

TEACHING WORDS AND CONVERSATIONAL PHRASES TO PRESCHOOL CHILDREN IN ENGLISH

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Annotation: Starting to teach a second language like English during the preschool years can be very helpful for young children. Studies have shown that learning another language early helps improve brain function, makes problem-solving easier, and helps children think in more flexible ways. This article talks about good ways to teach English to preschool-aged kids, the common problems that can happen, and what teachers can do to make learning better. The goal is not only to teach new words or simple phrases, but to help children understand how language works through context and interaction. One of the best ways to teach English to small children is through fun, play-based learning. This includes using games, songs, and creative activities that feel like everyday situations. These methods help kids stay interested while they learn. The emotional and social sides of learning are also very important. Children need to feel safe, supported, and happy. Positive feedback from teachers, a warm classroom environment, and good relationships between teachers and kids can make language learning more natural and enjoyable.

Keywords: Preschool education, English language learning, early childhood, conversational English, language development, teaching strategies.

Annotatsiya: Maktabgacha yoshda ingliz tilini o'rgatish bolalar uchun juda foydali bo'lishi mumkin. Tadqiqotlar shuni ko'rsatadiki, erta yoshda xorijiy tilni o'rganish bolaning miyasi faoliyatini yaxshilaydi, muammoni hal qilish qobiliyatini oshiradi va ularning fikrlashini yanada moslashuvchan qiladi. Ushbu maqolada kichik yoshdagi bolalarga ingliz tilini o'rgatishning samarali usullari, uchrashi mumkin bo'lgan muammolar va foydali tavsiyalar haqida so'z boradi. Maqsad faqat yangi so'zlar yoki oddiy iboralarni o'rgatish emas, balki bolalarga tilni kontekst va muloqot orqali chuqur tushunishga yordam berishdir. Ingliz tilini o'rganishning eng yaxshi usullaridan biri – bu o'yin asosidagi o'qitishdir. Bolalar turli o'yinlar, qo'shiqlar va ijodiy mashg'ulotlar orqali yangi bilimlarni osonroq qabul qiladilar. Bu usullar bolalarning qiziqishini oshiradi va o'rganishni yanada qiziqarli qiladi. Til o'rganish jarayonida hissiy va ijtimoiy muhit ham juda muhim. Bola o'zini xavfsiz va qulay his qilishi kerak. O'qituvchining mehribon munosabati, ijobiy rag'batlantirish va iliq muhit bolaga ingliz tilini tabiiy va maroqli tarzda o'rganishga yordam beradi.

Kalit so'zlar: maktabgacha ta'lim, ingliz tilini o'rganish, erta yoshdagi bolalik, og'zaki ingliz tili, til rivoji, o'qitish strategiyalari.

1. Introduction

In today's increasingly globalized world, English has become not only a tool for international communication but also a critical skill for future academic and career success. With the rapid integration of English into various sectors of society, starting language education at the preschool level can provide children with a strong foundation that will contribute to their fluency, comprehension, and overall linguistic abilities in the long term. Early exposure to a second language, particularly English, opens doors to cognitive and social advantages, such as enhanced problem-solving skills, better multitasking abilities, and improved cross-cultural communication. However, teaching English to preschoolers—especially those for whom English is not their first language—presents unique challenges that demand tailored educational approaches. At this developmental stage, young children are particularly receptive to language acquisition, but they learn best through methods that are interactive, enjoyable, and age-appropriate. Preschool-aged children thrive in environments where learning is playful and engaging, as their cognitive abilities are still developing and they benefit greatly from experiences that involve movement, sounds, and visuals. Play, songs, visual aids, and imitation are powerful tools for teaching language, as they align with the natural way children absorb information and enhance their retention. This article explores how educators and caregivers can leverage these methods to effectively introduce English vocabulary, basic conversational expressions, and language patterns to young learners. By incorporating a mix of sensory activities, such as role-playing, music, and picture-based learning, teachers can create immersive and stimulating experiences that encourage language acquisition in a supportive and fun environment. Additionally, it discusses the importance of fostering a positive emotional connection to language learning, ensuring that children not only develop language skills but also associate learning with enjoyment and curiosity.

