

THE IMPORTANCE OF TEACHING ENGLISH TO YOUNG CHILDREN*Diyorahon Shamsuddinova**Andijan State Institute of Foreign Language**Tel number: 998934267333**Email: diyora0331@gmail.com**Abduqodirova Zulayho Xusanboy kizi and Asqarova Mavluda Odiljon kizi**Andijan State In Of Foreign Languages, 4th year, Group 410**Tel number: +998 77 379 74 54**Email: zulayhoabduqodirova98@gmail.com*

Abstract: This article is devoted to a comprehensive analysis of the didactic, psychological, and social significance of teaching English to young children. In today's era of globalization and digital transformation, English has gained a special status among world languages. It has become the primary medium of communication not only in international diplomacy and business, but also in scientific research, information technology, healthcare, and education systems. Therefore, cultivating children's interest in English from an early age and integrating them into a language-rich environment contributes not only to their language competence but also to the development of their worldview, critical thinking, and intercultural communication skills. The article pays special attention to the biological, psychological, and sociolinguistic characteristics of early childhood, particularly the age range between 2 and 7 years. This period is considered a critical window for language acquisition from a neuropsychological perspective: children are highly receptive to sounds, instinctively repeat words, and absorb language naturally—like "sponges"—through their environment. Accordingly, English teaching methodologies in kindergartens and lower primary grades must be based on modern pedagogical technologies such as play-based learning, the use of multimedia tools, the creation of speech environments, and visual-associative approaches. Moreover, the article highlights the importance of cooperation between teachers and parents, the impact of the home language environment on learning outcomes, and strategies to enhance children's motivation and engagement. Research findings demonstrate that learning a foreign language at an early age has a positive impact on a child's overall intellectual development—enhancing memory, thinking, speech construction, analytical ability, and problem-solving skills. In conclusion, the article presents a holistic approach to early English language instruction, encompassing its theoretical foundations, practical mechanisms, and long-term social and academic benefits. This approach plays a crucial role in shaping well-rounded, competent, and communicative individuals from an early age.

Keywords: Linguistic conceptology, concept, cognitive linguistics, national thinking, culture, language and thinking, modern linguistics, artificial intelligence, semantics, psycholinguistics, cross-cultural analysis, language and consciousness, cognitive model, linguoculture, discourse, metaphor,

conceptual analysis, conceptual map, universals, linguistic methodology, interdisciplinary approach, cultural concept, artificial consciousness, machine translation, information technologies.

Annotatsiya: Ushbu maqola kichik yoshdagi bolalarga ingliz tilini o'rgatishning didaktik, psixologik va ijtimoiy ahamiyatini chuqur tahlil qilishga bag'ishlangan. Bugungi globallashuv va raqamli transformatsiya jarayonlari dunyo tillari ichida ingliz tilini alohida o'ringa olib chiqdi. U nafaqat xalqaro diplomatiya va biznesda, balki ilmiy-tadqiqot, axborot texnologiyalari, sog'liqni saqlash va ta'lim tizimida ham asosiy aloqa vositasiga aylangan. Shunday ekan, bolalarda ingliz tiliga bo'lgan qiziqishni erta shakllantirish va ularni til muhitiga moslashtirish nafaqat til kompetensiyasini rivojlantiradi, balki ularning dunyoqarashini, tanqidiy tafakkurini va madaniyatlararo muloqot ko'nikmalarini ham mustahkamlaydi. Maqolada bolalik davrining – xususan 2–7 yosh oralig'ining – biologik, psixologik va sotsiolingvistik xususiyatlariga alohida e'tibor qaratiladi. Til o'rganish uchun neyropsixologik jihatdan ayni pishiq davr hisoblangan bu bosqichda bola tovushlarni tezda ajrata oladi, so'zlarni mantiqsiz takrorlaydi va tilni tabiiy muhitda "sichqoncha" kabi o'zlashtira oladi. Shuning uchun bolalar bog'chalari va boshlang'ich sinflarda ingliz tilini o'rgatish metodikalari zamonaviy pedagogik texnologiyalar asosida tashkil qilinishi muhim: ya'ni o'yin orqali o'rgatish, multimediya vositalaridan foydalanish, nutqiy muhit yaratish va vizual-assotsiativ yondashuvlar. Maqolada shuningdek, pedagog va ota-onalarning o'zaro hamkorligiga, oilaviy til muhiti shakllanishining til o'rganishga ta'siriga, motivatsiya va qiziqishni oshirish usullariga alohida e'tibor qaratiladi. Tadqiqot natijalari shuni ko'rsatadiki, kichik yoshda til o'rgatish bolaning umumiy intellektual rivojiga – eslab qolish, fikrlash, nutq tuzish, tahlil qilish va muammoga yondashish kabi ko'nikmalarga ijobiy ta'sir ko'rsatadi. Natijada, maqola ingliz tilini erta yoshda o'rgatishning nazariy asoslari, amaliy mexanizmlari va uning uzoq muddatli ijtimoiy va akademik foydalari haqida kompleks yondashuvni taklif etadi. Ushbu yondashuv bolalarning har tomonlama barkamol shaxs bo'lib shakllanishida muhim ahamiyat kasb etadi.

