboard. It has been proven that the use of such technologies increases the efficiency of information assimilation by students.

In the context of the search for new modern methods and forms of work in order to increase the level of mastery of the subject by students, interest in interactive technologies has increased, which, in turn, contribute to more effective learning and better consolidation of the material. One of the most popular innovations was the use of an interactive whiteboard in the classroom due to the visibility and dynamism of the presentation of the material. Undoubtedly, great success can be achieved if such a board is used in English classes. The combination of an interactive whiteboard with audio and video tools allows you to put into practice the principles of visibility, accessibility and systematic presentation of the material.

The advantages of such a whiteboard are that it not only implements a viewing mode, as when using presentations, but also the ability to write with a marker, which in turn combines the methods and techniques of working with a regular whiteboard. With the help of an interactive whiteboard, it is easy to involve preschoolers in an active learning process and create conditions conducive to increasing the efficiency of frontal work, which makes it possible to increase the activity of preschoolers in the classroom. To achieve the desired result, students are invited to work with the following types of material: viewing and listening to material, recording comments, selecting, moving and creating objects, grouping them together,

physical education minute, and other actions.

Nevertheless, there are some difficulties associated with the interactive whiteboard: its high cost and the complexity of handling this type of equipment, which makes it difficult for mass distribution of this type of equipment in kindergartens. But even in those institutions where the boards have already been purchased, the question of its use is acute: due to the insufficient completeness of equipment (boards must be equipped with each group) and software, as well as the insufficient level of mastery of the interactive whiteboard by the teaching staff. The process of introducing an interactive whiteboard into the learning process is not well studied in the pedagogical and methodological aspects, consideration of this issue is part of this scientific work.

However, the introduction of interactive whiteboards into the learning process has its own characteristics and limitations. The characteristic criteria of the modern model of education include continuity, design, remoteness, dialogue, orientation of the learning process not only to the logic of the subject, but also on the specifics of the perception of audiovisual information. In order for the new educational model was successful, it is necessary to completely re-equip educational institutions, according to information, communication, audiovisual and interactive technologies.

In order to increase the motivation of preschoolers in an English lesson, it is possible to use an interactive whiteboard. Thanks to these technologies, children are actively involved in the learning process, motivation for learning increases significantly, creativity is stimulated and the child's personality develops. Interactive learning allows you to expand the possibilities of providing information, its accessibility and systematic presentation of the material, helps to teach children taking into account their individual features.

Classes on interactive boards involve not only audio and video viewing, but also visual exercises with the direct participation of children. Animation capabilities, selection, movement of objects, their

selection with the help of color, allows you to use visual, auditory channels for assimilating information. Children easily concentrate their attention on the object, activate their imagination, and the assimilation of the material is easier than with the traditional form of education. Taking into account the psychological and pedagogical characteristics of preschool children, various didactic games, phonetic exercises, work with words are used in the lesson.

The game is the main unit in which preschoolers are taught colloquial speech. It allows you to develop voluntary attention in a child, involves the child in the learning process, thereby increasing his motivation to learn a foreign language, helps to memorize phrases and sentences.

There are several algorithms for conducting interactive games: tasks selected by the teacher for a group of children with a preliminary introductory lesson and problem games in which preschoolers are introduced to a problem that needs to be solved. Goals and objectives should be clear and easily formulated by the teacher in order to relieve difficulties in children. The teacher gives the students information about the rules of the game and clear instructions that they must follow. During the interactive game, children interact with each other, if they make mistakes, the teacher corrects them. At the end of the game, the teacher, together with the students, analyzes the results and summarizes.

An important aspect is that children should enjoy the game by showing themselves in a new situation, but interactive play should not be confused with role-playing. The latter is more like a theatrical representation.

The most important thing in organizing an interactive game with preschoolers is the creation of conditions for students to gain experience of social behavior that is significant for them. Thanks to such games, students acquire the experience of communicating not only with their peers and the teacher, but also conduct joint organized cognitive activities aimed at social development.

