

**DEVELOPING INTEREST IN ENGLISH IN YOUNG CHILDREN***Diyoraxon Shamsuddinova**Andijan State Institute of Foreign Language**Tel number: 998934267333**Email: diyora0331@gmail.com**Murodaliyeva Orzugul Farxodbek kizi**Andijan State In Of Foreign Languages, 4th year, Group 410**Tel number: +998771552406**Email: mailto:samiyam00324@gmail.com*

**Abstract:** This article analyzes the issue of increasing interest in the English language among young children. In the language learning process, motivation and interest play an invaluable role, especially for children aged 2 to 7, as these factors are among the key components that determine the effectiveness of language acquisition. Research shows that young children tend to acquire language naturally through play, communication, music, and visual tools. Therefore, it is essential to awaken their intrinsic motivation toward learning English and to maintain it consistently. The article explores didactic methods aimed at increasing children's interest in English, such as play-based approaches, songs, storytelling, interactive lessons, QR-code-based tasks, and the use of digital resources. Furthermore, the impact of family environment, parental support, teacher personality, and emotional atmosphere during lessons on children's attitude toward language learning is examined from a scientific perspective.

Analysis results indicate that in an environment that stimulates interest, children develop a positive attitude toward learning a foreign language, become actively engaged in the process, and begin to develop their communication skills independently. Cultivating interest in the English language from an early age contributes not only to the development of language competence but also accelerates overall cognitive and social development. Additionally, the article highlights the role of interest in English within educational curricula, the effectiveness of pedagogical approaches, and the influence of modern methods—such as gamification, the STEAM approach, visual materials, and children's animation—based on practical experience and theoretical foundations. It also emphasizes the importance of national education policy, the quality of the preschool learning environment, and the availability of technological resources in fostering and maintaining motivation for language learning.

**Keywords:** young children, interest in English, motivation, play-based methods, multimedia tools, interactive lessons, family environment, teacher's role, language competence, early education, gamification, STEAM approach

**Annotatsiya:** Ushbu maqolada kichik yoshdagi bolalarda ingliz tiliga bo'lgan qiziqishni oshirish masalasi tahlil qilinadi. Til o'rganish jarayonida motivatsiya va qiziqishning roli beqiyos bo'lib, ayniqsa 2–7 yoshdagi bolalar uchun bu omillar til o'zlashtirish samaradorligini belgilovchi muhim komponentlardan hisoblanadi. Tadqiqotlar shuni ko'rsatadiki, kichik yoshdagi bolalar tilda tabiiy ravishda, o'yin, muloqot, musiqiy va vizual vositalar orqali o'zlashtirishga moyildirlar. Shu sababli, ularning ingliz tiliga bo'lgan ichki rag'batini uyg'otish va uni doimiy ravishda qo'llab-quvvatlash zarur. Maqolada ingliz tiliga qiziqishni oshirishga qaratilgan didaktik usullar — o'yinli yondashuv, qo'shiqlar, ertaklar, interaktiv darslar, QR-kodli topshiriqlar va raqamli resurslardan foydalanish orqali samaradorlikka erishish usullari ko'rib chiqiladi. Shuningdek, oilaviy muhit, ota-onaning qo'llab-quvvatlashi, o'qituvchi shaxsiyati va darsdagi emotsional holatlarning bolaning tilga bo'lgan munosabatiga ta'siri ilmiy asosda baholanadi. Tahlil natijalari shuni ko'rsatadiki, qiziqish uyg'otilgan muhitda bola chet tilini o'zlashtirishga ijobiy munosabat bilan yondashadi, o'rganishga faol kirishadi va o'zining kommunikativ ko'nikmalarini mustaqil rivojlantira boshlaydi. Ingliz tiliga bo'lgan qiziqishni erta yoshdan shakllantirish esa nafaqat til kompetensiyasini, balki umumiy kognitiv va ijtimoiy rivojlanishni ham jadallashtiradi. Qo'shimcha ravishda, maqolada ingliz tiliga bo'lgan qiziqishning o'quv dasturlaridagi o'rni, pedagogik yondashuvlar samaradorligi hamda zamonaviy metodlar – gamifikatsiya, STEAM yondashuvi, vizual materiallar va bolalar animatsiyalarining ta'siri amaliy tajriba va ilmiy nazariyalar asosida yoritiladi. Shuningdek, tilga bo'lgan motivatsiyani oshirishda milliy ta'lim siyosati, maktabgacha ta'limdagi muhit sifati va texnologik resurslar mavjudligi muhim o'rin tutishi ko'rsatib beriladi.

