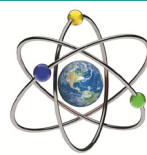




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# M AKTABGACHA VA AKTAB TA'LIMI

Pedagogik, psixometodologik va tabiiy fanlarga  
ixtisoslashgan ilmiy jurnal

# MAKTABGACHA VA MAKTAB TA'LIMI



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# METHODOLOGY OF TEACHING ENGLISH TO PRESCHOOL CHILDREN

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A student of Termiz state pedagogical institute

**Abstract:** This paper explores effective methodologies for teaching English to preschool-aged children. Given the unique developmental stage of early childhood, methods must be age-appropriate, engaging, and supportive of natural language acquisition. This study reviews various techniques, including Total Physical Response (TPR), songs and rhymes, storytelling, and play-based learning. The research highlights best practices that enhance language comprehension and retention among young learners.

**Key words:** preschool education, English language teaching, early childhood, methodology, TPR, songs, storytelling, play-based learning.

**Annotatsiya:** Ushbu maqolada maktabgacha yoshdagi bolalarga ingliz tilini o'rgatishning samarali metodikalari ko'rib chiqilgan. Erta yoshdagi rivojlanishning o'ziga xos xususiyatlarini hisobga olgan holda, dars metodlari yoshga mos, qiziqarli va tilni tabiiy o'zlashtirishga yordam beruvchi bo'lishi kerak. Tadqiqotda Total Physical Response (TPR) metodi, qo'shiqlar va qofiyalar, ertak aytish va o'yin asosida o'qitish kabi texnikalar o'rganilgan. Maqolada kichik yoshdagi o'quvchilarning tilni tushunishi va eslab qolishini yaxshilaydigan eng yaxshi amaliyotlar yoritilgan.

**Kalit so'zlar:** maktabgacha ta'lim, ingliz tilini o'qitish, erta rivojlanish, metodika, TPR, qo'shiqlar, ertaklar, o'yin asosidagi o'qitish.

**Аннотация:** В данной статье рассматриваются эффективные методики преподавания английского языка детям дошкольного возраста. Учитывая особенности раннего развития, методы обучения должны быть соответствующими возрасту, увлекательными и способствующими естественному усвоению языка. Исследование охватывает такие техники, как метод тотальной физической реакции (TPR), использование песен и рифмовок, рассказывание историй и игровое обучение. В работе выделяются лучшие практики, которые способствуют пониманию и запоминанию английской речи маленькими детьми.

**Ключевые слова:** дошкольное образование, обучение английскому языку, раннее развитие, методика, TPR, песни, рассказы, игровое обучение.

## INTRODUCTION

In the 21st century, English has become the global language of communication, education, science, and technology. As a result, early English language education has gained increasing importance around the world, including in non-English-speaking countries. Research in developmental psychology and language acquisition has shown that the earlier a child is exposed to a second language, the more naturally and effectively they can learn it. Preschool children, typically between the ages of 3–6, are at a critical stage of cognitive and linguistic development. Their brains are highly receptive to new sounds, patterns, and linguistic structures, making this period ideal for acquiring a foreign language.

However, teaching English to preschool children is significantly different from teaching older learners or adults. At this age, children have limited attention spans, are still developing their first language, and often cannot yet read or write. Therefore, traditional grammar-based or textbook-oriented methods are not suitable for this age group. Instead, educators must use developmentally appropriate strategies that engage children through play, movement, music, visual aids, and storytelling. These methods not only make learning enjoyable but also align with how young children naturally learn—through experience, repetition, and interaction.

This paper aims to explore the most effective methodologies for teaching English to preschool children. It focuses on interactive and play-based approaches that support language acquisition in a natural and engaging way. The study also examines how these methodologies can be implemented in early childhood classrooms to



foster a positive and lasting foundation in English language learning. Preschool children possess a remarkable capacity for language acquisition, making this age an ideal period to introduce a second language. However, teaching English to young learners requires specialized methods that align with their cognitive, emotional, and social development.

