

“TEACHING KINDERGARDEN KIDS HOW TO SPEAK ENGLISH THROUGH GAMES”Ilmiy rahbar: **Islom Minikulov****Primova Sevinch Otabekovna**

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Annotatsiya: Ushbu keltirilgan maqolada qanday qilib bog'cha yoshida bo'lgan bolalarga o'yinlar orqali ingliz tilini samarali o'rgatish mumkinligi tahlil qilindi. Bolalarda ingliz tilida gapirishini shakllantirishda o'yin metodlarining tutgan o'rni, TPR (Total Physical Response) metodologiyasi, musiqa va ritmning pedagogik ahamiyati, shuningdek, visual va interaktiv usullar orqali bolalarda tilga bo'lgan qiziqishni oshirish yoritilgan.

Kalit so'zlar: Bog'cha, ingliz tili, o'yin metodlari, TPR, til o'rganish, interaktiv metodlar, bolalar pedagogiyasi.

Annotation: This article analyzes how to effectively teach English through games to kindergarden-age children. The role of game methods in shaping children's English speaking, TPR (Total Physical Response) methodology, the pedagogical significance of music and rhythms, as well as increasing children's interest in the language visual and interactive methods are highlighted.

Keywords: Kindergarten, English, game methods, TPR, language learning, interactive methods, children's pedagogy.

Аннотация: В данной статье анализируются методы эффективного обучения английскому языку детей дошкольного возраста с помощью игр. Подчеркивается роль игровых методов в формировании навыков разговорной речи на английском языке, методология TPR (Total Physical Response), педагогическая важность музыка и ритма, а также повышение интереса детей к языку с помощью визуальных и интерактивных методов.

Ключевые слова: Детский сад, английский язык, игровые методы, TPR, изучения языка, интерактивные методы, детская педагогика.

When kids are in 3-6 age period, they are sensitive to learn new languages. Since children of this age are naturally active, observant, and interested in games, it is pedagogically effective to use games and interactive methods instead of traditional methods in teaching English in kindergartens, especially to help them retain new English words in their long-term memory. Research shows that learning a language through games stimulates speech activity in children, increases vocabulary, and strengthens the use of language in practical contexts (Asher, 2009).

For preschoolers games and interactive methods are not only make the language learning process easy and funny, but also have good effect on their cognitive development and rises children's activity in lessons. For example, through games involving colours, shapes of animals or everyday subjects, children learn new English words by visually seeing them and will have kinesthetic experience, and because it affects multiple senses of kindergarten-aged children, this process focuses not only on memorizing language and vocabulary, but also on using it in their

daily life. Games and interactive methods not only encourage activity, but also stimulate children's speech activity and make them more active in lessons, further increasing their enthusiasm and interest, as they learn new words. For example, in a game based on the TPR (Total Physical Response) method, children perform commands such as "Jump!", "Clap your hands" with movements. By this way, children will understand meaning of the words and they will learn pronunciation naturally. (Asher, 2009). In addition, methods based on song and rhythm facilitate and strengthen children's memorization process. Through singing songs and dancing on them, new words would be repeated, intonation and pronunciation would be improved, children also learn how to interact with a new group of people. Role-playing games allow children to use language in their real-life situations. At the same time, learning a language through games children have chance to develop their social skills and independent thinking abilities. Children learn to work together, take turns, and communicate with each other, which builds a culture of courtroom discussion. Thus, games simultaneously support preschoolers' linguistic speech, cognitive, and social development, which increase the effectiveness and naturalness of the language learning process.

"Children are spontaneous and not afraid of to speak out or participate. Young learners are not very inhibited. They are much more willing to participate in activities and speak out in English without feeling embarrassed" (Shin J.K. Teaching Young Learners English 27 page 2014). "Teachers should try to engage children with fun activities that arouse their curiosity and imagination. Incorporating different kinds of audio-visual aids such as playing songs, TV or movie clips, or YouTube videos can help keep children's attention and interest" (Shin J.K. Teaching young learners English 29 page 2014)

In the TPR (Total Physical Response) method, kindergarten kids learn new words collectively throughout movement, naturally focusing their attention without difficulty. This method was created by Jaroslav Asher, and designed to make the process of learning English more natural and improve speaking skill and pronunciation. For example: Stand Up, Sit down. Researches show that language learning supported by movement develops speaking skills 40-50%. TPR also enhance children's attention and concentration, as following each other command with movement that requires them be more focused. By this way, the method has a good impact not only on linguistic skills, but also on cognitive and motor development, making the learning process more natural, effective and interesting for young learners.

When considering the importance of songs and rhythm-based methods in the formation of language skills in preschoolers, we can clearly see that learning through songs and rhythm is effective for children and that skills of using musical and rhythmic memory are formed in remembering them. It is also worth noting that learning language throughout songs and rhythm not only makes it easier to remember words, but also teaches to pronounce them in natural intonation. For example, in the song "Head, Shoulders, Knees and Toes" children move along while naming body parts, thereby reinforcing new words with visual and kinesthetic experience. They learn not only to memorize words, but also to apply them and use them in communication. This method is especially effective when working with a group and also strengthens social skills in children.

In conclusion, teaching kindergarten-age children to speak English through games is a more efficient and natural method. The combination of TPR, song and rhythm, stimulates children's interest in language, increases their vocabulary, and develops pronunciation. Such methods strengthen not only children's social but also their communication skills.

LIST OF USED LITERATURE:

1. James Asher – TPR (Total Physical Response) method Asher J.J. “ Learning Another Language Through Actions”

2. British council Teaching English page- Pedagogical application of the TPR method and with classic examples: