

Methodological Characteristics of Teaching English in Preschool and Primary Schools

Maxkambayeva Ozoda Xusan Qizi
JDPI student

Abstract: The article describes the essence of the organization of non-traditional lessons on the basis of a new approach to the preschool education system, the role and importance of the use of new technologies in teaching English to kindergarten children. The use of didactic games in the classroom, based on its effect on the effective mastery of topics by children, methodological features of teaching English in preschool and primary education, further increase children's interest in English, their impact on psychology, the teaching of creative thinking from an early age, as well as the methodological features of teaching and learning based on the methodology of continuous education to date.

Keywords: Didactic games, non-tradition, interactive games, logic thinking, development, activity.

Preschool education is not only the first step in lifelong learning, but also the first step in shaping an active, creative and spiritually rich person. Decree of the President of the Republic of Uzbekistan dated September 30, 2017 "On measures to radically improve the management of the preschool education system" and "On the organization of the Ministry of Preschool Education of the Republic of Uzbekistan" The decision is proof of that. The high level of organization of the educational process in preschool education institutions (PRE) allows students to continue in the next stages of education without difficulty. One of the main conditions for ensuring the effectiveness of education is to encourage a positive attitude of children to the English language and the use of various educational tools. Among these tools, didactic games, which are an important part of pedagogical technology, play a key role. Also, the use of educational tools in ensuring the effectiveness of the lesson, the potential of didactic games of a technological nature, which serve to create problematic situations in the classroom, is incomparable. Didactic games, organized in English lessons in accordance with the content of the studied topic, encourage children to think independently, arouse interest in language learning. Interest in reading is a guarantee of thorough mastery of knowledge. The content of teaching English in preschools starts with very short and easy words and sentences. Content comprehension training is conducted on a simple, convenient, and demonstrative basis. In this way, children's vocabulary expands, deepens and grows. G. Palmer agrees with the proponents of the correct method that English should be taught as a mother tongue that is, before speaking and reading, and interprets the matter a little differently. He concludes that in English teaching, receptive forms of work should precede the form of reproductive work, that is, listening before speaking and reading before writing, assuming that the child listens passively and collects material before the child begins to speak. . He reinforces his point of view with the principles of taking into account the difficulties and carefully distinguishing one skill from another, just as oral speech differs from written speech (Palmer, 1922). Foreign methodical manuals, books and computer programs are used in teaching English. This can lead to a decline in attitudes towards our national culture. With this in mind, it would be expedient to combine English in the teaching of English to children in preschool institutions. Today, many educational programs are being developed in foreign countries to teach preschool teachers English. For example, Russian experts believe that M.N. Yevseyeva, T.V. Zemchenkova, L.L. Lykova, I.A. Shishkova and others suggested the development of a program that would teach English to preschool children. These programs include English words and phrases, poems, songs, and a variety of interactive games for children. The topics in the book focus more on phonetics and vocabulary. The development of the program is called "Firststeps" and is based on the

implementation of the curriculum "Step by step", edited in 2007-2010. The Step by Step curriculum is designed for modern educators aged 5-7. This curriculum, which has been tested in practice in the Russian kindergarten "Pchelka", has proved that it is possible to achieve high results in teaching children English. One of the peculiarities of the Firststeps program is that the educational process based on it is organized in the form of a trip to the mysterious forest with English fairy-tale heroes (Winnie the Pooh, Tiger, Piglet, Donkey). Each topic is rich in interesting stories that continue the previous lesson logically.



In order to arouse a strong interest in English in children, various entertaining games, interesting puzzles, poems, songs, and dialogues were used. The number of children is required from 5–8 to 10–12. As part of the author's program, a break of 4-5 minutes is announced, singing and dancing are mandatory. As a result, the songs sung with pleasure and the poems recited are imprinted in the children's memory, the ability to speak English is formed, and lexically and phonetically strengthened. In addition, through video presentations in English, children will be able to get up close and personal with British culture and interact directly with fairytale characters. This two-year program is a model textbook for preschool educators based on modern and advanced pedagogical technologies in teaching English. Therefore, the creation of a similar curriculum on the basis of computer technology for children in kindergartens of our country will help to achieve more effective learning outcomes. At the same time, we, using the heroes of our national fairy tales (for example: Nasriddin Efendi, Emerald, Precious, etc.), the organization of modern didactic game programs in English helps to increase children's vocabulary. For example, like many other academic disciplines, there is a need to use direct computer technology in the teaching of English. The use of computer technology in the teaching of English in our country will help to further increase the effectiveness of children's knowledge of English, as well as help them to master the computer in depth. In related studies, several stages of it are highlighted. Some researchers distinguish the following stages in the organization of games:

- a. preparation;
- b. organizational;
- c. game actions;
- d. final

These stages differ in their characteristics, the time spent in the game, the independence of the children, and the activities of the educator. It is expedient to provide these steps methodologically as follows:

- The first stage is the preparatory stage. More time is allocated for this stage. Organizing a didactic game is a more complex process than a traditional lesson. At this stage, the main task of the teacher is to develop a rule of the game, to teach children this rule, to explain the purpose and

objectives of the game. In preparation for the games, the following issues are addressed: 1) setting the purpose of the game, ie the amount of words and skills that children should learn through the game; 2) a situation is created that meets the following requirements;

a) The suitability of the game for the level of preparation of children, their age and specific problems in the educational process;

b) Clearly defining the appearance of the game, ie breaking down the situations that are part of the game;

3) Development of rules of the game, assignment of individual tasks to each participant. What to do in case of accidents, the beginning and end of the game, the number of actions are considered;

4) Write down the details of the game. In this case, a special instruction is prepared for the games, which describes the actions of the manager and each participant.