Based on the results of the studied material, it can be concluded that the use of an

interactive whiteboard in an English class within a preschool institution allows you to include all students in the learning process, stimulates their creative activity and thought process; interest in the language when using an interactive whiteboard increases, as well as the level of mastering the skills of speaking, listening to speech, which increases the efficiency of assimilation material in the English class.

Therefore, English language teachers make full use of the objects around them, cards and other teaching aids through easy methodologies in teaching kindergarten age children. When teaching words like banana and apple, teachers can also teach new words that suddenly show color by pointing to fruits such as bananas and apples. Children are taught to use a foreign language in the classroom to organize learning activities.

Of course, teachers' methodologies play an important role in the use of materials in teaching. For example, when teaching relevant words, you first show the object to the child and encourage them to speak, students pronounce the words and repeat the new word again using the pictures on the cards to reinforce the word they are pronouncing. When teaching words, teachers will be able to determine the content of the text and the educator will be able to draw the students' attention by drawing the picture on the board by pronouncing the words with them to get their attention.

Therefore, in China today, educators are required to have the skills to draw. This not only reduces the difficulty of teaching, but also helps students gradually consolidate the knowledge they have learned. A perfect approach to each lesson is needed so that students can feel their progress in learning English. This is the only way to motivate children to learn. Kindergarten curricula have been intensified accordingly, as Chinese kindergarten-age children are now more likely to acquire new knowledge.

Creating a flexible classroom atmosphere is sometimes more important than any teaching method. At the beginning of the class, all the children, led by the teacher, sang together in a pleasant English song and

danced a little to its tune. This in itself will strengthen their bodies, help them become more alert and memorize the words of the song faster. The English environment, importantly, allows for natural access to a good learning atmosphere. Children's self-control is weak and they find it difficult to concentrate and concentrate throughout the lesson. Therefore, the teacher should provide songs, poems, or quick recitations to reinforce the language that the children love to listen to, or an animated cartoon that the children love to listen to.

Cartoons. Although children do not understand the words in the cartoon while learning a foreign language, they try to understand the words they use through the actions of the characters in the cartoon. This is an interesting and effective way for children to learn a language.

Today, all kindergartens in Uzbekistan are equipped with multimedia devices. Children are taught everything from English songs to poems, stories and videos. It turns boring language lessons into a fun daily game. There are about 10 children in a group in Uzbek kindergartens, and the educator regularly applies the method of upbringing to each child based on his or her psychology. It requires an educator not only to be an educator, but also to be an artist, a musician, a foreign language teacher, and a good psychologist. Of course, in today's developing world, the Chinese are creating great conveniences for the younger generation in this regard.

Gestures, through facial expressions: When a teacher uses gestures when saying or commanding a child, such as come here, open a book, stand up, look at the board, etc., the child will understand the words.

Sign language is one of the most important teaching methods in English. Chinese kindergarten helps kids easily find the Uzbek name for something in English. Almost all educators know that animal gestures are the easiest method in the process of preparation. (monkey) monkey-shows its image in a slightly bent position. For children with an imitative nature, this can be very interesting, forcing them to say the name of the animal immediately. which helps you remember new words. In

Uzbekistan, families with one child make up the majority. As a result, children in single-parent families tend to be more masculine. It is worth mentioning that the educator.

It is not easy to find a way to the heart of a child with such a character. The educator must have a kind eye and a gentle smile, which instills in children a love for a special educator. Gestures help children to move independently and have fun learning a foreign language. We create an interesting atmosphere for learning a foreign language.

It is necessary to increase the child's interest in English from an early age, to force him to speak, even if it is a mistake, so that the child can overcome the obstacles in front of him and speak without fear. If we turn a foreign language lesson into a form of play rather than a lesson, it will increase the interest of young children. At the same time, their level of activity is growing.

Competition among children is very important, because children need to develop a sense of competition from an early age. That's what motivates every child to be interested in language. The Uzbek think that all of Man's interests come through competition. We can see this in the example of children, who in this way are taught to be together, to know their opponent through competition, to learn about the environment.

