

**DIFFICULTIES IN TEACHING ENGLISH IN PRESCHOOL EDUCATION****E'zoza Eshnazarova**

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**Annotation:** This article analyzes the main difficulties encountered in teaching English in preschool educational institutions. It examines the children's age-related characteristics, the lack of methodological materials, the level of teachers' preparation, the language environment, and the problems in cooperation with parents. In addition, practical recommendations are provided to overcome these challenges.

**Keywords:** Preschool education, English language, challenges, methodology, language environment, parental cooperation, child psychology, modern technologies.

**Introduction**

In today's era of globalization, learning foreign languages has great significance in human life. In particular, English is widely used around the world as the main tool of international communication, science, technology, and business. Therefore, it is considered one of the urgent issues to engage the younger generation in learning a foreign language from an early age. In Uzbekistan, special attention is also paid to teaching English in preschool education. Through this, children develop an interest in foreign languages, get well-prepared for school, and are raised as individuals who can adapt to the global environment.

The process of teaching a language in preschool education is not focused on theoretical rules but on forming practical skills. However, this process is not without difficulties. Children's age-related characteristics, the lack of methodological materials, teachers' level of preparation, the language environment, and problems in cooperation with parents are all factors that influence the effectiveness of teaching English in preschool institutions. This article analyzes these challenges and provides practical recommendations to overcome them.

It should also be noted that in teaching English in preschool education, not only the relationship between the teacher and the child matters, but also cooperation with the family plays an important role. Since children spend more time at home with their parents, their language skills may either be strengthened or quickly forgotten. If parents are indifferent to the process, children cannot apply their acquired knowledge in practice. Therefore, parents' attitude toward foreign languages also directly affects the effectiveness of the process.

**Difficulties Related to Age Characteristics**

The psychological development of preschool children directly affects the process of acquiring a foreign language. At this stage, children cannot concentrate on one thing for long, their memory is mostly short-term, and they perceive concrete objects and images faster than abstract concepts. Therefore, explaining grammar rules in a dry form is ineffective.

For example, simply translating the word “red” as “qizil” (red) may not be remembered for long by the child. But if the child sees a red toy car and hears the sentence “This car is red”, the word will be reinforced in their memory through visualization. At this point, visual aids, songs, fairy tales, and role-playing games are of great importance.

According to psychologists, between the ages of 3–6, children acquire language naturally through repetition and imitation. Thus, during this period, grammar should not be taught in the form of rules but through simple expressions and practical situations.

#### Lack of Methodological Materials

Textbooks and teaching aids used in English teaching must be age-appropriate for children. However, in many preschool institutions, this is a problem: available textbooks are designed for schoolchildren and are not suitable for preschoolers.

For example, materials widely used abroad such as flashcards, picture dictionaries, and storytelling books are very effective in enriching children’s vocabulary. Yet, in some kindergartens, such resources are unavailable. As a result, teachers are forced to rely only on notebooks and books, which decreases children’s interest.

The lack of methodological materials requires creativity from teachers. For instance, some educators use paper-cut colored shapes, toys, and even dolls to teach English words. While this partially solves the resource problem, it does not fully eliminate it.

#### Teachers’ Level of Preparation

Not all English teachers working in preschool institutions have specialized psychological and methodological training. Most of them are familiar with methods for teaching school or college students but lack sufficient skills for working with preschoolers.

For example, if a teacher explains the Present Simple tense using traditional grammar rules, children will not understand. However, if the same topic is taught through songs, simple phrases, and games (e.g., “I like apples”, “I like bananas”), children will learn more quickly. Therefore, it is crucial to improve teachers’ methodological skills, organize special seminars and trainings, and introduce international practices.

#### Lack of Language Environment

A language environment is vital for effective learning. However, children usually hear English only during 20–30 minutes of lessons in kindergarten, while the rest of the time they use their native language. As a result, acquired knowledge is quickly forgotten.

For example, a child may learn the phrase “Good morning” in kindergarten but greet their parents with “Assalomu alaykum” at home, and eventually forget the English phrase.

To create a language environment, preschools should use English signs, wall posters, and organize “English corners.” Teachers should also use simple English commands during playtime, such as “Sit down, please!”, “Stand up!”, “Let’s play!”. This helps children get used to using English in daily speech.

#### Problems in Cooperation with Parents

Parents’ active participation is essential to ensure the effectiveness of education. Since children spend more time with their parents outside of kindergarten, they need to reinforce their knowledge at home.

However, most parents cannot support their children because they either do not know English or do not pay attention to it. For instance, if a child learns the word “red” in kindergarten but the parents never use it at home, the child will quickly forget it.

Therefore, teachers should prepare simple recommendations for parents and provide them with a list of basic phrases (e.g., “Good night”, “Thank you”, “Well done”) to use with their children. Additionally, organizing seminars and open lessons for parents can increase their interest in the process.

One common question from parents is: “Why doesn’t my child know English well? They are learning Russian, so the teacher must not be teaching properly.” In fact, it is wrong to blame the teacher. Children learn Russian in kindergarten and remember it mainly because about 90% of parents know Russian and use it daily at home. That is why children learn Russian better. The same applies to English: the more children are asked questions and engaged in English conversations, the easier they will remember the language, just like Russian.

#### Conclusion

In conclusion, it is natural that different challenges arise in teaching English in preschool education. They are mainly related to children’s age characteristics, the lack of methodological materials, teachers’ preparation, the limited language environment, and insufficient cooperation with parents.

To overcome these problems effectively, it is necessary to use play-based teaching methods, create age-appropriate teaching aids, improve teachers’ qualifications, establish an English-speaking environment, and actively involve parents in the educational process. With the right approach and modern methods, it is possible to teach English effectively in preschool education and strengthen the competitiveness and intellectual potential of future generations.

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