

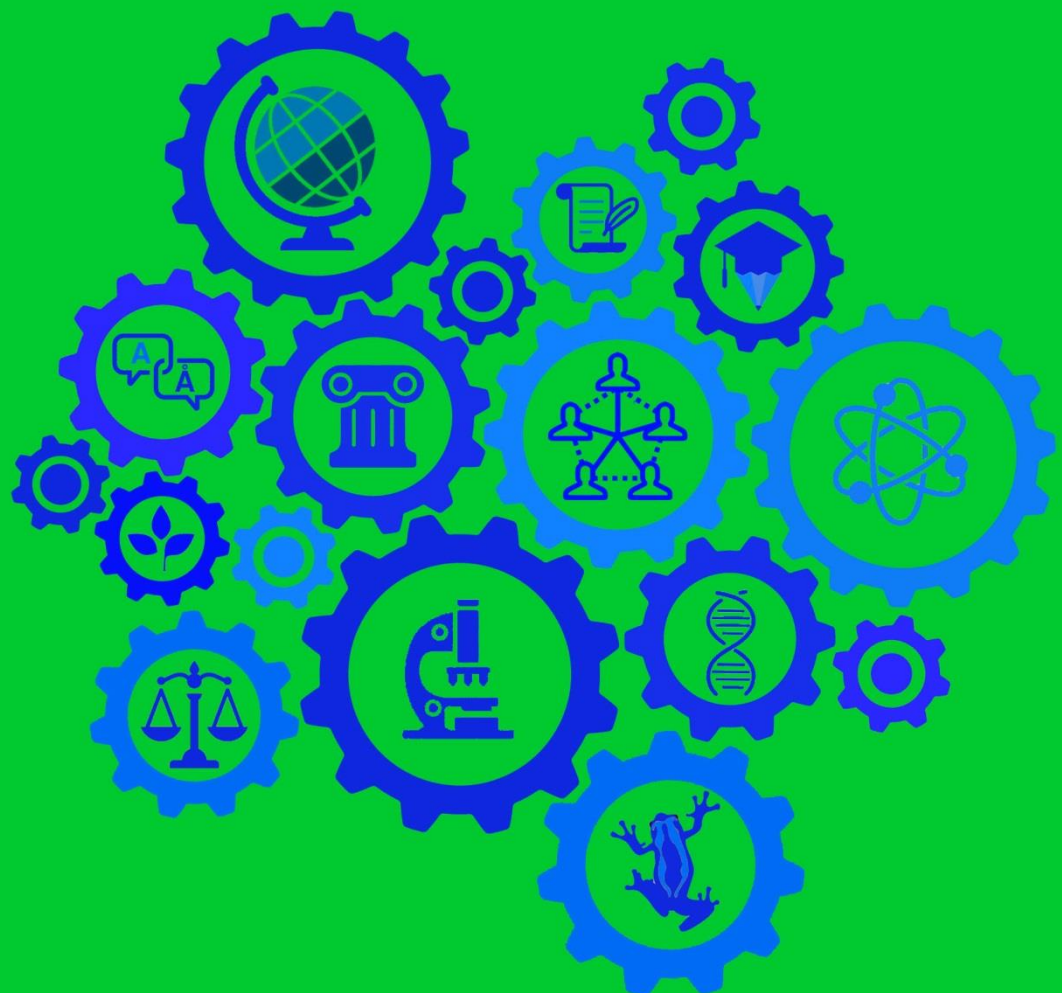
IMPACT FACTOR (UIF): 8.47  
IMPACT FACTOR (SJIF): 8.47

ISSN: 2249-9822

# TJE

## Thematics Journal of Education

*Informing scientific practices around the world through research and development*



**Editorial Team**

Anurugwo Appolonia Osita, Lecturer, Department of Adult and Non-Formal Education, Alvan Ikoku Federal College of Education, Owerri Imo State, Nigeria