- The second stage is to organize the game. In doing so, first of all, inform the children about the beginning of the game on the topic under study; the selection of the manager for the preparation and conduct of the game, the selection process is carried out.

- The third stage is to play the game. The style of play is not strictly defined. Children are given freedom and their creativity in play is encouraged.

- The fourth stage is the analysis of game results. At this crucial stage in the game, the knowledge that the children have acquired during the game is regulated, and the new vocabulary that the game participants have learned in English is repeated.



Intergroup games increase children's creativity, resulting in an increase in English vocabulary. So, in preparation for any game, it is necessary to clearly define its purpose. Game participants should be fully acquainted with its rules. Not only verbal explanation of the rules of the game, but also clear instructions, handouts are also useful. One of the most important issues in organizing a game is to group the players. The following requirements are observed when forming groups:

1. The number of children in groups - no more than five;

2. Take into account that the children in each group know each other well and have a good relationship;

3. take into account their interest and ability in allocating tasks to players. At present, preschool and primary education is the capital

It was organized in higher educational institutions of Tashkent and Samarkand regions. In my opinion, it is necessary to introduce innovations in this area in other regions as soon as possible. That is, we need to accelerate the development of foreign languages in preschool education. It is no coincidence that our people have a saying, "From the beginning of the child." If we pay more attention to teaching foreign languages to children from an early age, our early future will be even better. Today's children can do it. I think we just need to be able to show them the right direction. Accordingly, the study of the languages of economically and culturally developed countries is a key factor in achieving the achievements of world science and development. An example is modern training centers that meet modern requirements. In these exemplary training centers, young professionals can study in various fields. Not only do we teach children the language in the classroom, that is, in preschools, but we also make them more colorful and interesting in nature by taking them on more walks in nature and, of course, ensuring their safety. , we have to play fun games in foreign languages. This has a positive effect on the spiritual and mental state of children. Teaching in small rooms for children can be boring, nature and the environment lift the spirits of children. They want to learn the language more deeply, and we could not only take them to nature, but also turn them into zoos. This helps children to increase their vocabulary. Because the child also sees, and thus remembers the words, and increases the vocabulary. Increasing the vocabulary of children from an early age with such wonderful excursions will have a positive impact on their future. Maybe we will not be allowed to take children on nature walks or excursions, because their health is more important than anything else. In such cases, we need to decorate the rooms of preschool education with the necessary exhibition tools and equipment. We need to enrich the environment with colorful flowers, animals, soft toys, toys of various cartoon characters. We need to paint the walls of the room in the color of the sun, or light blue or green. Because colors always lift the mood of our children. Language learning also depends on age. According to psychologists, children learn the language faster and easier than adults. One of the main reasons for this is the natural tendency of children to learn languages, their strong imitation, and the fact that children have more time than adults. It should be noted that young children do not understand the meaning of information, but memorize it mechanically. Therefore, teaching English to primary school students should not start with a grammatical understanding. Otherwise, the first step in learning a foreign language can be stressful for the child. In my opinion, it would be expedient to teach our children in the following areas:

- ✓ teaching songs or poems to sing or memorize meaningless letters or combinations through songs and poems;
- ✓ training with games related to mental and physical movements;
- ✓ Through cartoons. Although children do not understand the words in the cartoon during language learning, they try to understand the words they use through the actions of the cartoon characters;
- ✓ It can be from visual aids, various pictures, fairy tales, books, and so on.
- ✓ We know that children are curious. They get bored quickly of uniformity. Therefore, they should not always be taught using the same methods. Otherwise, the children will understand what the teacher is teaching and will be ready for it. Side by side methods. Teaching in the classroom increases children's aspirations.

In short, teaching language to young children is not an obligation, but an interesting activity, and teaching using a number of effective methods can serve as a basis for their future knowledge. The educator who concludes or referees summarizes, summarizes, and states the results after the game is over. So, the didactic design of English language teaching in preschool and primary education institutions is a comprehensive problem and should be studied and put into practice. This is because English language classes for young people should stimulate children's interest in the language they are learning and encourage them to communicate in that language.

References

1. Karimov IA Uzbekistan on the threshold of independence - Tashkent 2011
2. Karimov I.A. High spirituality is an invincible force - T.: Spirituality, 2008.

3. Karimov I.A. Highly qualified specialists are a factor of development.-T.: Uzbekistan,
4. Mirziyoyev SHM Erkin and We will build a prosperous democratic state of Uzbekistan together - Tashkent NMI "Uzbekistan", 2007
5. Decree of the President of the Republic of Uzbekistan dated December 30, 2017 "On measures to further improve the system of preschool education in 2017-2021"
6. Daminova M., Adambekova T. Game lessons. - T.: Teacher, 1993. - 96p.
7. Voxidov M. Child psychology. - T.: Teacher, 1981. - 366 p.
8. Yoraliyeva U.Q. Peculiarities of teaching foreign languages in the system of preschool education and the possibility of using interactive methods in it // Journal of Modern Education. - T., 2014, issue 9. - 27 b.
9. Pedagogy of professional education / under ed. V.A.Slastenina. - Moscow: Academy, 2005. - 37p.
10. Palmer H. Scientific study and teaching of languages. - London, 1922. - 243 p.

Websites

1. <http://www.ziyonet.uz>
2. <http://www.pedagog.uz>