

**TECHNOLOGY AND PRINCIPLES OF TEACHING ENGLISH TO PRESCHOOL CHILDREN****Gulmira Farmonova Olim qizi**

**Annotation:** This article discusses improvement of the methodological support of teaching English in preschool children through action, didactic, role play, imitation game **technology**. **Scientific research carried out in the world plays an important role** in the quality of educational programs to prepare children for school, improve the methods of applying innovative pedagogical technologies, and modernize the content of teaching foreign languages. In world practice, scientific research is being carried out on the development of teaching children foreign languages, taking into account their age characteristics. In particular, research in the field of teaching English to preschool children with the help of songs and fairy tales at the University of Murcia in Spain, information technology in Aionin University in Greece and the use of digital games at the Free Islamic University of Iran, explains the need to study foreign experience and conduct joint research. It focuses on teaching English pronunciation to preschool children, improving the methods of teaching English pronunciation with the help of poems, rhymes, songs, games, fairy tales, multimedia in accordance with modern educational standards. It is important to create teaching aids, study foreign experience and lay the foundations for a deep knowledge of foreign languages of preschool age.

**Аннотация:** В данной статье рассматривается совершенствование методического обеспечения обучения английскому языку детей дошкольного возраста посредством игровых, дидактических, ролевых, имитационных игровых технологий. Научные исследования проводящийся в мире играют важную роль в качестве образовательных программ по подготовке детей к школе, совершенствовании методов применения инновационных педагогических технологий, модернизации содержания обучения иностранных языков. В мировой практике проводятся научные исследования по развитию обучения детей иностранным языкам с учетом их возрастных особенностей. В частности, особое значение имеют исследования в области преподавания английского языка детям дошкольного возраста с помощью песен и сказок в Университете Мерсии в Испании, информационных технологий в Университете Айонина в Греции и использования цифровых игр в Свободном исламском университете Ирана, объясняет необходимость изучения зарубежного опыта и проведения совместных исследований. Он фокусируется на обучении детей дошкольного возраста английскому произношению, совершенствованию методики обучения английскому произношению с помощью стихов, стишков, песен, игр, сказок, мультимедиа в соответствии с современными образовательными стандартами. Важно создать методические пособия, изучить зарубежный опыт и заложить основы для глубокого владения иностранными языками дошкольного возраста.

**Key words:** Methodology, preschool, principles, linguistic and psychological features, pronunciation skill, activities.

**Introduction**

The rapidly developing process of integration and socio-economic, cultural cooperation between the peoples of the world has further increased the interest, need and desire to learn foreign languages. In the practice of teaching developed countries, in particular, according to the experience of countries such as Korea, Japan, China, the most optimal methods of teaching and educating children in preschool institutions are expedient, learning foreign languages from an early age both linguistically and psychologically. Radical reforms in the country's education system include the introduction of continuous teaching of foreign languages from the first

grade, the creation of the Ministry of Preschool Education, the development of material, technical and methodological support for preschool education organizations. "Improving the quality of preschool education, a radical improvement in the quality of preparing children for school in preschool institutions, the introduction of modern educational programs and technologies widely used in world practice into the educational process, the creation of the basic "First Step" program and a number of similar regulations led to the complete modernization of preschool education. This study was carried out in accordance with the priority direction of the development of science and technology of the Republic of Uzbekistan: "Social, legal, economic, cultural, spiritual and educational development of an informed society and a democratic state, the development of an innovative economy."

The study of the vocabulary of foreign languages provides extensive information on the principles of choosing a lexical minimum when teaching the vocabulary of a foreign language, based on age characteristics and cognitive competencies.

Many foreign scientists have conducted their own research on the teaching of English pronunciation and grammar during which they provided information on linguo-psychological, neurological, biological and social factors of teaching foreign language to preschool children.

