

THE MAIN PROBLEMS IN TEACHING ENGLISH TO PRESCHOOL CHILDREN

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Annotation: This article describes the importance and role of teaching English in our society today. It also discusses the importance of teaching English to children of preschool age and the difficulties and problems that arise in this process and their solutions.

Keywords: multilingualism, lingua franca, educational system, games and posters Excessive reliance native language, English teacher, unexpected controversies, national education Noisy, overbearing, examining assignments, interrupting students, topic-based discussions .

In today's world, multilingualism is becoming more and more important. In addition to opening up employment opportunities, being able to speak a foreign language helps to make a real connection with people and to know more about diverse cultures, places and lifestyles. The more proficient you are, the better you can express yourself.

It is paramount to speak English nowadays since it gives all kinds of opportunities in communication, life quality, and education. First of all, English breaks down communication barriers because it is a lingua franca. In other words, English is the most commonly used language among foreign language speakers. Throughout the world, when people with different languages come together they commonly use English to communicate. That also means that a vast majority of people around the world can speak use this language for different purposes; for example, a multicultural meeting and a chat with a foreigner unable to speak the local language are some of the situations where English is used as lingua franca. Second, English speakers are very likely to have good job opportunities. For instance, most of the English-speaking countries, such as England and the United States are countries with a high gross domestic product and where speaking English is the best way to get job opportunities. Therefore, the standard of living of these people can improve considerably. Finally, English-speaking countries have the best education offer in the world. In order to enter prestigious universities, such as Harvard University, Stanford University, and Oxford University, it is necessary for candidates who want to study there to speak English. Also, these countries offer lots of scholarships for foreigners that want to study in some of their universities; the only requirement besides being a good student is to have a

good level of proficiency in English. In conclusion, speaking English is very important for tourists, professionals, and students who want to be successful.

(Moises Tercero)

So, when offering an English language curriculum in an educational system or in a school, it's important to ensure that it complements rather than competes with curricula in the national or local languages. Otherwise, it can disrupt national education policies and practices in non-English speaking countries. Interestingly, the audience in the discussion thought that some of the top stakeholders who drive demand for English in education, namely, governments, parents and regulatory bodies, are also the main resistors to changing the role of English in education.

Teaching English to kindergartens is a bit daunting, but fun. In working with children, the teacher is required to enter the world of their own, and to take on the role of a genuinely kind teacher and leader in language teaching. An educator should make use of this information when teaching children what they like, what a fairy tale character, or what color they like. It is also important to use different games and posters during the lesson. But in some cases, such games and posters do not give children of kindergarten the ability to learn English, and that a good teacher may have some problems.

The main problems in teaching foreign languages in preschools, especially English, are the same problems that can arise when teaching any foreign language as a second language. But when it comes to schoolchildren and younger learners, it seems that the learning process is several times more difficult. The following are some of the problems and solutions.

Excessive reliance on preschoolers in language learning. We have observed this many times both in groups and in working with individual students. When students do not know the correct answers to some questions, they are silent and expect the teacher to give the correct answer. Maybe it's related to the child's psychology of learning. But in these cases, it seems to me that the educator is more likely to encourage a kindergarten child to think independently, even if it is using a book or notebook. One of our next problems is the use of the native language. It is not possible to teach a foreign language in a foreign language. It may be possible to teach high school classes, especially with alumni, but I think it is impossible for young students to learn English without using their native language. However, excessive use of the first language (mother tongue) can also have a major impact on students' learning a foreign language. In groups, English teacher must balance between teaching English and Native language when teaching English. But how do you find that standard? If you speak a lot of your first language, but it seems that English is not being taught enough. On the contrary, it is often said in English that when students do not understand what is being said, they may not fully understand some of the tasks. In any case, the problem with the standard

of language use in the classes between the native language and the English language, in my opinion, is that many teachers think. Noisy, overbearing, interrupting students. Despite the fact that such learners are a failure of any course, the English teacher is blamed for the lack of such equipment in the first place, and secondly, the lack of sufficient equipment for the student. We may explain the presence of such students in their first language, such as history and geography, as "a child is not interested in science," but not in English. In order for a child to be interested in a subject in English, he must understand the subject, even if he is interested in it. It is important that the explanation should be based not only on verbal information but also on visual aids and multimedia tools. The course is designed to engage students in foreign languages, to present as little information as possible, to enrich the course with colorful drawings, drawings, and multimedia tools that help students deliver information even when they are not familiar with the language. is required.

Preschoolers' playfulness and "abdication" of the lesson. This issue is different from the previous one. Examples of students 'abduction' are the following: topic-based conversations start, students engage in conversation, topic-based discussions are ongoing, and students try to speak English fluently. While everything seems to be going well, readers accidentally, sometimes unknowingly, talk about something quite similar, but completely different. This is considered to be broader thinking and more information, but is a departure from the subject, and may lead to the reader being completely distracted from the main topic. In this process, the educator must guide the children in the right direction, talk about other things without boring them, and work with different pictures and posters. This will help children to avoid playfulness and increase their interest in the topic being taught. The next problem is widespread among children of kindergarten. These are widespread discussions and debates among children. Sometimes this can happen to all children. Sometimes in a friendly environment, controversy can also lead to unexpected controversies and negative scandals. Although this happens not only in English classes but also in any other subject, it may also be because students are not interested or not understanding the subject. Each teacher should try to follow the advice given in Problems 3 above to avoid such adverse circumstances.

Failure to fulfill the homework in kindergarten. The first reason for this is that the instructor is not sufficiently attentive to the task of the lesson. If a teacher spends a specified portion of the lesson only for examining assignments based on the assigned subject, and no student is left out, the classroom attendance will increase significantly. The second reason for missing out on classes might be because students do not come home to work because they do not understand. To avoid this, at the end of each lesson, the teacher clearly explains the task at home, make sure that each student understands, and, if necessary, do the homework properly by working with students individually.

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