Ram Babu Pareek, Assistant Professor, Regional Institute of Education, Ajmer, Rajasthan, India

Vanita Chopra, Assistant Professor (B.El.Ed), Gargi College, Department of Elementary Education, Delhi University, India

Engin Aslanargun, Associate Professor, Educational Administration, and Supervision, Department of Educational Sciences, University of Düzce, Turkey

Azizova Gulnoza Ganijanovna Samarkand State Institute of Foreign languages

Masuda ZAYNITDINOVA, Public education of Tashkent region retraining and their training is regional Center

Ergashev Jamshid Bakhtiyorovich Jizzakh State Pedagogical Institute.

Baltaeva Anadjan Tadjibayevna Doctor of Philosophy in Pedagogy. Tashkent State Transport University

Ziyayeva Sevara Anvarovna Uzbek State World of Languages University

Alimov Azam Anvarovich, PhD in pedagogical sciences, docent, Head of department of Bukhara Engineering Technological Institute

Khushnazarova Mamurakhon Nodirovna Kokand Pedagogical Instituti Faculty of Primary Education Head of the Department of Interfaculty Pedagogy and Psychology

Kurbanov Jasurbek Akmaljonovich Kokand State Pedagogical Institute

Khamidov Odil Abdurasulovich, PhD in pedagogical science, docent of Professional Education Department, Jizzakh Politechnical Institute, Uzbekistan

Suyarov Akram Samarkand State University, Uzbekistan

Pramila Ramani, Assistant Professor, Navrachana University, Vasna Bhayli, Vadodara, Gujarat, India

Kaveri Sarkar, Associate Professor, Faculty of Economics, Gobardanga Hindu College, West Bengal State University, India

Ezenwafor Justina Ifeyinwa, Senior Lecturer, Department of Vocational Education, Nnamdi Azikiwe University, Awka, Nigeria

Vo Van Dung, Lecturer of Philosophy, Department of Pedagogy, University of Khanh Hoa, Khanh Hoa Province, Vietnam

Isabaeva Mashkhura Kokand State Pedagogical Institute

Gulshan Asadovna Asilova Tashkent State University of Uzbek Language and Literature

Olimov Bakhtiyorjon Usmonovich, Kokand State Pedagogical Institute Uzbekistan

Madjidova Dildora Uzbek Scientific Research Institute of Pedagogical Sciences named after T.N. Kori Niyoz

[Nozima Nurmaxammadovna Karimova](#) Institute for pedagogical innovations, retraining and advanced training of leading and pedagogical personnel of vocational education

Lagay Elena Aleksandrovna, Uzbek state University of World Languages

M.Akhmedova Head of the Department of Intensive Foreign Language Teaching Technology. Uzbekistan Pedagogical Science Research Institute named after Kori Niyazi

[Pulatova Durдона Ravshanovna](#) Tashkent State Pedagogical University named after Nizamiy Uzbekistan

Shoimov Azimkul Karimkulovich - PhD, Teacher at Tashkent State Pedagogical University,

Yusupova Mukhabbat Anatolyevna Chirchik State Pedagogical Institute

Matchanov Nurjan Sultanmuratovich NUKUS STATE PEDAGOGICAL INSTITUTE NAMED AFTER AJINIYAZ

Karlibayeva Guljahon Ermekbayevna NUKUS STATE PEDAGOGICAL INSTITUTE NAMED AFTER AJINIYAZ

Akmedov Erkin Rakhmonovich, PhD in pedagogical science, docent of Professional Education Department, Jizzakh Politechnical Institute, Uzbekistan

Musurmanova Aynisa Deputy Director for Scientific Affairs of the Research Institute "Mahalla va Oila" under the Ministry of Mahalla and Family Support of the Republic of Uzbekistan

Askarov Abror Davlatmirzayevich – Doctor of Philosophy in Pedagogical Sciences (PhD), associate Professor. Head of the Department of Quality Control of Education of Termez State University. Uzbekistan