### **Research on the topic and their analysis**

The main factor in the improvement of society is to study the linguistic and psychological features of teaching preschoolers a foreign language to determine the difficulties, opportunities and principles for highlighting the phonetic minimum for teaching children English language in preschool education, development of didactic support for teaching English pronunciation to preschool children using visual, multimedia and gaming technologies through poems, songs and fairy tales; study and analysis of effective methods of teaching the pronunciation of a foreign language to preschoolers; to check the effectiveness of didactic support for teaching preschool children the pronunciation of a foreign language in preschool institutions and determine the results of its effectiveness. Principles are the initial, basic rules by which the most important aspects of a child's cognitive and practical activities are presented and summarized. Learning principles are considered to be the first rules that define the goals, content, methods, and organization of the cognitive process and are interrelated and interdependent. In this case, the principles are called upon to pre-determine the direction and tactics of foreign language teaching at an early stage, of course, at every minute of the learning process. Reproductive ability is better in preschool children than in younger students. They often repeat sounds, words, and sentences. They try to pronounce them by imitating the teacher. Teaching pronunciation to young learners is also based on the characteristics of imitation, but some explanations may be suggested. That is, a teacher can show students not only how to pronounce a sound, but also how to pronounce it. "For example, push your tongue back a little and say the sound - car." The leading type of activity for older preschoolers is play. He lives in a diverse gaming community. Even if he helps his parents around the house, watering the flowers, looking after the garden, he will play the role of an adult. This factor should be taken into account when teaching a foreign language to preschool children and offering them a variety of games. It is very important to monitor the process of mastering the amount of learning material by all children, and both partial and final control over young children is carried out in a playful way and assessment activities are not carried out.

From the beginning of teaching, the teacher should develop a certain style or tradition of communicating with students in a foreign language, introduce and observe certain rituals: greetings, farewells, short conversations. The most important condition for the success of the

learning process is the activation of speech thinking activities of preschool children and their maximum involvement in communication in a foreign language, the awakening of linguistic assumptions. The study of the conditions necessary for the rapid learning of a foreign language allowed us to identify the most characteristic teaching principles of preschool age: visual support of students' emotional perception, individual-oriented learning and well-coordinated group learning. interaction, communication in the context of game organization of foreign language teaching and musical accompaniment of lessons. One of the important tasks of modern foreign language teaching methodology is to form education for preschool children of different ages using these games. The urgency of this problem is related to a number of facts. First, enhancing the learning process poses the challenge of maintaining students' interest in the topic being studied and exploring ways to activate their activities throughout the lesson. An effective method is to provide a solution to this problem through educational games. When preparing for foreign language lessons with preschool children, the teacher must understand the psychological and pedagogical characteristics of the preschooler at this age and identify ways to regulate students' communication in a foreign language, focusing on the acquired indicators. To teach children English, you need to follow certain principles:

naturalness

curiosity

the next sequence

perseverance

game format

There are also two main lines:

Group lessons

Independent learning of English

Whichever direction you choose, it is important to note that a key factor in a child's successful language acquisition is constant communication in English. So, if you know a little bit of the language, try to speak English with him at home. Availability of material for learning English by preschool children for students, selection taking into account the individual characteristics of the preschool child, systematic and logical connection, arousing students' interest, practical testing and should be provided with practical material.

## Conclusion

The results of research methods of training, used in the lessons of the English language in the state pre-school and educational institutions, and the application of research methods are applied to the following methods.

1. Pre-school education institutions are the first stage of lifelong education in which children develop their first speech and pronunciation skills. This requires a special study of linguistic and psychological features, such as the power of imitation, understanding, memory, clear and fluent pronunciation in the process of teaching preschool children the pronunciation of a foreign language.
2. The study of English language programs and the state of their teaching in preschool institutions, the study of the pronunciation of sounds for children on the basis of positional, oppositional, acoustic and articulatory difficulties of sounds and the need to understand that this

is an important factor, that it is advisable to develop sounds selected on the basis of these difficulties, based on the study of the individual, the structure of the word and sentence.

4. Listening is an effective way to form and develop language motor skills through poems, tongue twisters, rhymes, fairy tales and songs in the development of English pronunciation skills in preschool children, plays an important role in the development of the ability to produce and perceive speech, and also serves as a motivation for learning foreign language.

5. Music, sound imitation, tongue twisters and fairy tales occupy a special place in the lives of children, especially since fairy tales are one of the most important factors in mastering pronunciation skills in a foreign language. Participation in role-playing games contributes to the development of dialogical speech. As the child develops these skills, it also helps to develop the ability to pronounce the foreign language.

6. Since play activity occupies a special place in psychological age characteristics of preschoolers, the use of gaming technologies in the formation and development of children's pronunciation in English is extremely effective. Using songs, audio recordings and cartoons in the lessons helps children learn foreign pronunciation.

In conclusion, like any other language, opportunities for languages only develop in the relevant type of activity, and therefore A.A. According to Leontyev, "any ordinary child is fluent in a foreign language and can use it fluently in communication." whether it happens or not depends on the teacher's well-organized activities, the methodological approach to the child's learning.

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