

METHODOLOGY OF TEACHING ENGLISH TO CHILDREN

Turayeva Sabina

1st grade student of SamSIFLturayevasabina07@gmail.com

Abstract: This article analyzes modern and effective methodologies for teaching English to children. It details language acquisition methods through games, songs, and stories, taking into account the psychological characteristics of young learners. Furthermore, the article provides practical recommendations for teachers and parents on how to organize lessons in an engaging, interactive, and age-appropriate manner that aligns with a child's natural development. The paper is primarily dedicated to the cognitive mechanisms of second language acquisition in children, scientifically examining the most optimal modern pedagogical approaches for them. Key attention is paid to differentiated approaches aimed at satisfying the child's individual learning pace and needs, alongside enhancing digital literacy during the teaching process.

Keywords: Methodology, children, pedagogical, teaching, language, teacher, thinking.

Annotatsiya: Ushbu maqolada bolalarga ingliz tilini o'qitishning zamonaviy va samarali metodikalari tahlil qilinadi. Unda kichik yoshdagi o'quvchilarning psixologik xususiyatlari inobatga olingan holda o'yinlar, qo'shiqlar va hikoyalar orqali tilni o'zlashtirish usullari batafsil yoritiladi. Shuningdek, maqola o'qituvchilarga va ota-onalarga darslarni qiziqarli, interaktiv va bolaning tabiiy rivojlanishiga mos ravishda tashkil etish bo'yicha amaliy tavsiyalar beriladi. Maqola, asosan, bolalarda ikkinchi tilni egallashning kognitiv mexanizmlariga bag'ishlangan bo'lib, ular uchun eng maqbul bo'lgan zamonaviy pedagogik yondashuvlar ilmiy asosda ko'rib chiqiladi. Asosiy e'tibor o'qitish jarayonida raqamli savodxonlikni oshirish bilan birga, bolaning individual o'rganish sur'ati va ehtiyojlarini qondirishga qaratilgan differensial yondashuvlarga beriladi.

Kalit so'zlar: metodika, bolalar, pedagogik, o'qitish, til, o'qituvchi, fikrlash.

Аннотация: В данной статье анализируются современные и эффективные методики преподавания английского языка детям. В ней подробно освещаются способы освоения языка через игры, песни и рассказы, с учетом психологических особенностей младших школьников. Также статья предлагает практические рекомендации для учителей и родителей по организации занятий таким образом, чтобы они были интересными, интерактивными и соответствовали естественному развитию ребенка. Работа посвящена, в основном, когнитивным механизмам овладения вторым языком у детей, научно рассматривая наиболее оптимальные современные педагогические подходы для них. Особое внимание уделяется дифференцированным подходам, направленным на удовлетворение индивидуального темпа и потребностей ребенка в обучении, наряду с повышением цифровой грамотности в процессе преподавания.

Ключевые слова: методика, дети, педагогический, обучение, язык, учитель, думать.

It is known from various sources that human society has always needed and desired to know a number of languages. One of the famous figures in 20th-century linguistics, Yevgeniy Dmitriyevich Polivanov, was a scholar who perfectly knew 46 languages. He studied and

analyzed the Uzbek language and its dialects, and was known to walk among Uzbek people as one of them, wearing a do'ppi (traditional cap) and cho'pon (robe), saying, "I am Uzbek, my surname is Polvonov."

As our First President, Islam Karimov, stated: "Great importance is being given to teaching languages in our country today. This is certainly not without reason. For our countries striving to take a worthy place in the global community today, for our people building their great future in harmony and cooperation with foreign partners, there is no need to overemphasize the importance of knowing languages perfectly."

In the current context of globalization and integration, the English language is gaining even greater importance as the international language of communication. Therefore, teaching foreign languages to children from an early age is one of the main tasks of the modern education system. Introducing children to a new world of language creates a favorable environment for their personal development, specifically for adapting to the multilingual and multicultural situation in the modern world. Currently, foreign languages have become a compulsory component of education not only in schools and universities but also in many additional pre-school educational institutions. Early age (3–10 years) is considered the most favorable period for language acquisition because the brain's neuroplasticity is high during this time, and cognitive mechanisms for language mastery (particularly pronunciation and intonation) are naturally formed. However, traditional grammar-translation methods are not compatible with the psychological characteristics of students at this age, such as their activeness, curiosity, and concrete thinking. Therefore, analyzing modern pedagogical approaches that ensure the educational process is interactive, effective, and aligned with the child's natural development is of critical importance.

According to the teachings of K.D. Ushinsky, a young child learns to speak a foreign language better in a few months, unlike adults who take years. The scholar wrote that learning a foreign language helps achieve the following objectives. The first objective is to get acquainted with the creativity of the people whose language is being learned. The second is to expand the scope of logical thinking, as language learning positively affects human brain activity and develops it comprehensively. The third objective is to become more closely acquainted with the culture of that nation and to be able to easily communicate with them. The next objective is to form the skills to freely correspond with people from that foreign country in their own language.

First and foremost, satisfying the diverse needs and learning processes of children in one classroom is also a significant methodological challenge in the modern educational process. Furthermore, a subject is loved through the teacher; thus, teachers must be responsible for their subjects. That is, they should enter the lesson with a positive mood and be kind to students, which impacts the students' mood and their interest in the lesson. In addition, many methodologies exist to engage students in the lesson and encourage them to learn English well. For instance, organizing games in classes not only helps children concentrate but also sparks their interest in the lesson. For example, games for school-age children (7–10) using points and rewards: giving stars for correctly completing each task and for active participation in class, and exchanging them for privileges in the next lesson, or organizing games through websites like "Kahoot!" or "Quizizz" are considered effective. The Kahoot! game is a very useful method for memorizing vocabulary or for translation in English.

Another method is the use of visual materials; children think concretely, so visualizing abstract concepts is important. For this purpose, it is useful to use small models of objects related to the topic (animals, fruits, transport), to assign tasks like drawing pictures related to the learned topic, or finding hidden details in a picture, which accelerates the children's recall of the English translation of their drawings. Naturally, the possibilities for early-age children to master a foreign language are truly immense. For pre-school children, the following games are recommended for teaching a foreign language:

1. Situational games;
2. Competitive games;
3. Rhythmic-musical games;
4. Artistic-creative games.

Situational games – include role-playing games that simulate communication situations for one reason or another. Role-playing is a play activity where children perform specific roles and different life situations are acted out. For example, seller-buyer, doctor-patient, and others.

Competitive games – include many games that promote vocabulary and literacy. Crosswords, following commands, and similar games fall into this category.

Rhythmic-musical games – unlike any traditional games, these are games, such as those involving dancing with a partner selection, that help improve the phonetic aspects of speech rather than mastering communication skills.

Artistic-creative games – this type of game is an activity that stands at the border of a child's artistic creation, and through such games, one can discover the child's inner world.

In addition, riddles are also an engaging method for children, as children have a strong interest in finding the answers to riddles. Therefore, the teacher should state the riddle in either English or Uzbek, but require the children to provide the answer in English.

In conclusion, this article has revealed the central and systemic role of play activity in the comprehensive development of children. The presented analysis shows that games are not merely a way to pass the time but are an important pedagogical tool for forming socio-emotional, speech, and creative abilities. At the same time, integrating the aforementioned types of games into the learning process allows for the creation of an effective, engaging, and motivation-based environment in children's education. Each type of game serves a specific developmental goal and together they form the basis of a pedagogical strategy that serves to maximize the children's potential for creativity and language acquisition.

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