



## METHODOLOGY OF TEACHING ENGLISH IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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<p><b>Received:</b> 26<sup>th</sup> August 2021 <b>Accepted:</b> 24<sup>th</sup> September 2021 <b>Published:</b> 30<sup>th</sup> October 2021</p>	<p>The process of teaching a foreign language to preschool children has been the object of close attention of researchers over the past decades and is currently acquiring special importance due to the fact that improving the quality of language training is one of the tasks of teaching and educating a comprehensively developed personality. This task can be successfully solved provided that the pedagogical process is optimized already in preschool institutions. Address the problem of teaching preschool children The age of a foreign language prompted us to observe the changes that are taking place in the pedagogical process of preschool institutions and in the life of modern society as a whole</p>
<p><b>Keywords:</b> International Communication, Native Language, Perception, Thinking, Memory, Imagination, Variety Of Teaching Aids.</p>	

The gradually increasing openness of the state leads to numerous contacts with representatives of various nations, which makes it especially relevant to know a foreign language and, first of all, English as a means of international communication. Perspectives of early teaching of foreign languages in terms of the all-round improvement of the child's personality, his humanitarian development and familiarization with general cultural values, it is not questioned. As F.A. Sokhin, one of the main tasks among the many important tasks of upbringing and teaching preschool children is the task of developing speech and verbal communication. It seems that in the system of lifelong education this problem cannot be solved one-sidedly - only on the basis of the native language.

The complication of the speech experience of a preschool child occurs due to the assimilation of new linguistic means, with the help of which he learns to formulate his statements in the learning process. The use of words of a foreign language to denote familiar objects and phenomena of the surrounding world allows the child to realize the possibility of the existence of a different language system, different from the native one, and draw his attention to the existence of differences in the linguistic phenomena of the native and foreign languages. Early learning foreign language has a beneficial effect on the development of the child's psyche, and, in particular, on the enrichment of his intellect, which, in turn, is due to the activation of the main cognitive processes: perception, thinking, memory, imagination. Optimization of these aspects is largely ensured by the rational definition of goals, objectives, content and teaching methods in the general context of the foundations of the mental development of a preschool child.

One of the most of the essential points, according to most researchers, is an increased sensitivity to linguistic phenomena at the age of 5-6 years, due to the highest intensity of language ability during this period and which is an important prerequisite for the successful formation of elementary foreign language speech skills and abilities. The study of foreign languages at preschool age is characterized, in our opinion, by a number of important advantages associated with various opportunities for organizing education. First of all, it should be noted that in the process of teaching at school, speech skills and abilities are formed on an "oral basis", i.e. a significant amount of information is assimilated by children based on auditory perception and imagination, and only a small part of it is reinforced by influencing the visual channel with the help of visual aids.

At the same time, it is known that participation in the performance of activities that are known for a person, accompanied by motor activity, significantly increases the quality of mastering the relevant knowledge, skills and abilities. Unlike schools, where it is quite difficult to organize the performance of tasks by children that involve their active participation in activities and are not defined by the program, kindergartens provide ample opportunities both in terms of organizing classes and in attracting a variety of teaching aids (toys, objects, manuals and materials). Nevertheless, in the methodology, the problem of teaching preschoolers' foreign languages is solved mainly in the aspect of using games in learning, while other types of children's activities (application, modeling, design, drawing, making crafts, etc.) are not given due attention in foreign language classes.

Scientific research raises various methodological problems, such as determining the content of teaching a foreign language to preschoolers, methodological integration of speech development and teaching a foreign language

in a kindergarten, the use of speech games in English classes, the creation of a set of exercises for teaching English speech in kindergarten, game modeling of foreign language communication, designing game situations, etc. Data Authors research is united by an attitude towards play activity, in which they see the main way of solving the issues raised. Despite the understanding by the authors of the works of the interdependence of speech activity, behavior and non-speech object-practical activity, their studies did not reflect the possibility of using other types of children's activities in teaching a foreign language. It seems to us irrational such an exclusion of substantive and practical types of activity and teaching children's foreign languages.

Exploring modeling, drawing, applique, designing, making paper crafts, organizing elementary work assignments to a group and a corner of nature, etc., in our opinion, represent great opportunities in terms of providing the pedagogical process with new interesting teaching methods and strengthening its communicative orientation. The active participation of children in the performance of activities not only increases the motivation for mastering foreign language speech skills and abilities, but also creates a "material" basis for the qualitative formation of elements of the new language system in the mind of the child. It is difficult to overestimate the significance of the activity, its influence on the mental development of the child. It is in the process of carrying out activities that a human personality is formed, a person realizes his own "I", the formation of a person as a product of social relations.

The close relationship and interdependence of the processes of speech development and formation activity finds its expression primarily in the fact that a change in the nature of speech leads to a change in activity and, conversely, purposeful, clearly perceived activity improves the structure of speech through the use of more complex linguistic forms. All this prompted us to pay more attention to the problem of the activity-based approach to teaching a foreign language. In our study, we aimed to show how optimally organized activities in the children's collective, covering play, visual, constructive, labor activities, activities related to the implementation of regime moments and performed in specially organized classes, affects the acquisition of skills and abilities of foreign language speech by children.

The relevance of the topic we have chosen lies in the fact that its research will enable the educators of preschool institutions to be equipped with a teaching method, which is an integral system, I cover! Various types of children's activities, which serve as the basis for preschoolers to master foreign language speech activity. The creation of such a technique, in our opinion, is able to ensure the inclusion of the subject "English" in the structure of the pedagogical process as its link, to ensure its integrity, carrying out this type of work on an equal footing and in close relationship with the development of speech, physical education, familiarizing children with the world around them. ... The object of this study is the process of forming elementary skills and abilities in the foreign language speech activity of preschool children. As a subject of research, the methodology of the formation of foreign language speech skills and abilities in non-speech activities is considered. The purpose of this study is to theoretically substantiate and practical development of a methodology for teaching preschool children a foreign language in various types of non-speech activity.

In carrying out the selection of language and speech material, we relied on a number of requirements developed by us and were guided by the Program for teaching preschool children to the English language. Due to the fact that the basis of training is non-speech activities, which in the learning process are organized in the form of situational-activity blocks, the selected language material is supplemented by LU, denoting tools, materials, objects of activity, their characteristics and qualities, as well as speech patterns that allow children to plan the sequence of its implementation before starting an activity and then comment on its course.

The lexical material is divided by topic and organized concentrically, i.e. in such a way as to ensure a gradual increase in the volume of material and its semantic relationship at all stages of training. The methodology developed by us for teaching preschoolers the English language in non-speech activities is a training system and assumes the implementation of all the main goals of learning, while under the practical goal we mean the formation of elementary foreign language oral skills and abilities that create the preconditions for further mastering a foreign language during schooling. Educational and educational goals are also realized in close interconnection: in the process of participation in subject-based practical activity, children get acquainted not only with a new system of the studied language for them, but also develop practical skills in non-speech activities, they learn a lot of new things when making crafts and planting flowers, applying and sculpting from plasticine or toy dough, etc. Diligence and hard work, attentiveness and accuracy, the ability to work harmoniously and disciplined are brought up in children.

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