**Kalit so'zlar:** *Kichik yoshdagi bolalar, ingliz tiliga qiziqish, motivatsiya, o'yinli metodlar, multimediyaviy vositalari, interfaol darslar, oilaviy muhit, tarbiyachining roli, til kompetensiyasi, erta ta'lim, gamifikatsiya, STEAM yondashuvi.*

**Аннотация:** В данной статье рассматривается проблема повышения интереса к английскому языку у детей младшего возраста. В процессе изучения языка мотивация и интерес играют ключевую роль, особенно в возрасте от 2 до 7 лет, когда эти факторы становятся основными компонентами, определяющими эффективность овладения языком. Исследования показывают, что дети младшего возраста склонны усваивать язык естественным образом — через игру, общение, музыку и визуальные средства. В связи с этим крайне важно пробуждать у них внутреннюю мотивацию к английскому языку и постоянно её поддерживать. В статье рассматриваются дидактические методы, направленные на повышение интереса к английскому языку, такие как игровые подходы, песни, сказки, интерактивные уроки, задания с QR-кодами и использование цифровых ресурсов. Также анализируется влияние семейной среды, поддержки родителей, личности преподавателя и эмоционального климата на уроке на отношение ребёнка к изучению языка. Результаты анализа показывают, что в условиях, способствующих формированию интереса, ребёнок проявляет положительное отношение к изучению иностранного языка, активно вовлекается в процесс и начинает самостоятельно развивать свои коммуникативные навыки. Формирование интереса к английскому языку с раннего возраста способствует не только развитию языковой компетенции, но и активизирует общее когнитивное и социальное развитие ребёнка. Кроме того, в статье освещается роль интереса к английскому языку в учебных программах, эффективность педагогических подходов, а также влияние современных методов — геймификации, STEAM-подхода, визуальных материалов и детской анимации — на мотивацию. Подчёркивается также важность национальной образовательной политики, качества среды в дошкольных учреждениях и

доступности технологических ресурсов в формировании устойчивого интереса к изучению языка.

**Ключевые слова:** дошкольники, интерес к английскому языку, мотивация, игровые методы, мультимедийные средства, интерактивные занятия, семейная среда, роль воспитателя, языковая компетенция, раннее обучение, геймификация, STEAM-подход.

## Introduction

In the era of globalization and digital technologies, English is not only a means of international communication, but also occupies a leading position in education, science, business, information technology and intercultural communication. Therefore, learning this language today is one of the most important factors for personal and professional success. Possession of English language skills creates the opportunity for a modern citizen to increase his competitiveness, freely access information and actively participate in global processes. In particular, learning English from an early age plays an important role in the effective formation of language competence, the development of thinking skills and the expansion of intercultural understanding.

Research shows that the age range of 2–7 years is the most sensitive and natural stage of language acquisition for children. At this age, the child's brain is very plastic, and it can intuitively absorb new information, especially the sound system and speech forms. Children use language in this process by communicating, playing, singing, listening and observing. Therefore, it is precisely the arousal of interest in English in young children and its constant support that is becoming the most important task of the educational process. In recent years, attention has been increasing in the preschool education system to early English teaching. In particular, by the Resolution of the President of the Republic of Uzbekistan No. PQ-5117 dated May 19, 2021, important reforms are being implemented in the teaching of foreign languages, including English, starting from the preschool stage. This makes the formation of interest in a foreign language in children one of the priority areas of state policy.

This article is devoted to a scientific, theoretical and practical analysis of the issue of increasing interest in English in young children. It considers the impact of didactic methods, pedagogical approaches, the role of the family environment, as well as modern technologies, multimedia tools and interactive approaches on children's attitude to the language. The factors that shape interest are also analyzed based on child psychology. Based on the results of the article, scientifically based suggestions and recommendations are given to enhance the motivation of young children to learn a foreign language.

## Literature review

The issue of forming interest in learning a foreign language, especially English, in young children is one of the current topics in international educational science. Scientific research conducted in recent years confirms the high effectiveness of language acquisition in childhood. Linguist Patsy Lightbown and educational scientist Nina Spada, in their work “How Languages are Learned” (2021), emphasize that children acquire language not consciously, but through the natural environment and communication, which makes motivation a central part of early language learning. Jean Piaget's theory of cognitive development also shows the importance of a child's stages of perception and

thinking in the process of language acquisition. Especially in the “pre-operational” stage, between the ages of 2 and 7, children learn through symbolic imagery, which enhances the effectiveness of language learning through visuals, games, music, and role-playing. The Input Hypothesis, proposed by Stephen Krashen, emphasizes the importance of “understandable material” and an interesting, stress-free environment in language learning. According to him, a child’s intrinsic motivation will help them learn a foreign language faster and more effectively. In Lev Vygotsky’s “social development theory,” a child acquires language through interaction with others around them, within the zone of proximal development. This idea supports the active participation of teachers and parents in a child’s language learning.