PhD Boymirov Sherzod Gulistan State University. Uzbekistan

PhD Kuldashova Navbakhor Department of German and French languages Bobokulovna Bukhara State University

Ibraimov Kholboy Ibragimovich - Doctor of Pedagogical Sciences, Professor of the Department Pedagogy and Psychology, Uzbek State World Languages University

Khamidov Xusrav Uzbek National Institute Of Musical Arts Named After Yunus RajabI

Urishov Shakir Mamatalievich - candidate of pedagogical sciences, associate professor of Uzbek State World Languages University

Kosimov Ubaydulla Akhrorovich, PhD in psychological science, docent, Bukhara Regional Center of Retraining and Professional development of Public Education, Bukhara, Uzbekistan

Jalolova Pokiza Muzaffarovna Karshi branch of Tashkent University of Information Technologies named after Muhammad al-Khwarizmi

Akhmetjanov Mansur Maxmudovich, PhD in pedagogical science, Metrology and Standardization Department, Bukhara Engineering Technological Institute, Uzbekistan

Mamatkulova Zarifakhon Muxammadsoliyevna Fergana regional center for training and training of public education workers Uzbekistan

Sultanov Usmon Ibragimovich PhD Kokand State Pedagogical institute department of "Phisical and Action games"

Mamadov Norpulat Suyarovich Candidate of pedagogical sciences, Uzbek State World Languages University, Republic of Uzbekistan

Nurullaev Farrukh Gaybulloyevich-PHD in pedagogical science, docent in Music education department , Bukhara state university, Uzbekistan

Karlibaeva Guljakhan Yermekbaevna Nukus state pedagogical institute

Matjanov Nurjan Sultamuratovich Nukus state pedagogical institute

Thematics journals PVT. LTD.

Address: A-9, Local Shopping Complex, B-Block, Naraina Vihar, Ring Road, New Delhi - 110027

Tel: +91-11-45055556, 45055533, 45055537

For General Query [info@thematicsjournals.in](mailto:info@thematicsjournals.in)

For Subscription Contact [subscription@thematicsjournals.in](mailto:subscription@thematicsjournals.in)

For Submission of Journal or Article [submission@thematicsjournals.in](mailto:submission@thematicsjournals.in)

## **Methodology for Teaching English in Preschool Education**

**Uralova Dilfuza Saydaliyevna**

Gulistan State University

**Abstract:** It is one of the most common choices available to parents in today's world to teach English to preschool-aged children. The answer to this question is contingent upon a variety of factors, one of which is the need for individuals in today's culture to be able to communicate in English. It is discussed the significance of learning a foreign language, the many innovative pedagogical approaches that may be used in the process of learning a foreign language, the ways in which these approaches can be implemented in the classroom, and the practical significance of making successful use of these approaches during instruction. Additionally, there are many ways in which they might be used.

**Keywords:** technologies, educational methods, the need for language learning, gaming activities, the English language, the impact, some.

Due to the fact that preschoolers are of a different age and possess unique psychological features, it is necessary to have a unique strategy for organizing English classes for them. On the basis of this, many approaches to teaching English to preschool-aged children are now being explored in clinical settings. This does not exclude the process of education that occurs throughout preschool. There has been a substantial rise in the significance of teaching foreign languages to young people throughout early childhood education. In today's world, the social, economic, and spiritual growth of the state is directly correlated to their attention to preschool education. Our young people have been provided with every opportunity to develop into professional professionals who are up-to-date and completely qualified. During the age of development, there was also a significant increase in the amount of focus placed on the process of acquiring information. In addition, in order for us young people to construct a prosperous future for Uzbekistan, the first thing that we need is access to education that is both efficient and of high quality. It is vital, in this respect, to improve the study and teaching of a foreign language, to conduct exchange programmers with top institutions in other countries, and to research and implement a variety of approaches via the use of these programmers. A child's pre-school education serves three purposes: to get him ready for school, to pique his interest in learning, and to assist him in demonstrating his capabilities. The decision of the President of the Republic of Uzbekistan "On measures to improve the management of the preschool education system" and, at the same time, "The concept of development of the preschool education system until 2030" was adopted. This was done in consideration of the aforementioned circumstances. Issues such as the supply of preschool educational institutions with trained people, the continued growth of the network of the preschool education system, the use of contemporary and efficient

ways of teaching children, and the preparation of children for school education are all reflected in these texts.