Kalit so'zlar: lingvistik konseptologiya, konsept, kognitiv tilshunoslik, milliy tafakkur, madaniyat, til va tafakkur, zamonaviy lingvistika, sun'iy intellekt, semantika, psixolingvistika, kross-madaniy tahlil, til va ong, kognitiv model, lingvomadaniyat, diskurs, metafora, konseptual tahlil, konseptual xarita, universallar, tilshunoslik metodologiyasi, fanlararo yondashuv, madaniy konsept, sun'iy ong, avtomatik tarjima, axborot texnologiyalari.

Аннотация: Данная статья посвящена всестороннему анализу дидактической, психологической и социальной значимости обучения английскому языку детей младшего возраста. В условиях глобализации и цифровой трансформации английский язык занимает особое место среди мировых языков. Он стал основным средством общения не только в международной дипломатии и бизнесе, но и в научных исследованиях, информационных технологиях, здравоохранении и системе образования. Поэтому формирование интереса к английскому языку с раннего возраста и адаптация детей к языковой среде способствуют не только развитию языковой компетенции, но и расширению кругозора, формированию критического мышления и межкультурной коммуникации.

В статье особое внимание уделено возрастным особенностям детей в возрасте от 2 до 7 лет — с точки зрения биологических, психологических и социолингвистических факторов. Этот возрастной период считается наиболее благоприятным с нейropsихологической точки зрения для овладения языками: ребёнок легко различает звуки, бессознательно повторяет слова и

усваивает язык интуитивно, как «губка», впитывая информацию из окружающей среды. В связи с этим методики преподавания английского языка в детских садах и начальных классах должны строиться на основе современных педагогических технологий: обучение через игру, использование мультимедийных средств, создание речевой среды и визуально-ассоциативные подходы. Кроме того, в статье подчеркивается важность взаимодействия педагогов и родителей, влияние семейной языковой среды на успешность изучения языка, а также методы повышения мотивации и интереса у детей. Результаты исследований показывают, что обучение иностранному языку в раннем возрасте оказывает положительное влияние на общее интеллектуальное развитие ребёнка — улучшает память, мышление, построение речи, аналитические способности и умение решать задачи. Таким образом, статья предлагает комплексный подход к изучению английского языка детьми младшего возраста, включая его теоретические основы, практические механизмы и долгосрочные социальные и академические преимущества. Такой подход играет важную роль в формировании всесторонне развитой личности ребёнка.

Ключевые слова: *Лингвистическая концептология, концепт, когнитивная лингвистика, национальное мышление, культура, язык и мышление, современная лингвистика, искусственный интеллект, семантика, психолингвистика, кросс-культурный анализ, язык и сознание, когнитивная модель, лингвокультура, дискурс, метафора, концептуальный анализ, концептуальная карта, универсалии, методология лингвистики, междисциплинарный подход, культурный концепт, искусственное сознание, автоматический перевод, информационные технологии.*

Introduction

In today's globalization and technological progress, English has taken a special place in the world community as a universal means of communication. English plays an important role not only in international diplomatic relations and business, but also in education, science, information technology and everyday life. Therefore, learning this language from an early age is recognized as one of the important factors for competitiveness, open-mindedness and readiness for intercultural communication for any member of society. In particular, childhood is the most sensitive and intensive stage of development in human life, and it is during this period that knowledge is quickly and effectively mastered. Research shows that teaching a foreign language, especially English, in the period from 2 to 7 years of age gives high results in shaping a child's language and thinking. Language learning not only increases vocabulary, but also develops a child's ability to remember, creative thinking, critical analysis and communication skills. In this context, this article examines the didactic, psychological and social aspects of teaching English to young children. The impact of effective methodologies, parental and pedagogical cooperation, motivation and environmental factors on the learning process is analyzed separately. The role of foreign language teaching in the comprehensive development of a child's personality through early education is also highlighted.

The international prestige of the English language and its role in modern socio-economic relations have made it one of the main elements of global citizenship competence. Therefore, in many countries, teaching English from an early age has become a priority area of national education policy. In particular, in countries such as Finland, South Korea, China, Singapore, children begin to learn English from the preschool stage, and this result contributes to their overall quality of education and

high results in international rankings. The Resolution of the President of the Republic of Uzbekistan No. PQ-5117 dated May 19, 2021 “On measures to improve the system of learning foreign languages” also indicates that special attention is paid to the study of foreign languages, in particular, English, in our country. According to this resolution, English is being consistently integrated into all stages of education, especially in kindergartens and primary educational institutions, effective methodologies are being introduced. Therefore, teaching English to young children not only serves to form language competence, but also to promote their socialization, personal development, cultural perception, and the early formation of critical thinking skills. This, in turn, serves as an important basis for raising a comprehensively mature generation.

