



New Methods And Technologies Of Teaching English To Preschool And School Age Children.

Davletova Nozima Ikromboy kizi

A gifted student of the Kokand State Pedagogical Institute

Annotation. This article presents some ideas about new methods and technologies of teaching English to preschool and school-age children. The article also presents considerations about the need and pedagogical possibilities of teaching English from preschool and school age.

Keywords. Preschool and school-age children, teaching English, methods and technologies, development, educational process, didactic games, adaptation.

Introduction. Over the past few years, learning a foreign language has become not just a way of self-development, but a necessity. A foreign language has become a mandatory component of education not only in schools and universities, but also in many additional preschool educational 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 upbringing of a modern person, but also the basis of his social and material well-being in society, on the other hand, make early learning of a foreign language especially popular and relevant. If 20 years ago knowledge of a language was required only in certain areas of work, now it was necessary to master at least one.

The main problem of teaching a foreign language is the age of the student. As is known, children are more receptive to learning. Until recently, teaching methods were aimed at children of school age, now parents are trying to start learning a foreign language as early as possible.

Literature analysis and methodology. The main goals of teaching preschool and school-age children a foreign language:

- the formation of elementary communication skills in a foreign language in children;
- the ability to use a foreign language to achieve their goals, to express their thoughts and feelings in life communication situations;
- the formation of a positive attitude towards further learning foreign languages;
- arousing 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 distinguished by their sensitivity to language



phenomena, they are interested in understanding their own speech experience, the "secrets" of the language. They easily and firmly remember a small amount of language material and reproduce it well. With age, these favorable factors lose their strength.

Discussion and results. There is another reason why an early age is preferable for learning a foreign language. The younger the child, the less he has. Vocabulary in the native language, but at the same time his speech needs are also less: a small child has fewer areas of communication than an older child, he does not yet have to solve complex communication problems. This means that when mastering a foreign language, he does not feel such a big difference between the possibilities of his native and foreign languages, and his sense of success is brighter than that of older children. Teaching children is a very difficult matter, requiring a completely different methodological approach than that of schoolchildren and adults. If an adult speaks a foreign language, this does not mean that he can teach others. When faced with methodologically inadequate lessons, children can long become disgusted with a foreign language and lose confidence in their own abilities. Only experienced specialists should work with preschool children.

When teaching English at preschool and school age, children gradually develop the foundations of communicative competence, which at the initial stage of learning English includes the following aspects:

- the ability to correctly repeat from a phonetic point of view English words behind the teacher, native speaker or speaker, that is, the gradual formation of auditory attention, phonetic hearing and correct pronunciation;
- mastering, consolidating and activating English vocabulary;
- mastering a certain number of simple grammatical structures, building 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 abilities and be aimed at their development. Communication in a foreign language should be motivating and purposeful. It is necessary to create a positive psychological attitude towards a foreign language in a child, and the method of creating such positive motivation is play. The game is both a form of organization and a method of conducting lessons in which children accumulate a certain amount of English vocabulary, learn many poems, songs, rhymes, etc.



This form of conducting lessons creates favorable conditions for mastering language skills and speech abilities. The ability to rely on game activity allows you to give a natural impetus to speech in a foreign language, make even the simplest phrases interesting and meaningful. Playing in teaching a foreign language does not contradict educational activity, but is organically connected with it. Games in direct educational activities should not be episodic and isolated. In the process of learning a language, a whole-of-the-world game technique is necessary, which combines and connects other activities. The game methodology is based on the creation of an imaginary situation and the adoption of a certain role by the child or teacher.

Rhythmic musical games- these are any traditional games, for example, dances with a choice of partners, which help not only to master communication skills, but also to improve the phonetic and rhythmic-melodic aspects of speech and immerse yourself in the spirit of the language, for example: " Nuts and May ", " What are you? name ", " I like my friends ", " Heard, shoulder, knee and toe ", etc. Artistic or creative games. This is a type of activity that stands on the border of play and artistic creativity, the path to which lies with the child through the game. They, in turn, can be divided into.

The peculiarity of teaching English to preschoolers is that it is not just sitting at a desk and leafing through books and notebooks. The process should not be boring, and the children themselves should strive for knowledge. Children think clearly, take everything literally, speak simple sentences... If the teacher explains something, he should give clarity, give examples. Therefore, English is a game for preschoolers. Only through this form can you achieve positive results and form a positive attitude towards a foreign language in a child.

Forms of education should be aimed not at mastering as many lexical units as possible, but at cultivating interest in the subject, developing the child's communication skills and expressing his thoughts. It is important to achieve certain qualities of mastering the material, which will allow the child to take on the further growth of language units in the child's competence, with minimal resources, to use them in a situational and meaningful way. From the very beginning of training, it is necessary to develop a certain style of working with children in English, to introduce rituals that correspond to the most typical situations of communication. Such rituals (greetings, farewells, short exercises, the use of polite formulas accepted in English) allow children to establish foreign



language communication, facilitate the transition to English, show children that the lesson has begun, that a certain stage of the lesson is now being passed.