## RESEARCH METHODOLOGY

This study employed a qualitative research design to explore effective methodologies used in teaching English to preschool children. The research was conducted over a period of three months in five private kindergartens located in the Surkhandarya region of Uzbekistan. These institutions were selected due to their active implementation of English language programs for children aged 4–6 years. To gather comprehensive and reliable data, three main tools were employed: classroom observations, semi-structured interviews, and document analysis. A total of 20 English lessons were observed. During these sessions, the researcher recorded teaching strategies, student reactions, and classroom interactions. Special attention was given to the types of activities used (songs, games, storytelling, etc.) and how children responded to them. Ten English teachers participated in individual interviews. They were asked about their teaching experience, preferred methods, challenges faced, and strategies they found most effective when working with preschool children. In addition, the researcher reviewed teaching materials, including lesson plans, activity books, and visual aids used by the teachers to help identify the pedagogical approaches applied in practice.

The participants of the study included 10 English language teachers (all female, aged 25–45), each with at least two years of experience in teaching preschool learners, and approximately 100 preschool children, who were passive participants in the observation sessions. All participants were informed about the purpose of the research, and ethical standards were maintained throughout the study. This qualitative study involved an analysis of current pedagogical practices observed in five private kindergartens in Uzbekistan over a three-month period. Data were collected through classroom observations, interviews with teachers, and reviews of lesson materials. The focus was on identifying teaching methods that effectively engage children and foster language development. The key methods examined include Total Physical Response (TPR), a technique that connects language to physical movement; songs and rhymes, which are repetitive musical activities used to reinforce vocabulary and pronunciation; storytelling, which uses simple stories with pictures to introduce new vocabulary and sentence structures; and play-based learning, where games and creative activities are used as tools for language exposure. These methods were selected based on existing literature in early childhood education and language acquisition theories, particularly those emphasizing multi-sensory and experiential learning.

## ANALYSIS AND RESULTS

The data collected from classroom observations, teacher interviews, and analysis of lesson materials revealed several important findings regarding the effectiveness of different methodologies used in teaching English to preschool children. Total Physical Response (TPR) was one of the most frequently used and effective methods observed in all five kindergartens. Teachers used commands such as “stand up,” “sit down,” “clap your hands,” and “touch your nose,” which children responded to with enthusiasm. This approach helped learners associate language with physical actions, making it easier for them to remember new vocabulary. Teachers reported that TPR was particularly useful for teaching verbs and classroom instructions, and that children with different learning styles benefited equally from this method. All classrooms incorporated songs and rhymes in their lessons, especially at the beginning or end of the session. Popular songs such as “Head, Shoulders, Knees, and Toes” and “If You’re Happy and You Know It” were regularly used. The rhythm and repetition of songs helped children with pronunciation, intonation, and vocabulary acquisition. Teachers noted that even the shyest students participated actively when singing, suggesting that music lowered affective barriers and created a positive learning environment. Storytelling sessions were observed in 60% of the classes. Teachers used illustrated storybooks and puppets to tell simple stories such as *The Very Hungry Caterpillar* or *Brown Bear, Brown Bear, What Do You See?* This method captured children’s attention and introduced new words in context. The combination of visuals, gestures, and repeated phrases enabled children to understand the meaning without translation. Teachers stated that storytelling was highly effective for developing listening skills and encouraging prediction and comprehension abilities in young learners. Play-based activities such as role-plays, board games, flashcard games, and classroom competitions were commonly observed. These activities provided a meaningful context for language use and encouraged spontaneous speaking. In particular, role-playing scenarios such as shopping or going to the zoo allowed children to practice simple dialogues in English. Teachers reported that game-based learning improved classroom behavior, motivation, and social interaction among learners. The most successful classrooms combined all four methods in a single lesson. For example,

a typical lesson might begin with a TPR warm-up, followed by a song, then a storytelling session, and end with a game. This integrated approach kept children engaged and catered to different learning styles. Teachers emphasized the importance of variety and flexibility in lesson planning to maintain attention and maximize learning outcomes.

The findings revealed that the most successful classrooms combined multiple methodologies. TPR was particularly effective for teaching action verbs and commands, leading to higher retention rates. Songs and rhymes increased student participation and improved pronunciation. Storytelling sessions enhanced vocabulary recognition and listening skills, while play-based learning promoted communication and interaction in English. Teachers reported that a multi-sensory and interactive approach significantly improved children's engagement and enthusiasm for learning. The findings of this study highlight the effectiveness of age-appropriate, interactive teaching methods in fostering English language acquisition among preschool children. The data confirms that preschool learners benefit most from approaches that align with their developmental needs—methods that are playful, multi-sensory, and rich in repetition. The consistent success of Total Physical Response (TPR) supports existing research that emphasizes the importance of physical movement in early childhood education. Children in the preschool stage learn best through doing, and TPR allows them to physically connect actions with new vocabulary. This not only improves retention but also supports classroom discipline by keeping children active and engaged. The study's results affirm that TPR is especially effective in introducing basic commands, action verbs, and classroom routines. The use of songs and rhymes proved to be more than just a fun activity; it functioned as a vital pedagogical tool. Music supports memory and pronunciation while lowering anxiety in language learners. In the observed classrooms, songs created a safe and inclusive learning environment, enabling all children—regardless of confidence level—to participate. This reinforces previous studies' arguments that music can significantly improve early language development by appealing to children's natural sense of rhythm and melody.

