

**INTERACTIVE LEARNING TOOLS FOR PROMOTING LANGUAGE SKILLS IN
PRESCHOOL CHILDREN**

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Abstract: This article highlights the methodology of teaching English to preschoolers. It covers modern teaching methods that are necessary depending on the age of children, including learning through sight, learning, movement, listening.

Keywords: preschoolers classification of games, preschool pedagogy, purpose, objectives, English language acquisition, psychological characteristics of children, learning through visual perception, learning through listening.

Introduction

One of the most important directions for the further development of the "concept for the development of the preschool education system of the Republic of Uzbekistan until 2030" according to Annex 1 to the Decree of the President of the Republic of Uzbekistan dated May 8, 2019 No. PP-4312 is the development of preschool education -the widespread introduction of modern pedagogical and information and communication technologies (ICT) into the educational process, and priorities have been identified for this which must be completed [1].

Today, knowledge of foreign languages is becoming one of the integral parts of professional education. This also did not ignore the process of preschool education. The importance of teaching foreign languages in the education of young people has increased significantly. Currently, the attention paid to preschool education is related to the social, economic and spiritual development of the state. All conditions have been created for our youth to become modern and comprehensively mature personnel. We also need to have effective and high-quality knowledge to build our bright future. Here we must step up the study and teaching of foreign languages, teach foreign languages through skill exchange programs and apply a variety of methods.

The research practice is conducted in our country. In particular, conditions are being created for further improvement of the pre-school education system, strengthening the material and technical base, expanding the network of pre-school educational institutions, providing qualified teaching staff, radically improving the level of children's preparation for school education, and introducing modern pre-school educational institutions. Educational programs and technologies in the educational process are considered necessary for the moral, aesthetic and physical development of children [2].

Methods: This study aimed to investigate the impact of interactive learning tools on the development of language skills in preschool children. To achieve this objective, both quantitative and qualitative methods were employed to ensure a comprehensive understanding of the outcomes.

Literature Analysis: The role of interactive learning tools in fostering language development in preschoolers has been widely explored in recent decades, especially with the advancement of educational technology. Researchers consistently highlight that early exposure to rich linguistic environments, supported by interactive tools, leads to measurable improvements in children's vocabulary, phonemic awareness, and expressive language skills.

Vygotsky (1978) emphasized the importance of social interaction and scaffolding in language development. Interactive tools, especially those that encourage child-adult or peer interaction (e.g., dialogic reading apps), align with the concept of the Zone of Proximal Development (ZPD), where learning is most effective when supported by guided interaction. Neumann (2018) found that preschool children who regularly engaged with tablet-based storybook apps demonstrated significantly greater vocabulary gains than those exposed to traditional print books. Similarly, Smeets & Bus (2012) highlighted that e-books with interactive features promote deeper word processing, especially for low-income learners. According to Mayer's (2005) Cognitive Theory of Multimedia Learning, children learn better when information is presented in both verbal and visual formats. Tools that integrate audio, images, and text—such as AR-enabled flashcards or animated songs—leverage this dual coding to boost retention and engagement (Zhang et al., 2020). While interactive tools show promise, researchers like Hirsh-Pasek et al. (2015) caution that not all digital media is beneficial. Passive screen time without social interaction or guided facilitation can lead to cognitive overload or reduced attention span. The effectiveness of such tools largely depends on their design and how they are used (e.g., with adult mediation vs. solitary use). Recent studies (e.g., Barr et al., 2020) emphasize the importance of culturally responsive tools that reflect children's home languages and experiences. Interactive tools that support bilingual development have shown positive outcomes in enhancing both L1 and L2 vocabulary in multilingual contexts.

Today, learning English is considered one of the most important and promising tasks of modern pedagogy. Knowledge of foreign languages is becoming one of the integral components of professional education. This has not spared the preschool educational process. The issues of teaching a foreign language, preparing the textbooks necessary for them, methodological developments, choosing methods of teaching English, setting goals and objectives, especially for preschool children, are among the urgent tasks in preschool education.

Learning a language is a long, complex process that requires careful organization on the part of teachers and parents. In the practice of teaching English, many textbooks, methodological developments, and materials for conducting various games in English are used.