The development of language skills in the kindergarten age stage is mainly shaped by constant imitation, and many roles often appear through imitation in cartoons, so when watching a cartoon, we can see changes in children's movements. Therefore, we can use cartoons as an effective educational tool, which helps to increase the effectiveness of children's education. Nowadays, some parents are very concerned about children's interest in cartoons, but in reality, their fantasy worldview serves as a key factor in the formation of young children's development. Therefore, in teaching, we can turn the United States remote control method into a way to influence children's language development. We all know that at this stage young children learn their thinking skills and ability to use language from real life experience, especially for young children at this stage to communicate with cartoons,

expand the distance emotional distance and serve to improve children's language skills does.

Conclusion

In fact, it is better for a child to start learning a foreign language at a very young age. As the brain activity of young children continues to develop continuously, they are able to absorb new information much faster than adults whose brain activity is fully formed. Considering these features, it is advisable to plan the lesson. For example, the use of games, pictures, songs, poems, and cartoons is an effective way to teach a foreign language to preschool children.

References

1. Sherov, D. (2020). Succession Issues in Teaching English. *Academic Research in Educational Sciences*, (3), 434-439.
2. Alimzhanova, A. K., & Bekenova, D. U. BASIC QUESTIONS OF THE METHOD OF TEACHING ENGLISH IN PRESCHOOL INSTITUTIONS.
3. Murtazaeva, A. B. (2021). THE DIFFICULTIES OF TEACHING SPEAKING IN ENGLISH IN TECHNOLOGICAL INSTITUTIONS. *Academic research in educational sciences*, 2(10), 699-702.
4. Uralova, D. (2021). The Use of ICT in Preschool Education While Teaching English Language. *TJE-Tematics journal of Education*, 5.
5. Hamidovna, N. R. (2020). Preparation of children in schools by making technological techniques in pre-school education. *European Journal of Research and Reflection in Educational Sciences*, 8(2), 120-124.
6. Mahkambaeva, S. K. (2021). METHODOLOGICAL FEATURES OF TEACHING ENGLISH IN PRESCHOOL AND PRIMARY CLASSES. In *STUDENT RESEARCH* (pp. 183-187).
7. Oydin, B. (2021). INNOVATIVE APPROACH TO TEACHING ENGLISH IN PRE-SCHOOL CHILDREN. *Барқарорлик ва Етакчи Тадқиқотлар онлайн илмий журнали*, 1(5), 167-170.
8. Nosirova, R. K. (2021). Teaching tools and organization of preschool education. *Academic research in educational sciences*, 2(2).
9. Turdikulova, E. E. (2021). ANALYSIS OF THE CURRENT STATE OF THE LEXIC RESOURCE, FORMED WHEN TEACHING THE ENGLISH LANGUAGE IN PRESCHOOL INSTITUTIONS. *Web of Scientist: International Scientific Research Journal*, 2(08), 62-68.
10. Pulatova, S. Y., & Gerasimova, S. S. (2020). ABOUT THE ROLE OF GAMES IN TEACHING ENGLISH LANGUAGE TO PRESCHOOLERS. *Theoretical & Applied Science*, (5), 910-912.
11. Kilichova, M. K. (2021). LITTLE FEATURES OF FOREIGN EXPERIENCE IN EDUCATION OF CHILDREN IN PRESCHOOL EDUCATIONAL INSTITUTIONS. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 2(10), 241-246.
12. Ergasheva, G. N. (2019). MODERN METHODS OF TEACHING ENGLISH TO KINDERS. *Theoretical & Applied Science*, (7), 358-360.
13. Turdieva, M. J. The Role of the 'First Step' State Curriculum in the Preschool Education System. *International Journal Of Multidisciplinary Research And Analysis. Volime*, 4.
14. Altboeva, G. (2021). Processes Of Formation Intellectual Abilities of Preschool Teachers Through Innovative Technologies. *Eurasian Journal of Humanities and Social Sciences*, 3, 18-21.
15. Pulatova, S. Y. (2021). The importance of teaching english to children in preschool educational institutions. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(4), 730-733.