2. Materials and methods:

Children between the ages of 3 and 6 are in a critical period for language development. During this stage, their brains are highly adaptable, making it easier for them to absorb new languages. Research has shown that early language acquisition has numerous cognitive, social, and emotional benefits, including enhanced brain development, improved academic performance, and better communication skills. Teaching English at this age fosters:

- Improved Pronunciation and Listening Skills: Children's ability to mimic sounds is at its peak during these formative years, allowing them to pronounce words correctly and understand spoken language with greater ease. The earlier they start, the more natural their accent and fluency will be.
- Building Confidence in Language Use: Exposure to a second language at a young age helps children feel more comfortable and confident when using it. They become familiar with English sounds, vocabulary, and structure in a relaxed, non-threatening environment, which makes them more willing to experiment with new words and phrases.
- Fostering a Lifelong Interest in Language Learning: Introducing English early allows children to develop a positive association with language learning. This creates a foundation for continued learning throughout their lives, both in terms of language acquisition and cognitive development.
- Use of Visual Aids and Real Objects Young children are visual learners. Utilizing flashcards, picture books, toys, and real-life objects can significantly enhance their vocabulary acquisition by

providing tangible connections between English words and the items they represent. Example: Show a toy apple while saying “apple” and encourage the child to repeat the word. This helps them associate the word with the object, which is a more concrete learning experience. Additional Tip: Introduce real objects such as fruits, animals, and everyday items (e.g., a ball or a cup) to build a child's basic vocabulary.

- Songs and Rhymes Music is a powerful tool for language learning. Songs and rhymes with repetitive patterns are particularly effective in helping children remember words and their meanings. They also improve listening skills, pronunciation, and rhythm. Example: Simple songs like "Head, Shoulders, Knees, and Toes" incorporate physical movement, which reinforces vocabulary through the combination of auditory and kinesthetic learning. Tip: Use songs that repeat key words and phrases frequently, making them easy for children to sing along with and remember.
- Repetition and Routine Phrases Consistent exposure to certain everyday phrases helps children internalize basic conversational English. Repetition, especially of daily expressions, reinforces their practical use and embeds them into the child's routine. Example Phrases: 1“Good morning!”. 2“How are you?” 3“My name is...” 4“Can I play?” Repeating these expressions each day enables children to start using them naturally in their interactions.
- Role Play and Pretend Play Role play is one of the most effective ways for children to practice new language in meaningful contexts. By acting out familiar scenarios, children get to practice speaking English in social situations they can relate to. Example Scenarios: Pretending to shop at a grocery store or playing house. These types of pretend play situations allow children to use words and phrases like:“I want juice.”1. “Let’s play.” 2. “Thank you.” Role play allows children to think creatively and practice using language in spontaneous, real-world contexts, enhancing their ability to communicate confidently. 3. Storytelling and Picture Books Reading aloud and telling stories are essential for language development. Picture books, in particular, introduce vocabulary in context, making it easier for children to understand and remember words. Repetition is key in this method, as children are more likely to recall words and phrases from stories that are read frequently. 4. Best Practice: While reading, pause to ask questions such as “What is this?” or “Who is this?” This engages the child in the story and prompts them to use the new vocabulary they are learning. 4. Additional Tip: Encourage children to predict what happens next in a story to strengthen their understanding of language patterns and improve their listening comprehension.

3. Results

When consistently applied in preschool settings, the teaching methods described—such as visual aids, songs, repetition, role play, and storytelling—produce a range of observable benefits in young learners. These outcomes, supported by both classroom experience and scholarly research in the field of early childhood language acquisition, are detailed below:

3.1 Faster Vocabulary Acquisition

Preschool children exposed to a combination of visual, auditory, and kinesthetic learning strategies demonstrate quicker and more robust vocabulary development. Visual aids such as flashcards, picture books, and real-life objects provide concrete references that help children form direct associations between words and meanings. For example, showing a toy apple while saying the word “apple”

repeatedly allows the child to connect the word with a familiar object, enhancing memory retention. Moreover, when such exposure is repeated in various contexts (e.g., during songs, stories, or play), the learned vocabulary becomes embedded more deeply in the child's long-term memory.