Teaching a child a foreign language at the same time as their native language requires a lot of work. Every educational institution approaches this process in both traditional and non-traditional ways. And the result will be known years later.

Due to the fact that all the main components of English language teaching (the purpose of teaching, methods and means, subject content of teaching) are closely interrelated, the purpose of English language teaching is to build the foundations of communication, the ability to freely express their opinions and conduct a conversation in simple communicative situations. Based on this, the issue of expanding and deepening the content of education and its content becomes of paramount importance, in particular, the inclusion in this content of not only knowledge, skills, but also the experience of creative activity, attitudes to the outside world, which constitute universal culture. In the learning process, speech activity is subordinated to the formation of skills consisting of listening comprehension, speaking, reading and writing.

Results: Therefore, in the process of involving kindergarten children in communication in English, didactic games become important. Such games bring children not only joy, pleasure, empathy, pleasure and delight, but also endless interest in learning English. Through this activity, they gradually socialize. The games reflect the stable traditions of the Uzbek people and the norms of behavior.

There are a number of didactic situations inherent in games. They are sheep:

- in pedagogy, games manifest themselves as a form of development of independent activity of children of different ages;

- games are a free form of activity for children, in the process of which they get to know the world around them, get to know it, get favorable conditions for personal creative activity, introduce the possibility of independent learning and intensive manifestation of their activities.;
- Games are an educational practice for children;
- in the process of games, children, relying on intelligence, create, show their abilities and creative activity.

There are many considerations regarding learning English through the game, but it is believed that the game is intended only to pass the time, and that it is best played outside the gym. But the use of didactic games in teaching English to children gives an effective result, provoking the development of English-speaking features. The game has such power that it can not only cheer up children, but also give them mental strength in learning a foreign language.

When using didactic games, the following methodological requirements must be taken into account:

1. Games can be used during training and extracurricular activities. To do this, you need to choose games that will be interesting to children and will match their age characteristics.
2. During classes, you can set aside 15-20 minutes for Games.
3. When conducting each game, it is necessary first of all to carefully prepare for it and be inextricably linked with the content of the training.

Teaching and learning English is a long and excellent process. It requires a person to drink a regular cocktail and work on themselves. The use of various interactive games in the process of learning English to develop oral skills is sure to make the lesson not boring, but, on the contrary, an exciting and exciting activity.

Through interactive games, children learning English feel more relaxed, encouraging even playful children to participate in these games. The use of interactive games provides an effective result, especially in the process of acquiring grammar and vocabulary. But before using these games, the educator must clearly explain to the children the purpose of the game, the rules of the game and closely relate it to the topic under consideration.

Interactive games develop children's imagination, intelligence, memory and attention to objects. The use of grid-based types of games in teaching children a language has a positive effect. For example, single-player, pair, group, mass games or role-playing, organizational and communicative, creatively oriented, intellectually competitive, didactic, or computer games are among them.

In modern educational technologies, there are several interactive methods that ensure effective English language learning.

Didactic games will help improve the effectiveness of English language teaching. These are, "I check myself", "quick answer", "pictures", "pantomime", the game "Find the letters", "mysterious word", "chain", "puzzle game" and others.

Summing up, it should be noted that the role of preschool education in the development of our children as mature personnel is, first of all, significant. We must provide them with modern technologies and a modern education system. Preschool education is also of great importance for the development of the roots of each person in society, so that in the future they grow up to be worthy children of their native land, strong personalities. We must pay more attention to the education of our children, create modern conditions, and promote their learning in new ways.

That is why the fact that we teach our children from an early age, show an interest in reading, do not ignore every child in our society, that we also deal separately with children who find it difficult to learn, that we attract their attention through various fun games, that we regularly encourage them during their studies. Learning foreign languages is the first step towards their further education.