The most important condition for the success of the training is to activate the speech and thinking activity of children and involve them in foreign language communication. In order for children to relate to the meaning of the word and not mechanically remember the sound sequence, it is necessary to constantly change the order of speech acts (order of questions, addresses, names of objects, etc.). When repeating games, different children must be leaders, active participants, so that at least once all children perform the speech acts provided for in the educational task. Primary school students in rural areas usually grow up in conditions far from the English language environment, and children's thinking remains abstract, the process of children's assimilation of new knowledge is always based on emotions. Therefore, English teachers for children of kindergarten age use easy methods of teaching, making full use of the objects around the students, cards and other teaching aids. When teaching words like "banana" and "apple," teachers can teach new color words by showing fruits like bananas and apples. Children can use objects in the classroom to organize learning activities and learn how to use them in a foreign language.

Of course, the teachers' methodology plays a big role in the use of objects during teaching. For example, when teaching relevant words, you first show the child the object and encourage him to speak, the students pronounce the words, and to reinforce the word they pronounce, the new word is repeated using the pictures on the cards. When teaching words, teachers can determine the content of the text, and in order to attract the attention of students, the educator can draw a picture on the board with them while pronouncing the words. Therefore, in China, it is now required for the educator to have drawing skills. This not only reduces the difficulties of teaching, but also helps students gradually consolidate the knowledge they have learned. In order for students to feel their achievements in the process of learning English, it is necessary to approach each lesson perfectly. Only then will children be motivated to learn. Nowadays, since Chinese kindergarten children have advanced in their ability to absorb new knowledge, kindergarten teaching programs have been intensified accordingly.

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, sing a pleasant English song together and dance a little to the tune. This



will naturally strengthen their bodies, help them become more alert, and help them memorize the words of the song faster. The English environment, importantly, allows them to naturally enter a good learning atmosphere. Children's self-control is weak, and it is difficult to concentrate and occupy their attention throughout the entire lesson. Therefore, the teacher should provide songs, poems, or quick sayings that children like to listen to to practice the language, or at least an animated cartoon that children like. Cartoons. While children may not understand the words in the cartoon while learning a foreign language, they try to understand the words used by the characters in the cartoon through their actions. This is an interesting and effective way for children to learn a language.

This list of teaching strategies for preschoolers provides a great transition opportunity for you to develop and learn as a teacher.

1. The Symbol and Picture Method. One way to promote everyday vocabulary is to “give children verbal cues to common brands and symbols,” says Dr. Elaine Fogel Schneider, Director of Touchtime International. She explains that translating from picture to word helps with language development. This means that it can help children learn new languages quickly and easily.

2. The Sound Recognition and Matching Method. For this activity, you will need a few large letters cut out of cardboard and a few small, but not too large, objects that start with those letters. For example, if your letters are M and K and you have a cat and an elephant. Start by telling your child the sound a cat makes. Then, have your child find something that starts with the same sound and glue it to the letter. The decorated letters can be kept in the classroom or brought home to share with parents. Schneider says this activity is a favorite of students because it gives them a hands-on approach to learning. It also creates a “masterpiece.”

3. Learning with the natural world. Children are very interested in learning in a natural setting. Usually, teaching them about the natural world through a backyard garden can be a great way to do this. This method of growing a plant from seed to maturity not only teaches children about its growth, but also helps them learn words in a foreign language quickly and easily. This method relieves stress and helps develop fine motor skills.

4. Adapt your activities to your students. It can be easy to fall back on the teacher's manual or the routine lessons they learned in kindergarten. However, for some children, this can be problematic. Gretzinger says that children need



to be sensitive to children from non-traditional home environments. Think twice before asking students to draw pictures of their families - think about how an adopted child or a child separated from their parents might feel and how other children might react.

Conclusion. Nowadays, all kindergartens in China are equipped with multimedia devices. Children are taught English through songs, poems, stories, and videos. This turns boring language lessons into an interesting daily game. In Chinese kindergartens, there are about 10 children in one group, and the educator regularly uses a method of upbringing based on the psychology of each child. This requires the educator not only to be an educator, but also to be an artist, musician, foreign language teacher, and a good psychologist-mother. Of course, in the current developing era, the Chinese are creating great conveniences for the younger generation in this regard. Teaching through multimedia gives the educator great opportunities. In this way, it is possible to raise the interest of children to a high level and keep their attention for a long time. Through this, we can see that children's language skills have improved. If our topic is "Animals", we first use their sounds to teach the names of various animals. Children pay close attention to this, and immediately start saying the names of animals like cat, tiger, bear...

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