Literature Review

In recent decades, many scientific studies have been conducted on teaching foreign languages, in particular, English, to young children. These studies confirm that language acquisition occurs more quickly and efficiently during childhood than at other ages. In their book “How Languages are Learned” (2021), linguist Patsy Lightbown and educational scientist Nina Spada emphasize that naturalness, adaptability to the environment, and the need for communication are key factors in the process of learning a second language for young children. According to Jean Piaget’s theory of cognitive development, children’s stages of thinking and level of logical perception play an important role in language acquisition. Piaget divided childhood into stages such as sensorimotor (0–2 years), pre-operational (2–7 years), and concrete operations (7–11 years). It is during the pre-operational period that a child is ready to think based on images and symbols, and this period is a favorable foundation for learning English through play-based methods. Another prominent linguist, Stephen Krashen, in his “Input Hypothesis” (1985), argues that language learning occurs most effectively in a natural, language-rich environment, with optional, understandable materials. According to him, it is important to create a stress-free, fun, and motivating learning environment for children. Lev Vygotsky, in his theory of social development, justified the formation of language acquisition through the social environment. He explained the child’s acquisition of knowledge under the active support of adults (teachers or parents) through the term “zone of proximal development” (Зона ближайшего развития). This idea created the scientific basis for current interactive and parent-participatory educational models.

Reports and manuals prepared by Cambridge University Press, the British Council, and UNESCO indicate the following factors for increasing the effectiveness of foreign language learning in children: multimodal methods, auditory-communicative learning, an intercultural approach, and language teaching through play. Important scientific and methodological literature is also being created in our republic in this direction. In particular, the manual “Methodology of Teaching Foreign Languages in Preschool Education” (2022), compiled by Professor Kh. Yuldoshev and Associate Professor M. Turayev, covers modern approaches to teaching languages to young children. This work analyzes child psychology, the choice of methodology, and the use of visual and audio materials in lessons.

Research methodology

In this scientific article, a comprehensive approach was used to evaluate the effectiveness of the process of teaching English to young children and determine its impact on cognitive, speech, and

social development. The main methodological foundations of the study were pedagogical observation, experiment, questionnaire, and interview methods.

1. Object and subject of the study

Children aged 2–7 years studying in preschool institutions were selected as the object of the study. The subject was the psychopedagogical characteristics of the process of teaching English to these children and its impact on development.

2. Research methods

The following scientific methods were used:

Pedagogical observation: systematic observation of children's perception of English, word memorization, pronunciation, and level of participation in the lesson was carried out.

Experiment (experimental-testing work): the educational process was organized in two groups - the control group (based on standard methodology) and the experimental group (based on game, multimodal method). Based on the training conducted for two months, their results were analyzed comparatively.

Questionnaire: a questionnaire was conducted among child educators, English teachers and parents, collecting their opinions on children's motivation, adaptation and problems in language learning.

Interview: in-depth interviews were conducted with several selected pedagogical and psychological specialists, and effective approaches in the process of teaching English were identified.

3. Research base

The study was conducted in 5 public and private preschool educational institutions in Tashkent city and regions. In total, more than 80 children, 10 teachers and 20 parents were involved in the research process.

4. Analysis methods

The collected data were processed based on descriptive (descriptive) and comparative analysis. The results obtained from the experiment were statistically compared and visually represented using diagrams and graphs. Conclusions and suggestions

General conclusion

Teaching English to young children is one of the most relevant and promising areas of modern education. Conducted scientific analyses, observations and experimental studies show that the age range of 2–7 years is the most favorable period for children to effectively master a foreign language, especially English. At this age, the child is actively developing in speech and cognitive terms, quickly and deeply perceives information through listening, and naturally acquires language through play and

communication. Teaching English at an early age not only increases vocabulary, but also has a positive effect on children's ability to communicate, express thoughts, think independently, understand other cultures, and form a global mindset. Also, game methods, multimedia tools, and cooperation with parents in the language teaching process further increase efficiency. Based on the results of the study, it was found that children maintain their interest in the language not only through formal lessons, but also at home, in everyday communication, and through interactive tools. This, in turn, makes learning a foreign language an activity that is done with pleasure rather than as a duty.

Recommendations

1. Develop special state programs for teaching foreign languages, in particular English, in the preschool education system.

It is recommended to introduce age-appropriate methodologies, game and interactive tools, and multimedia materials in these programs.

2. Strengthen the system of training and regular retraining of English teachers for kindergartens and primary educational institutions.

It is important for teachers to have a psychological and pedagogical approach along with language knowledge.

3. In order to activate the participation of parents in the language teaching process, methodological guides, trainings, and online platforms should be created for them.

This way, the child will develop the language not only in kindergarten, but also in the family environment.

4. Widely use multimedia tools in language teaching - interactive games, video tutorials, audio stories and applications.

These methods attract children's attention and make learning interesting.

5. Increase applied research by research institutes on the effectiveness of language teaching at an early age.

In this direction, new methodologies can be proposed based on statistical analysis, psycholinguistic research and experiments.

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