

TEACHING OF ENGLISH LANGUAGE IN PRESCHOOL EDUCATIONAL INSTITUTIONS

Radjabova Gulchiroy Gayrat kizi

Karshi city, Kashkadarya region

25 State Preschool Education Organization English teacher

Abstract: this article describes the methods of teaching English in the preschool education system, and now English is becoming a world language, so it should be started from preschool, i.e. kindergarten, the article provides information about this.

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ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ЯЗЫКА В ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЯХ

Раджабова Гулчирой, Гайрат кизи,

Кашкадарьинская область, город Карши,

25 ГОДО, учитель английского языка

Аннотация: в данной статье описывается методика обучения английскому языку в системе дошкольного образования, а сейчас английский язык становится мировым языком, поэтому начинать его следует с дошкольного, т.е. детского сада, в статье представлена информация об этом.

Ключевые слова: иностранный язык, методика, чтение, письмо, аудирование, говорение.

INTRODUCTION

As we all know, the age of children in preschool education organizations is between 5-7 years old.

And it is during this period that they develop rapidly both physically, mentally and emotionally, and the development of their intellectual potential begins at the first stage.

Pre-school educational organizations provide an opportunity for the child to become a healthy and well-rounded person, to develop a passion for learning, to receive regular education 5 days a week, and to learn foreign languages.

It is known that teaching foreign languages in our country has been defined as one of the important tasks since the first years of our independence.

Attention to the study and teaching of foreign languages increased especially after the adoption of the decision of the First President Islam Karimov on December 10, 2012 "On measures to further improve the system of learning foreign languages".

In this decision, along with the progress in teaching foreign languages, educational standards, curricula and textbooks do not fully meet the requirements of the times, in particular, the demand for the use of advanced information and media technologies, and education is mainly conducted in modern ways.

, shortcomings related to the organization of continuous learning of foreign languages at all stages of the educational system, as well as improvement of teachers' qualifications and provision of modern educational and methodological materials are also indicated.

Reading, learning and assessment of foreign languages in our republic

As a result of the five-year implementation of the system starting from 2012, the decision of the Cabinet of Ministers of the Republic of Uzbekistan on August 11, 2017, which we noted above, was adopted.

This decision indicates that the reforms in the field of education are continuing consistently in our republic, and that the purpose of giving benefits, certificates of qualification and encouraging them is envisaged for pupils, students and pedagogues who are fluent in foreign languages.

According to the decision, from now on, at all stages of the continuous education system, it is necessary to ensure the quality of teaching foreign languages to the young generation, to improve the system of training specialists who can speak foreign languages fluently, to recognize the coherence and continuity of educational programs in this direction.

A national test system for assessing the level of knowledge of foreign languages will be introduced in order to ensure this.

In order to implement such measures, the level of mastery of foreign languages at all stages of the continuous education system is determined by the state educational standards "Listening", "Reading", "Writing", "Speaking" is implemented.

LITERATURE ANALYSIS AND METHODOLOGY

There are different approaches to explaining the features of the English language. Researchers expressed their opinions based on the psychological, didactic, practical, educational foundations of a foreign language (I. V. Rakhmanov, G. Kh. Bakiyeva, G. T. Makhkamova, F. R. Kadirova, V. S. Setlin, J. J. Jalolov, T. Q. Sattorov, etc.).

It should be noted that in our country, there are not enough scientific studies on teaching children a foreign language, including English, in a preschool educational institution.

Therefore, during the scientific research, a number of dissertations were analyzed on the issue of teaching children a foreign language from a young age.

Among them, formation of oral speech skills and competences of children before school (ages 5-6) in a foreign language (G.T. Makhkamova), formation of oral speech skills of children in Russian in Uzbek kindergarten through didactic games (F.R. Kadyrova), scientific and methodological development of foreign language teaching in early education and issues of critical learning (N. N. Achkasova, O. A. Osiyanova, N. A. Malkina, O. A. Denisenko, B.Cheptsova and others), scientific works on teaching methods (N. N. Achkasova, N. A. Yatsenko and others) were considered.

The following works were selected from them: psychological approaches to the formation of communication skills in educators of preschool educational institutions (Negnevitskaya Ye.N.), the basics of teaching a foreign language to children of preschool educational institutions (Koliyeva N.F., Grigoreva V.V.), preschool education types of exercises used in teaching a foreign language to children of educational institutions (R.A. Dolnikova), methods of teaching a foreign language to kindergarten children (Futerman Z.Ya.; Chistyakova T.A.), foreign language games for children of preschool educational institutions features of teaching through (Ponimatkova.P), the methodology of using English literature in teaching English from a young age (Denisenko O.A.), teaching communication to 6-7-year-old children through scripted roles (Rebakova N.V.) and preschool educational organizations among them are the formation of oral speech using fairy tales for children (Malkina N.A.).

Features of teaching a foreign language to children from a young age through a communicative approach A.A. Leontyeva, V.G. Kostomarov, O.D.

Mitrofanova appeared in the works of others.

In addition, it was noted that the fluency of the pedagogue's speech is important in teaching a foreign language to preschool children.

DISCUSSION AND RESULTS

A. A. Chentsov noted that one of the problems that didactics should study without delay is the issue of effective design of education.

The more closely the design is connected with the processes of learning and strengthening, repetition and implementation, generalization and control of the educational material, the more the effectiveness of the educational process increases [Chentsov, 1972, p. 231].

Therefore, it is necessary to go the way of effective design of a specific part of the educational process, not all directions.

One of the areas that need such an effective design is the preparation of a collection of effective didactic games.

In performing this complex task, the main factor is the organization of English lessons for children by means of didactic games is considered

Attention, memory and perception can be formed easily in children through games.

Because the child feels free during the game.

The game also willingly accepts data while it is being played.

That is, the information provided through game activity is stored in children's memory without problems.

In this case, teaching English based on pedagogical, psychological and physiological factors is a guarantee of results. While students of preschool educational organizations are learning English during games, it is certainly appropriate to follow the principles of presentation of information.

The role of teaching through various games in teaching English is incomparable.

Playing various games during the lesson increases the enthusiasm for learning science in the classroom, encourages passive students to better participate in the lessons, and creates an environment of competition and teamwork among students in the classroom.

It also increases students' respect for their teachers.

Below are games that serve to increase the effectiveness of teaching during English lessons.

Today, when the English language teaching and learning system is improving in preschool educational institutions in Uzbekistan, one of the urgent issues is the development and introduction of technologies for the effective organization of English language teaching based on modern technologies and with the participation of interactive methods in the educational process.

This scientific research is aimed at improving the educational system, increasing the effectiveness of teaching English through didactic games and advanced pedagogical technologies.

CONCLUSION

Experts in the field of preschool education recommend not to rush to teach a child a foreign language from an early age. Approximately, in children up to 7 years of age, the right hemisphere of the head works. That is why logical thinking is not yet well developed. All this prevents the child from conducting some training related to information analysis and logical thinking. That is why the classical way of teaching English to preschool children is not appropriate. That is, the way English is taught to adults (grammatical structures, etc.) is meant.

Therefore, teaching English to children through games, that is, learning by playing, is effective.

In conclusion, it can be said that in the use of didactic games in English classes, it is desirable to have a system of didactic games with a content appropriate to the age of the children, their certain preparation and the subject.

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