**THE METHODOLOGY** The first phase of our children's education and development is often referred to as pre-school education. Our children should be able to develop and learn in ways that are tailored to their individual intelligence if they belong to the correct preschool programme. However, in contrast to adults, children do not acquire the ability to think about the future. The method of instruction for the English class needs to be "here and now" in its approach. Children are able to acquire a foreign language more quickly and readily if they comprehend tales or triumph in activities. They are able to integrate the facts that they have acquired via games with their involvement if they so desire. However, on the other hand, activities or tasks that inspire children to speak should be attractive and essential. On the one hand, the content that is represented in language should be relevant to the lives and everyday lives of children. During the course of the lesson, students comprehend that they are a component of the lesson, and they behave and act in a manner that is consistent with the characteristics of the work that they are studying. When it comes to learning a foreign language in primary school, action-based approaches that are based on real-life scenarios and games are often the most effective and successful ways. There is a high probability that every kid will gladly engage in the process of learning a foreign language via game-plot scenarios. This is because children will feel as if they are a part of the situation. First and foremost, students "live" with a foreign language in the courses where they are enrolled. For this reason, if it is feasible to communicate in the classroom, it ought to be done in that foreign language. It is possible for children to not only comprehend instructions but also communicate their requirements through the use of a foreign language. From this perspective, it is also beneficial for a person who is fluent in English to connect with native speakers of the language and to extend invitations to them to attend the class. According to the constructive method, it is recommended that children acquire knowledge of the meanings of words and regulations in as many languages as may be practicable. Because of this, they are able to acquire fundamental thinking abilities. Learning styles might vary from kid to child, just as they do for all learners. Every possible mode of learning is taken into consideration while educating youngsters. It is necessary for the learner to pay particular attention to the kinesthetic and tactic kinds of learning situations. Primary school students have a greater range of abilities, knowledge, and interests than secondary school students. A person's capacity for comprehension is another factor that plays a role in the process of learning a foreign language. During the process of teaching a foreign language, it is essential to provide positive reinforcement for each child's behavior. They need to improve their ability to differentiate between auditory, tactile, rhythmic, and visual stimuli. However, children forget what they have learned very fast. In light of this, you may assist youngsters in remembering the speech by



