

ENGLISH TEACHING METHODS IN PRESCHOOL EDUCATION

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Abstract

The purpose of this article is to establish the basic principles for choosing the best approach and the most appropriate methods for teaching English as a second language in preschool education. The study was conducted to identify and summarize the main English language teaching methods and related approaches used in the past and present. In addition, as a result of the research, the article highlights some facts, factors and procedures that should be considered when choosing the appropriate techniques for a particular situation. The importance of the preschool stage for children is also emphasized, as it is during this period that children reach their maximum potential in terms of language acquisition. In addition, this article highlights the content and essence of the use of multimedia technologies in teaching English to children based on an integrative approach, clarifies the age and pedagogical-psychological features of the formation of interest in the English language in children, and scientific and methodological recommendations are being developed for the use of multimedia technologies in teaching English to children based on an integrative approach.

Keywords

Methodologies, language teaching, multimedia educational resource, modern technologies, integrative approach.

INTRODUCTION

Preschool education at the present stage requires the search for new ways to improve the quality of education for preschoolers. Currently, there is a significant increase in interest in teaching foreign languages at preschool age, which is largely due to innovative processes occurring in the economic, social, and foreign policy activities of our country. Preschool age is especially favorable for beginning to learn a foreign language; children of this age are distinguished by a special sensitivity to linguistic phenomena and efficiency. [1]

It is also important to highlight the importance of the Pre-Primary period. According to Wilder Penfield's Critic period hypothesis, there is a critical period which, once trespassed, it will be very difficult to acquire a second language at the level of a native speaker. This would be the reason why adults find it so difficult to acquire new language and to identify differences between certain sounds as well as the difficulty to produce them. Therefore, it is intended to emphasise the importance of including early acquiring sound foundations methodologies from Early Childhood Education that will easily allow the progression of English skills through the following years. [2]

LITERATURE REVIEW

The use of an integrative approach in preschool educational organizations is being used in the implementation of activities. In pedagogy, this approach helps to form a holistic understanding of the child's world around him and himself in this world. Given the level of development of the problem, it should be noted that integration in preschool education in



Uzbekistan has not been sufficiently studied and researched from a scientific, pedagogical and research point of view. Scientific research has also been conducted in other areas of preschool education, in particular, G. Nazirova studied the problem of improving the pedagogical process in preschool educational institutions, N. Muminova drew attention to the problem of developing media competence in the process of advanced training of preschool teachers. The applicant I. Tuychieva, touching upon the issues of integration in preschool education, chose the development of the mental activity of children in the preparatory group in preschool educational institutions as the purpose of her scientific research. In her opinion: "the importance of integrating elements of folk pedagogy in the development of the mental activity of children in the preparatory group is important". But we would especially like to note the contribution of Z. Azizova to preschool education, who, through puppet theater, studied the moral and aesthetic qualities of older preschool children. "The development of children's speech based on their speech in their native language, the development of phonetic, lexical, grammatical aspects of speech" was studied by F. Kadirova. [3]

DISCUSSION

During the reform of preschool education in the Republic of Uzbekistan, as the initial stage of the entire education system, new approaches to organizing the pedagogical process in preschool educational institutions are becoming particularly relevant, which determines the choice of topic "Integration in Preschool Education: An Effective Approach to Preparing Children for School." Based on the research results, the following recommendations were developed: 1. It is necessary to develop and implement a set of methodological support for integrating educational development areas into children's education for methodologists and preschool teachers. 2. Develop and implement a systematic set of games and game exercises into the children's learning process, refined with the principle of integration in mind [5].

Which is the best method? According to Taylor linguists have demonstrated that there is not one single best method for everyone in all contexts, and that no teaching method is inherently superior to the others. In addition, it is not always possible, nor appropriate, to apply the same methodology to all learners. It is very important for teachers and learners to understand the different methodologies. Moreover, when choosing the best one, several factors have to be taken into account, such as the age, objectives, environment, learning styles, needs, context, previous knowledge, mother tongue, aptitudes, backgrounds, ambitions, attitude, and even the length and the time of the lessons. It also implies encouragement, dedication, time and effort [2].

RESULTS

Given the serious interest of children in modern information technologies, it is advisable to make effective use of these opportunities in English lessons. Multimedia plays a significant role in teaching listening, understanding and speaking the content of foreign language teaching. The use of audio and video materials in educational activities, together with the materials of the training program, helps preschool children learn a foreign language on the basis of an integrative approach and develops motivation for speech activity.

The scientific significance of the research results is explained by the fact that the content and essence of using multimedia technologies in teaching English to children based on an integrative approach are clarified, the age and pedagogical and psychological characteristics of forming interest in English in children are clarified, the components and functions of using multimedia technologies in teaching English to children based on an integrative approach are determined, and didactic opportunities for using multimedia technologies in teaching English to children based on an integrative approach are revealed [3].



CONCLUSION

Based on the results of a study on the use of multimedia technologies in teaching English to 5-6 year old children based on an integrative approach, the following conclusions were made: strengthening language skills through the use of multimedia tools in conjunction with poems, songs, reading books, and dramatization is extremely effective in increasing the English vocabulary of preschool children, and the unity of English - music - rhythm - creative activity develops the child's listening comprehension and speaking skills and increases motivation to master the English language [4].

There is no one best method, but instead, in this progression scheme, methodologies should change and evolve as the child progresses. Normally, different methodologies should be used during the different school years and according to different backgrounds. Teachers should evaluate the route and rate of the learning process in order to choose, develop or adapt any available methodology. Eclecticism was identified as the most versatile and useful approach to design and implement proper methodologies. When implementing the selected procedures is important to gather the ideas delivered by the children, and at the same time make them feel that the activities they are conducting are the result of their proposals, for motivational purposes. Methodologies change over time, and should change according to the results of new researches, the evolution of new technologies, and, more importantly, the cognitive evolution of the child. Some methodologies used for education in the native language, among others, may also be used as a methodology in the process of teaching a foreign language. We should not be limited to foreign language methodologies but also adapt other educational methodologies used for the native language [2].

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