3.2 Greater Engagement and Motivation

Young learners are naturally curious and responsive to playful, dynamic environments. Play-based activities such as games, music, storytelling, and role play help maintain their attention and increase active participation. These methods accommodate their short attention spans by offering frequent changes in activity and incorporating movement, rhythm, and humor. For instance, songs like "If You're Happy and You Know It" or action-based rhymes involve physical responses, which keep children mentally and physically engaged. As a result, children are more enthusiastic about participating in lessons and more receptive to language input.

3.3 Natural Use of Language in Context

Contextual learning—where language is presented in meaningful, everyday situations—leads to the natural and spontaneous use of English phrases. Through repeated exposure to functional expressions (e.g., "Can I play?," "Let's go"), children begin to integrate language into their real-life interactions during play and routines. Role play, such as pretending to shop at a store or playing "family," offers authentic communicative scenarios in which children practice conversational English in context. This situational use of language allows children to internalize not just vocabulary, but also basic sentence structures and communicative intent.

3.4 Improved Pronunciation and Listening Comprehension

Preschoolers are in a sensitive period for phonological development. Their ability to distinguish and mimic sounds is especially sharp between the ages of 3 and 6. Early and consistent exposure to English pronunciation through songs, storytelling, and teacher modeling helps children develop clearer and more accurate speech. Repetitive listening to the same sounds and phrases—such as through rhymes or choruses—trains their auditory processing skills, enabling them to identify individual sounds, stress patterns, and intonation. As a result, children show noticeable improvement in both their listening comprehension and their ability to pronounce English words correctly.

3.5 Increased Confidence and Willingness to Communicate

A positive, low-pressure learning environment is crucial for building children's self-confidence in language use. When children feel safe, supported, and not afraid of making mistakes, they are more likely to speak, ask questions, and try new expressions. Teachers who offer gentle corrections, encouragement, and praise help children develop a positive emotional connection to language learning. As learners gain confidence in using simple phrases correctly and receive positive feedback, their willingness to initiate communication in English increases. This confidence serves as a foundation for continued language development and participation.

Discussion

Challenges and Solutions

While teaching English to young children can be highly beneficial, it does come with certain challenges. Here are a few common issues and their corresponding solutions: Short Attention Span: Challenge: Preschoolers have a shorter attention span, making it difficult for them to stay engaged in lessons for long periods. Solution: Keep lessons short, interactive, and fun. Break down language lessons into smaller, manageable chunks, using games and activities to keep them engaged. Frequent breaks also help maintain focus.

-Language Confusion: Challenge: Some children may struggle with mixing their native language with English, leading to confusion and slower learning. Solution: Gently correct mistakes while encouraging the use of both languages. Over time, children will learn to differentiate between them. Consistency in the use of English during lessons will also help.

-Lack of Motivation: Challenge: Some children may not be motivated to learn a new language if they do not see its immediate benefits. Solution: Make learning fun and relevant by using games, songs, and activities that resonate with the child's interests. Engaging with the child's environment—such as incorporating favorite toys or animals into lessons—helps maintain their interest.

-Different Learning Speeds: Challenge: Children develop language skills at different rates. Some may pick up English quickly, while others may take longer. Solution: Be patient and avoid comparison. Create a supportive environment where each child can progress at their own pace. Adapt learning materials to suit individual needs, offering more challenging content for those who are ready and more simplified content for others.

Conclusion

Teaching English to preschool-aged children is a unique and highly rewarding process, but it requires an approach that aligns with their developmental needs and learning styles. At this early stage, children are particularly receptive to language input when it is presented in a natural, playful, and interactive manner. Unlike older learners, preschoolers do not respond well to rigid or formal grammar instruction, which can be overwhelming and abstract. Instead, young learners thrive on a more dynamic and immersive experience that encourages exploration, creativity, and spontaneous use of language. For preschoolers, language learning should be deeply embedded in everyday experiences, where they can naturally encounter English through varied and enjoyable activities. Research has shown that when children are exposed to a rich linguistic environment, where words are continuously used in context, their ability to absorb language grows exponentially. This learning is more effective when it involves repetition, direct interaction with language, and engagement with their surroundings. By engaging with the language on a regular basis, children not only expand their vocabulary but also begin to internalize sentence structures and grammar in a more intuitive and organic way.

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