playing games or providing them with handouts and repeating it several times. Courses are constantly accessible, and consistent repeats are an essential component of the curriculum. It is necessary to use complete strategies in order to successfully teach foreign languages. A further illustration of this would be to allow youngsters to listen to broadcasts in English or the language that they are studying, and then monitor how the kid is affected by the broadcasts. In the event that these broadcasts are beyond their comprehension, it is essential that they listen to broadcasts that are simpler. In addition, it is essential to first compose the translation of the words in the "listening" section, providing an explanation of their meaning as well as the manner in which they are used in speech activity. Talk and Words Another way that is useful is to educate children by utilizing items that they like playing with and enjoy liking. It is common knowledge that parents are the most important factors in the development of their children. Because of this, adolescents have the primary responsibility for their own acquisition of information and education. As an additional point of interest, they play a significant role in generating initial interest in them and initiating them on a certain path. It is clear from this that the youngster is more interested in his favorite book or toy than in anything else or anything else at all. Additionally, while the youngster is learning a new phrase or concept, he does it by learning through the things that he enjoys doing. Through the medium of that cherished item, that particular word also becomes a favorite. When it comes to learning a foreign language, it is generally recommended to begin the process at a very early age. Because the brains of young children continue to experience growth and development, they are able to take in new knowledge at a considerably quicker rate than adults, whose brains have already reached their full maturity. Because of these idiosyncrasies, it is important to prepare a lesson that takes them into consideration. When it comes to teaching children of preschool age a foreign language, one method that has proven to be helpful is the use of cartoons, games, drawings, songs, and poetry. mainly due to the fact that the primary idea contained inside them is portrayed in the brain as a picture. Therefore, it is necessary for us to define all that we teach in accordance with this. The category of excitement and like is the foundation upon which the mentality of children who are enrolled in preschool education is built. Children of this age are naturally highly interested in things that are bright and attractive, and they pay a great deal of attention to these things. The fact that young children have a preference for instructors who are attractive and pleasant is a strong indication of this. Because of this, the information that is offered to them has to be conveyed in a manner that takes into consideration their interests, and the educational process needs to make direct use of colour materials and illustrated manuals. This shows that the students' interests play a major role in determining how preschool educational institutions instruct young children.

**FINAL THOUGHTS** It is important to note that the activities and games that youngsters participate in on a daily basis are the primary sources of interest for them. As a result, it is the responsibility of the educator to teach the scientific direction by making connections between it and activities and interests that are commonplace. Children of preschool age need to be encouraged to acquire an interest in the English language, and it is essential that education be developed in an attractive manner. When it comes to this particular aspect, the use of creative approaches in English language lessons helps students build their capacity for logical and independent thought, as well as their ability to speak fluently, quickly, and clearly. gives rise to the capacity to respond. In the future, when the educational system takes on the responsibility of training a person who is capable of independent thought and is well-rounded, we, the future educators, should make our contribution by inventing methods to make efficient use of modern technology.

#### REFERENCES:

1. Decision PQ-3955 of the President of the Republic of Uzbekistan dated September 30, 2018 "On measures to improve the management of the preschool education system".
2. Decision PQ-4312 of the President of the Republic of Uzbekistan dated May 8, 2019 "On approval of the concept of development of the preschool education system of the Republic of Uzbekistan until 2030
3. M. Berdiyeva, S. Boranova Preschool and primary education
4. Saydalievna, U. D. (2022). TEACHING ENGLISH IN PRESCHOOLS METHODOLOGICAL FOUNDATIONS. *Thematics Journal of Education*, 7(1).
5. Dilfuza, U. (2023). METHODS FOR TEACHING ENGLISH TO PRESCHOOL CHILDREN. *Involta Scientific Journal*, 2(1), 40-45.
6. Saydalievna, U. D. (2019). Group dynamics and the role play activities to raise awareness on social issues in the ESL classes. *Проблемы педагогики*, (2 (41)), 65-66.
7. Dilfuza, Uralova. "METHODS FOR TEACHING ENGLISH TO PRESCHOOL CHILDREN." *Involta Scientific Journal* 2.1 (2023): 40-45.
- 8.1. D.I. Mirzaeva (2017). Analysis of discussion UCHENIYA I IZUCHENYA. *Contemporary Scientific Research*, 4(2), 73–75.
9. D. Mirzayeva (2019). Uzbek and English definitions of "friendship". *Mirovaya nauka* (11), 29–32.
10. R. Artykov (2022, June). ORAL VS WRITTEN SPEECH STRUCTURE AND SEMANTICS. *International Learning and Teaching Conferences* (Vol. 1, No. 9, pp. 438–442).
11. Abdumalik Oglu, O.R. (2021). A Brief Investigation of Contemporary English Speech Styles. *Galaxy Interdisciplinary Research Journal*, 9(12), 1280–1283.

12. D. Ismoilova (2021). Pragmatic heterogeneous communication failure. Yazykov-lingvistiki Zhurnal, 4(9).