

**ЭКОНОМИКА И НАУКА В СОВРЕМЕННОМ МИРЕ.
РАЗВИТИЕ НОВЫХ ВОЗМОЖНОСТЕЙ**
TEACHING ENGLISH TO PRESCHOOL CHILDREN AGED 5-7 YEARS

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Abstract: This article examines the specifics of teaching English to preschool children. Having analyzed the specifics of teaching students of this age group (lack of long concentration and short perseverance), the methods and techniques that are most effective in working with this category of students were examined. The most effective of these are the game form of teaching, the bonus accumulation system, the visualization of the material being studied, the association method, the immersion method, and various game forms. In the article, these methods and techniques are examined in more detail.

Keywords: teaching English, preschool age, teaching methods, teaching techniques, competence.

INTRODUCTION

Preschool age is a very important period in the development of a person's personality. Therefore, the stage of preschool education attracts the attention of specialists in various fields. If we consider the tasks of modern education as a whole, we can note that recently the priorities have shifted from the aspect of developing skills, abilities and acquiring knowledge to acquiring various competencies: social, socio-cultural, communicative, etc. [1]. Preschool age is also a period of flourishing cognitive development, the formation of assessment and self-esteem, the development of cognitive, volitional, emotional self-regulation. In preschool age, the foundations of the future personality are formed: a stable structure of motives is formed, new social needs arise, the need for peer recognition, a new type of motivation appears, the basis for voluntary behavior [2].

MATERIALS AND METHODS

Currently, one of the most popular is foreign language communicative competence.

According to E. P. Abdurazyakova, it is the mastery of communication techniques at a certain level, the acquisition of relevant norms and stereotypes of behavior is the result of learning. This competence is also closely related to the cognitive and emotional development of students and includes components that represent basic foreign language competencies (speech, language, socio-cultural, compensatory and educational-cognitive), and which are characterized by a certain set of knowledge, skills and abilities [3].

It is advisable to begin developing this competence at an early stage, when the child is able to productively assimilate new material.

According to E. N. Protasova, by about 5 years of age, the system of the native language is sufficiently well mastered, and, as a result, the child's attitude to the new language is already conscious. Modern realities show that early teaching of a foreign language helps to create the opportunity to arouse interest in the linguistic and cultural diversity and richness of the world, respect for the languages and cultures of other peoples. According to the point of view of I. A. Zimnyaya, a foreign language, like a native language, ensures social, intellectual and personal functions of a person [2].

RESULTS AND DISCUSSION

At the same time, teachers disagree on the age at which English language teaching should begin. I. L. Sholpo believes that it is productive to begin teaching at the age of five, since four-year-old children learn the material more slowly, are still too emotional, find it more difficult to concentrate, and do not have sufficient command of their native language. Three-year-old children also cannot consciously study and become familiar with a foreign language, since they are just beginning to develop speech skills and develop a vocabulary in their native language. We consider it important to emphasize the fact that three-year-old

children are in close contact with their parents and their absence often causes stress in children, which can hinder high-quality familiarization with the language. But we cannot ignore the fact that everything is individual, and there can be exceptions everywhere [3]. So, during the first 4 years of a person's life, 50% of cognitive abilities are laid down, by the age of 7-8, basic skills are formed. Starting from the age of 8-10, any abilities need to be developed through training. The older you are, the more time you will need to devote and the more effort you will need to invest. Therefore, the best option for teaching English to children is to start at the age of 5.

An important point in learning a language at an early age is that the child is not afraid and is not embarrassed to make mistakes, which cannot be said about adults. It is difficult for them to overcome the speech barrier. Many want and can speak, but are embarrassed.

The most important thing in teaching preschool children is the interest of the students. It is necessary to structure classes in such a way that children do not lose interest over time, since due to age-related characteristics, they do not have perseverance and long concentration.

The practice of teaching a foreign language at an early stage makes it possible to formulate some recommendations regarding the most effective methods and techniques. Some of them will be considered below.

1. Visual aids. Children should not only hear words, but also see pictures. This way they memorize new material much faster and easier. You can use presentations and handouts, as well as short videos.

2. Bonus accumulation system. This system consists of the students who work best in class receiving bonuses (stickers, labels, stamps). When they accumulate a certain number of bonuses, they receive a small gift. This bonus system helps less active students.

3. Association method. Articulation in English is very important, but it is problematic to explain this aspect to preschool students, therefore it is recommended to use the association method.

This method is very good when introducing English sounds, the pronunciation of which differs from the pronunciation of Russian sounds. For example, when we introduce the sound [w], we stretch our lips like a tube.

CONCLUSION

Snowball. The child says a word and passes the ball to the next student. The next student says the word of the neighboring child and his own word. And so on in ascending order. This game trains children's attentiveness and develops concentration.

Broken Telephone. The teacher says a word so that only 1 student can hear. Then this child passes this word by ear along the chain. The last student must say the word heard out loud. The teacher compares the original word with the spoken one. This game trains children's attentiveness and also develops the skills of perceiving foreign speech by ear.

Magic Flower. Children are given a toy flower. They must pass it to each other. But they can pass it only on the condition that at least several words in English are named. Words can also be divided into groups (food, furniture, body parts, colors, numbers, and so on).

Magic Bag. Cards with pictures are hidden in the bag. The students put their hand into the bag and pull out a card. After pulling out a card, they name what is depicted on the card.

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