The first stage of education and upbringing of our youth is preschool education. Preschool institutions play an important role in making children aware and educated. When teaching the younger generation, it is necessary to use modern methods other than adults. Competitions between children are very important. Because healthy competition should be formed in children from an early age. Thus, children's interest in language may also increase. The Chinese believe that all human interests come from competition. We can see this in the image of children who learn to explore the environment in this way, recognizing their competitors through competition. Children learn more easily by understanding the situation and winning games. This helps them reinforce the information they learn. On the one hand, the content expressed in language should be related to children's lives, and on the other hand, communication with children should be related to our daily lives. The actions or tasks that we perform at school should be interesting and important. It is considered necessary to motivate each child to act in the process of learning a foreign language. Children learn quickly, but they quickly forget. Therefore, repeated repetition of speech, organization of classes on the same topic with the help of games or handouts will help children to remember what they are learning. Repetition should be an integral part of learning a foreign language. Successful teaching of a foreign language to children requires the teacher to use various methods. Another example is "listing", that is, broadcasting, when teaching children English and observing how this affects the child. If these broadcasts are incomprehensible to them, then you should be able to choose easier ones. For example, different songs help children to dance and sing.

Discussion and conclusion: According to statistics, it is impossible to attract the attention of children for more than half an hour. After 20 minutes or half an hour, the child will automatically become distracted. That's why the method of teaching children through play is also very effective. For example, children will be interested if they are given pictures and come up with English names. To do this, we will need cards or sheets with images of animals. The tutor will help you name the animals. Most of them are young. Since children have a well-developed ability to remember what they see, this method can be very effective.

The main difference from adults is that children do not read English, study, or play. That is, they are trained, of course, but they don't think so. At this age, it is useless to force them to learn something- involuntary memorization prevails in children, which means that positive emotions are necessary. And if they are not in the games, then where can I get them? [3]. Effectively teaching young children a foreign language is another way of working - a story-based role-playing game. The teacher should play a role or act out the children by teaching them some information, such as the names of animals or birds. For example: while one student shows the barking of a dog, the meowing of a cat, and the howling of a Lion, the other student must find out which animal these sounds belong to and pronounce its English name [4].

A. However, according to Zimnaya, children should learn a foreign language based on the experience of their native language in the learning process, only then it will be easier for them to memorize foreign words [5].

However, according to Bonk, when teaching a young child a foreign language, it is necessary to take into account his psychology, since a young student will be curious and does not like to be bored. Therefore, it is advisable to use topics that are close to kindergarten children. These are toys, animals, family, home, kindergarten, etc. The early learning process is an incentive for preschool organizations to learn a foreign language in depth by children, which allows them to ensure their fluency in the future[6].

K.D. According to Ushinsky's teaching, a small child learns to speak a foreign language better not for years, as an adult, but for months. This scientist writes that learning a foreign language helps to achieve the following goals. The first goal is to get acquainted with the creative work of the

language learners. The second is to expand the sphere of logical thinking, as language learning has a positive effect on human brain activity, comprehensively developing it. The third goal is to get to know the culture of these people better and be able to easily communicate with them. The next step is to develop skills that allow you to freely correspond with people from this foreign country in their native language[7].

As Rixon (1999) points out, more important than the education of young children is that the conditions offered by junior education programs should also be taken into account. These include extracurricular and intra-classroom conditions (for example, the social, cultural, and economic value of a language). According to him, the youngest child is Oganish.

- Natural
- Context and part of the same story
- Fun and enjoyable
- Appropriate
- Social
- Applies to the child
- A goal for the child
- One that is based on what the child knows
- Properly maintained
- Which is part of the " bú " of the corresponding whole
- Multitouch
- Active and experienced
- Memorable
- Designed to provide customized, diverse responses and multiple intelligences
- Must be in a free and warm learning environment. [8]

Another effective method is to teach children using the objects they play with based on their interests. As you know, parents are the number one people that children need. Therefore, they are primarily responsible for their education. It is of great importance to arouse interest in something, to start in a certain direction. Suppose a child is most interested in his own toy or book, and when the child learns a new word or term, when what he likes is taught through this favorite toy, this word also joins the toy and becomes a favorite and memorable word.

In conclusion, children are interested in their daily lives based on what they do and play in life. Therefore, learning that connects the direction with everyday activities is the teacher's responsibility, and interest is a skill. The ability to arouse children's interest in learning a language requires a teacher to be highly qualified and skilled. In addition, classes organized taking into account the interests and abilities of younger schoolchildren contribute to greater learning of children and the effective work of teachers.

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