From a practical point of view, the manuals prepared by the British Council and Cambridge University Press recognize the following methodological tools as effective for increasing children's interest in the English language: games, fairy tales, songs, QR code tasks, video lessons, animated films in English, and interactive platforms. Scientific and methodological research is also being conducted in Uzbekistan in this direction. In particular, the manual “Methodology of Teaching Foreign Languages in Preschool Education” (2022), written by Kh. Yuldoshev and M. Turayev, extensively covers game methods, the use of multimedia tools, and approaches appropriate to child psychology. Also, the Resolution of the President of the Republic of Uzbekistan No. PQ-5117 dated May 19, 2021, raised the teaching of foreign languages from an early age in preschool educational institutions to the level of state policy, and the development of pedagogical approaches and didactic tools in this area on a scientific basis is becoming relevant.

### Research methodology

This study is aimed at identifying, evaluating and scientifically substantiating methods for increasing interest in the English language in young children. Within the framework of the study, theoretical and practical analytical work was carried out based on modern pedagogical and psychological approaches. As a methodological basis for the study, a combination of qualitative and quantitative methods was used.

#### 1. Research object

Children aged 2–7 and their process of learning English.

#### 2. Research subject

Didactic, psychological and methodological factors affecting the formation and increase of interest in the English language in young children.

#### 3. Research Objectives

To identify and evaluate effective methodological approaches that serve to increase interest in English in young children.

#### 4. Research Methods

Pedagogical observation - the level of participation, attention, emotions and motivation of children in English lessons in preschool educational institutions was analyzed.

Experimental (experimental-testing work) - lessons were organized with two groups: a control group (based on traditional methods) and an experimental group (based on interesting, playful, interactive methods) and their results were compared.

Questionnaire - the attitude of the child to the English language, methods of stimulation at home, and the use of technological tools among parents and educators were studied.

Interview - semi-structured interviews were conducted with English teachers and psychologists working in the preschool education system, and opinions were obtained on effective approaches.

#### 5. Place and period of the study

The study was carried out in 4 state and 2 private preschool educational institutions in Tashkent city and regions in September-December 2024.

#### 6. Analysis and processing methods

Qualitative analysis - responses from interviews and questionnaires were divided into groups and analyzed in terms of content.

Quantitative analysis - the results of the experiment were evaluated based on numerical indicators and expressed in percentages and diagrams.

Comparative analysis - differences between the control and experimental groups were identified and the level of effectiveness was assessed.

#### Conclusions and suggestions

##### General conclusion

Based on the scientific analysis and practical observations, it can be concluded that the formation and strengthening of interest in English in young children is an important and necessary aspect of the educational process. The period of language learning between the ages of 2 and 7 is considered the most sensitive and favorable stage for children. During this period, the child's mental development, auditory, sensory, visual and speech perception systems are actively working and tend to master new language elements through natural and interesting methods. Studies show that the most effective tools for arousing interest in English in children are game approaches, musical materials, interactive lessons, children's animations, multimedia applications and a family stimulating environment. An emotionally comfortable learning environment, and a personal approach of the teacher, which is sincere and inspiring, increase children's motivation and attract them to active language learning. Also, the active participation of the family and parents forms a positive attitude towards a foreign language in children. The presence of an extracurricular language environment is one of the necessary conditions for maintaining and developing a child's interest in the language.

### Recommendations

1. Widely introduce English language programs based on playful and interactive approaches in preschool educational institutions.

This will naturally form and strengthen children's interest in the language.

2. Improve the skills of English teachers through special retraining courses in child psychology and didactic approaches.

3. Develop methodological recommendations for parents, mobile applications and online resources to support children's interest in the English language at home.

4. Provide preschool educational institutions with modern technological tools - interactive boards, audiobooks, animated textbooks.

5. Create and distribute content (fairy tales, games, songs) in English for children adapted to the Uzbek context.

6. National education policy should focus on strengthening the motivational aspects of early language learning and updating pedagogical approaches.

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