



ENGLISH IS FAST AND EASY TO LEARN AT KINDERGARTEN AGE

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**Annotation:** *This article describes the methods of teaching English to preschool children.*

**Key words:** *foreign language, words, primary education, interesting games, mental activity, rule, children, methodology.*

In the last few years, learning a foreign language has become more of a necessity than a way of self-development. 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 education of a modern person, but also the basis of his social and material well-being in society, on the other hand, make the early learning of a foreign language especially popular and relevant. If 20 years ago knowledge of the language was required only in certain areas of activity, now it is necessary to master at least one. The main problem of teaching a foreign language is the age of the student. Children are known to be easier to learn. Until recently, teaching methods were focused on school-age children, now parents are trying to start learning a foreign language as early as possible. The main goals of teaching preschoolers a foreign language:

- formation of basic 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;
- formation of a positive attitude towards further study of foreign languages;
- arouse interest in the life and culture of other countries.

There is another reason why an early age is better for learning a foreign language. Teaching children requires age-appropriate creativity based on completely different methodological approaches than that of schoolchildren and adults. At preschool age, when teaching English to children, the foundations of communicative competence are gradually formed, which at the initial stage of learning English includes the following aspects:

- the ability to correctly repeat English words from a phonetic point of view after a teacher, native speaker or speaker, that is, the gradual formation of auditory attention, phonetic hearing and correct pronunciation;
- acquisition, consolidation and activation of English vocabulary;
- mastering a certain number of simple grammatical structures, making a coherent statement.

The methodology for conducting direct learning activities should be built taking into account the age and individual characteristics of the structure of children's language skills and should be aimed at their development. Communication in a foreign language should be motivational and directed. It is necessary to create a positive psychological attitude



towards a foreign language in a child, and the way to create such a positive motivation is a game. The game is both a form of organization and a method of conducting lessons, in which children replenish a certain vocabulary of the English language, learn a lot of poems, songs, count rhymes, etc.

Games in direct learning activities should not be episodic and isolated. In the process of learning a language, a through game technique is needed that combines and integrates other activities. The game methodology is based on creating an imaginary situation and taking on a certain role by a child or a teacher.

Musical-rhythmic games are any traditional games, for example, dances with the choice of partners, which help not only to master communication skills, but also improve the phonetic and rhythmic-melodic aspects of speech, immerse yourself in the spirit of the language, for example: "Nuts and May", "How you? name", "I like my friends", "Heard, shoulders, knees and toes" and others. Artistic or creative games. This is a type of activity located on the border between play and artistic creativity, and the path to it lies with the child through the game. They, in turn, can be divided.

Language learning also depends on age periods. According to psychologists, children learn language faster and easier than adults. The main reasons for this are children's natural inclination to learn languages, their strong ability to imitate, and the fact that children have more time than adults. It should be noted that children of 6-7 years old do not understand the meaning of information, but memorize it mechanically. Therefore, you should not start teaching English to elementary school students with grammatical concepts. Otherwise, from the first step of learning a foreign language, you can strain the child and extinguish his interest.

Therefore, teaching a foreign language to young children is very difficult and responsible. For a meaningful and interesting teaching of English to children, you can use the following methods:

- to learn, with the help of songs and poems, letters or combinations that are difficult to explain or remember, that do not make sense.

For example, children can be shown to learn the English alphabet by singing rather than just memorizing it.

- games associated with mental and physical activity;
- cartoons; While children do not understand the words in the cartoon while learning the language, they try to understand the words they use through the actions of the cartoon characters. This is a fun and effective way of learning the language for children.

- role-playing game, the educator must play or play it out for children, while teaching some information, for example, the names of animals or birds. For example: one student shows the howl of a dog and the meow of a cat, the other student needs to find out which animal these sounds belong to and give its English name.

- subject environment; If the teacher can create such an environment depending on the subject, the children will learn the language better. For example: on a trip, on a birthday, in the kitchen, etc. On the topic of travel, the teacher organizes a trip, information on the importance of travel (on foot, by bicycle, by car, trains, ships, planes), where to go



(Tashkent, Samarkand, Bukhara, England, USA) This will strengthen students' vocabulary, language skills and develop their worldview.

- puzzles; Children are very interested in guessing riddles. Therefore, when a teacher makes a riddle in English or Uzbek, he should ask the children to answer it in English. Then the children quickly learn the words.

- practical activities (tasting fruits and other products, smelling flowers); This phrase can be explained by the thoughts of a practicing psychologist: "A teacher who wants something firmly fixed in the memory of children must use as many of the child's senses as possible: eyes, ears, hearing organs, muscle sensations. , and even if possible, he should try to involve the organs of smell and taste in the process of memorization. For example: when the teacher tastes an apple, its color is red or green, He should give information about the smell sweet (delicious) or sour ( ) or fragrant ( ) and, feeding fruit to other students, he should ask the children to give information about this fruit in English . It also helps in further learning. If the teacher asks the students the English name of the flowers, the child immediately remembers the time when he ate the fruit, he quickly remembers that it is red-red and green-green. Therefore, using this method helps the student retain information in memory for a long time.

- through gestures, facial expressions; When the teacher says something to the child or gives an order, for example, if he uses gestures in sentences such as "come here", "open the book", "stand up", "look at the blackboard", it will be clear.

- through visual aids, posters, books;

- write on things that are visible and often used in everyday life. For example: an inscription on a door, a book, a table, a blackboard, a window, etc. Since such things are always in sight and are often used in practice, the child learns these words involuntarily.

- through the news; We know that children are curious. They quickly get tired of the monotony. Therefore, it is necessary to teach them not always one kind of methods, but to change and update such methods. Otherwise, the children will understand how the teacher will teach and prepare for it. Teaching with innovative methods increases the aspiration of children.

Of course, teachers' methodology plays a big role in the use of materials during teaching. For example, when teaching related words, you first show the child an object and invite the child to pronounce it, students pronounce the words, and repeat the new word again, using pictures on cards to reinforce the spoken word. When teaching words, teachers can determine the content of the text, and to attract the attention of students, the educator can draw their picture on the board, saying the words along with them. Therefore, at present in China, the teacher is required to be able to draw. This not only reduces the complexity of learning, but also helps students gradually consolidate their knowledge. In order for students to feel their progress in the process of learning English, a perfect approach to each learning activity is necessary. This is the only way children are motivated to study. At present, Chinese kindergarten children are more receptive to new knowledge, so the curriculum in kindergartens has been intensified accordingly. In a word, modern language teaching is aimed at forming a more cultured person, and it is advisable to convey new knowledge to children by systematic and innovative methods. Formation of their



personal development based on modern methods using age-appropriate creative and didactic games and open classes for teaching preschoolers a foreign language. Successful use of new information technologies and computer devices in education, the introduction of useful products for children from demonstration materials and consolidation of the results.

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