Storytelling was observed to be both engaging and educational. It exposed children to new words and grammatical structures within meaningful contexts. The use of visuals, repetition, and predictable story patterns helped learners comprehend narratives even when they contained unfamiliar vocabulary. These findings support the idea that stories act as a scaffold for language learning, encouraging listening comprehension and imaginative thinking. Furthermore, storytelling enhances emotional connection to language, making learning more memorable.

Play-based learning methods, especially role-plays and games, created opportunities for children to use English meaningfully. These activities promoted communicative competence rather than rote memorization, which is essential for long-term language acquisition. The study confirmed that language games not only increased motivation and participation but also encouraged children to use language spontaneously. This is crucial at a stage when learners are still forming basic concepts about how language works. One of the most important observations was that the most successful lessons combined various methods. This flexibility allowed teachers to cater to different learning preferences—visual, auditory, kinesthetic—and kept students motivated throughout the lesson. It suggests that a balanced, integrated approach is more effective than relying on a single technique. Teachers who adapted their lessons according to the class's mood, interests, and energy levels reported better outcomes.

The study confirms that preschool children learn English best through immersive and playful techniques. Unlike older learners, they benefit more from activities that stimulate both the body and mind. The use of music, movement, and storytelling aligns with children's developmental needs and natural curiosity. Moreover, incorporating play into language instruction creates a stress-free environment where children feel comfortable experimenting with new words and phrases. The success of these methods suggests that educators should receive specialized training in early childhood language instruction to maximize learning outcomes.

## CONCLUSION

This study investigated effective methodologies for teaching English to preschool children and highlighted the significance of developmentally appropriate and interactive approaches in early language education. The results clearly demonstrate that methods such as Total Physical Response (TPR), songs and rhymes, storytelling, and play-based learning are not only effective but essential in promoting successful language acquisition at the preschool level. Preschool children learn best through movement, play, and emotional engagement. Traditional, grammar-focused methods are generally unsuitable for this age group, as they do not align with the natural learning styles of young learners. Instead, methods based on participation, repetition, and sensory input provide children with the tools to absorb and use English in a meaningful way. The success of integrated lessons that combine several techniques suggests that flexibility and variety are key to maintaining attention and motivation in preschool classrooms.





Furthermore, the study underscores the importance of the teacher's role as a facilitator who creates a joyful and supportive language environment. When English is taught in a relaxed, fun, and emotionally rich setting, children are more likely to develop a positive attitude toward the language, which can influence their long-term academic success and interest in learning foreign languages. Effective English teaching for preschool children requires creative, interactive, and age-appropriate methodologies. By using techniques such as TPR, songs, storytelling, and play, educators can foster a love of language learning and lay a strong foundation for future proficiency. Continued research and teacher training in this field are essential to support the linguistic and cognitive growth of young learners. In conclusion, teaching English to preschool children requires more than just linguistic knowledge—it requires creativity, empathy, and a solid understanding of early childhood development. By employing a combination of child-centered methodologies, educators can lay a strong foundation for language skills that will benefit learners throughout their lives.

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- 13.00.00 Pedagogika fanlari
  - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
  - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
  - 13.00.03 Maxsus pedagogika
  - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
  - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
  - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
  - 13.00.07 Ta'limda menejment
  - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
  - 13.00.09 Ijtimoiy pedagogika
  - 07.00.00 Tarix fanlari
  - 19.00.00 Psixologiya fanlari
  - 01.00.00 Fizika-matematika fanlari
  - 02.00.00 Kimyo fanlari
  - 03.00.00 Biologiya fanlari
  - 09.00.00 Falsafa fanlari
  - 10.00.00 Filologiya fanlari
  - 11.00.00 Geografiya fanlari



# MAKTABGACHA VA MAKTAB TA'LIMI

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**Sahifalovchi va dizayner:** Iskandar Islomov

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