



TEACHING ENGLISH TO YOUNG CHILDREN AND ITS EFFECTIVE METHODS.

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Annotation: *In this article, we will look at how to teach English to preschoolers in an effective, natural, and convenient manner to lay a foundation at a young age for mature personnel in the future and at the same time increase their interest in the language. In this process, it is necessary to pay attention to their age, mental state, level of education, interests, and other similar aspects.*

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It is known that in recent years, learning a foreign language has not been a way to develop human thinking, but social activity has become a necessity. Teaching a foreign language is taught as a mandatory component of education at almost all stages of the continuous education system. On the one hand, parents drive the demand for a foreign language in society because language is not only a factor in modern education but also a social and material factor in society. If it is considered the basis of well-being; on the other hand, early learning of a foreign language is expressed as a requirement of time and social activity. If 20 years ago, knowledge of the language was required only in certain fields of work, now our level of knowledge of at least one foreign language is considered a necessity in every field.

Primary school foreign language instruction was founded on scientific sources, concepts, and a slew of principles. For example, in 2005–2006, within the framework of the Educational and Cultural Research Program of the European Union (EAS 89/04), Lot 1 «Good Practice and Main Principles» In the scientific research carried out within the framework of the project on the topic of the main principles of teaching foreign languages in primary education, based on the criterion of importance, the following is summarized in order:

- 1) choosing a meaningful context and subject suitable for the student's age (didactic);
- 2) a positive approach to learning English (pedagogical);
- 3) Holistic learning (methodological);
- 4) Age-related psychological characteristics of students in practical English classes, as well as full consideration of physical maturity levels (psycholinguistic);
- 5) tolerance of students towards others and different values of education in the spirit of respect (pedagogical);
- 6) Another speech, giving priority to the visual approach of analyzers in the presence of the study (the application of psychological issues to the methodology);
- 7) Intrinsic motivation to learn English (psycholinguistic);



- 8) person-oriented education, with the student's unique characteristics taken into account (pedagogical);
- 9) giving priority to listening comprehension exercises for the formation of speech focus (didactic);
- 10) organize training in the foreign language being studied as much as possible (pedagogical);
- 11) taking into account students' strategies and methods of learning English (didactic) [1].

We know that when we want to learn a foreign language, every teacher asks our age, which means that language learning becomes more important with age. According to experts, one of the most urgent problems in language learning is the issue of age. Based on their experience, representatives of the field say that learning foreign languages should be started much earlier. To put it another way, it is best to begin as early as possible. This age range is 3–7 years old. At the age of 3, some children may not know their mother tongue. Can they learn a foreign language? Of course, after the age of 2.5, children can gradually learn their language and then foreign languages. First of all, paying attention to them from the time of the mother's womb by reading many fairy tales, listening to various songs based on foreign languages, and watching shows will start to show their influence on this child from the time of the mother's womb. The age of preschool education and upbringing is a convenient age for learning foreign languages; a child can learn not one but several foreign languages at this age. The reason is that children of this age are distinguished by their sensitivity to language phenomena; at this age, they are interested in understanding their speech experiences, and the "secrets" of language.

Stephen Krashen (1982) stated that the process of acquiring a language happens in a natural way when children are immersed in it, reacting spontaneously and interacting subconsciously. On the contrary, language learning is a conscious, rather rational process that normally happens in a programmed way, for example, when learning grammar or vocabulary. As a result, in the early stages of learning English, students begin to acquire the language unconsciously motivated by necessities such as gaining the attention of the teacher, exchanging information, or participating in a game. Consequently, children would start to understand, feel comfortable, and get used to an English-speaking environment. However, later on, when reaching primary and higher levels of education, it is adequate for students to also learn English by studying the language using more complex approaches, learning the grammar, etc. (as native English speakers also do), but it is fundamental not to leave the acquisition process behind. [2]

Forms of education for preschool children are not about achieving results; they are about the formation of knowledge, skills, and abilities, which is the goal of educational activity. This is his goal; this is the main feature. If a child is interested in the process of drawing and tries to draw beautifully, such a process is a game or an effective activity. But when the child sets a certain goal for himself during drawing, these actions take on the form of education. For example, drawing a picture better than the previous ones, straight coloring, or drawing straight lines are also included in these types of actions.



During education and passed down from generation to generation. Although the child's mental development takes place during the delivery of the left experience, he acquires most of the knowledge and skills during communication with adults while fulfilling their requirements, advice, and instructions. As well as everyday communication that occurs in play activities, drawing, making things, and various other activities, this expands the child's knowledge and skills. Education is the basis of the various styles of communication between adults and children. [3]

It can be seen from this that when teaching a language, the first thing is to study the psyche of the child. By studying the situations that interest him and give him pleasure, something can be taught him. Younger children are more impressionable, and it is more effective if you teach them English without speaking loudly to them and with topics of interest, pictures, and the like. Our biggest mistake is that we put our interests before the interests of the children and teach in a way that suits us. As a result, we cause children to lose interest in language.

It is known that a person is not born with a given language. Every child begins to learn his or her mother tongue at a young age. In this process, it is very important to be able to correctly perceive language materials, that is, sounds, accents, syllables, words, sentences, and intonations. Children learn correct pronunciation (that is, correct pronunciation) and meaning by repeatedly repeating each sound and each word in their play activities. In this way, during the perception of speech materials in children, temporary connections in the form of complex dynamic stereotypes are formed concerning each word. Due to the formation of temporary connections in the form of dynamic stereotypes, children can easily understand each complex phrase. Speech perception expands children's ability to know the world. [4]

The faster the development of speech, the more opportunities there are to learn other languages. Some children of kindergarten age also have difficulty speaking, but if I cite a few cases that I have witnessed when I work with some speech-impaired children, I see in them the desire to speak and learn a language. As a result, I tried to work with them more, and the result is better than I thought. The surprising thing is that children with speech impediments struggle to speak Uzbek, but they can write poems, songs, and words in English. He was able to pronounce the words satisfactorily when I taught him, and he learned faster than other healthy children. And their pronunciation skills are starting to get pretty amazing too.

Teaching English to kindergarten children is a good example of this. The main goals of teaching preschool children a foreign language are:

- formation of basic communication skills in English in children;
- the ability to use English to achieve their goals and to express their thoughts and feelings in life;
- creating more positive attitudes towards learning English;
- arouse interest in the lives and cultures of other countries.

Ways to teach kindergarten children English quickly and easily:



- English songs
- English poems
- Playing action games in English
- Listening to English songs
- Memorization using English picture words

In short, the diversity of children in English-language education is equivalent to the number of factors considered in many corporations. The first situation is the age of the teens, and their traits should be taken into account. Correct the number of kids in the group. It is integral to prepare English training in a dispensable manner. Another language for children and the appropriate speech cloth should be chosen. The value of selecting language and speech fabric as a principle of improvement is taken into account. Linguistic composition is the lexicon of exceptional parts of speech and includes units such as nouns, verbs, adjectives, adverbs, prepositions, and grammatical buildings accessible to preschool children. Speech on the cloth is made up of phrases and phrases that express the opponent's intention. Language and speech When selecting a set, the instructor considers frequency and lively principles and types a potential vocabulary. The active vocabulary of preschool adolescents who learn in the process of acquiring sensible language in the school room and outside the lecture room includes all phrases and expressions. Teachers in the lecture hall and students who use to arrange the normal path of communication are examples of sequential, intuitively realized conversational configurations. The standards for organizing the English language in organizations with a wide range of children result in excessive effectiveness in teaching and desirable outcomes.

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