

METHODS OF TEACHING ENGLISH TO KINDERGARTEN CHILDREN**Po'lotova Chehrona Sherniyoz qizi**

The second year student of Samarkand Foreign Languages institute

Phone number:+998930056717

e-mail:chexronap@gmail.com**Teacher:Tog'ayeva Umida**

Annotation:This article describes the methods of teaching English to kindergarten children and how to make them interested in English, now English is becoming a world language. This article provides information about this.

Kalit so'zlar:foreign language, cartoon,games, interesting handouts.

In today's developing world, learning English is not just a way of self-development, it is becoming a necessity. The age of the student is not important in language learning based on the needs of the times. Teaching foreign languages has become a mandatory component of education not only in schools, universities, but also in many pre-school educational institutions. Until recently, the teaching method was aimed at school-age children, but now parents are trying to start teaching their children a foreign language as early as possible in kindergarten. The main goals of teaching a foreign language to kindergarten children:

- Formation of basic English communication skills in children
- Create a positive attitude to learning foreign languages
- to gain interest in the life and culture of other countries.

A newly born baby compares the child's soul to a "ball of clean cotton". "According to him ,what to write on the child's soul like a"ball of clean cotton"is completely at the discretion of adults. Therefore, how children develop into human beings. What personal qualities are found in them,depends on the experience the child gets in life, the life concepts and ideas he gets in the process of communicating with other",says British scientist John Lonck.

Kindergarten age, especially, is very convenient to start teaching foreign languages.Children of this age are distinguished from children of other ages by their story interests,quick learning, sensitivity to language events and strict memory.Another advantage of teaching foreign languages to young children is that they have less vocabularies and fewer areas of communication than to adults.Teaching kindergarten children is a very difficult issue that requires a completely different methodological approach than that of schoolchildren and adults. Therefore, the methodology of conducting direct educational activities should be built taking into account the age and individual characteristic of the structure of children's language skills and should be directed to their development. It is necessary to create a positive psychological attitude towards a foreign language in a child,and the way to create such a positive motivation is to play. Game activities make the learning process interesting and meaningful, especially for children of kindergarten age.Game methods in teaching a foreign language are not contrary to the educational activity,but organically connected

with it. If the following methodical games are used in order to increase children's interest in a foreign language, problems arising in the process of teaching foreign languages will not be encountered.

-Teaching by means of a song or poem, words or phrases that have no meaning that are difficult to explain or remember. For example, it can be shown that children's learning of the English alphabet by singing is more effective than just memorizing.

-Cartoons: children do not understand the words in the cartoons during language learning, but they try to understand the words they use through the actions of the cartoon characters. It is an interesting effective way for children to learn the language.

-Role playing, the teacher should role-play or play it to the children while teaching some information, for example, the names of animals or birds. For example, if one child shows howling of a dog and meowing of a cat, another child needs to find out which animal these sounds belong to and say its English name.

-The step-by-step methodical game also helps to strengthen students' quick thinking and the knowledge they have learned in English. For example, in the process of asking the vocabulary of the previous lesson, the teacher makes the students in a row, whoever answers first, moves forward, whoever reaches the finish line first, gives the winner, in the form of a game asking for dictionaries also ensures their activity, interest, and good master.

-Environment related to the topic: If the teacher can create that environment depending on the topic, children will learn the language better. For example, traveling, birthday, in the kitchen... On the topic of travel, the teacher will provide information about how to organize a trip, what means of travel can be used (foot, bicycle, train, plane...) and where it is important to travel. This case strengthens children's vocabulary, language abilities and worldview.

-The goal of the mirror game is to develop children's observation and attention.

-Find out that the child understands the game called find the error. For example, numbers are placed differently in the picture and children are shown and then asked to find the mistake. How they understand the subject can be learned from the mistakes they make.

-Riddles: children have a strong interest in finding answers to riddles. Therefore, when the teacher says the riddle in English or Uzbek, he should ask the children to say the answer in English so children learn words quickly and easily.

-Practical activities-tasting fruits and other foods, smelling flowers. This sentence can be explained with the thoughts of a psychologist. "The pedagogue, who wants something to be fixed in the children's memory, should try to involve the child's sensory organs as much as possible eye's, ears, sound organs, muscle senses and even the sense of smell and taste in the process of remembering "need". For instance, when a child tastes an apple, the teacher informs about its colour, whether it is red or green, whether it tastes sweet or sour, and whether it smells good, and the teacher teaches the other students to eat the fruits. Then she should demand that children give information about that fruit in English. This will also help the child in his further studies. If the teacher asks the children the English name of the colours, the child immediately remembers them while eating the fruit and remembers it quickly. Such methodical game methods ensure that the student retains information in his memory for a long time.

-Through visual aids, posters, books.

Writing on objects that are visible and often used in everyday life. For example, writing on a door, book, table. Since such things are always visible and often used in practice, the child learns these words involuntarily.

The peculiarity of teaching English to children of kindergarten age is that it is not just sitting at the table and flipping through books and notebooks. The process should not be boring, and children should strive for knowledge themselves. Lesson processes should be organized in different ways. Since the psychology of kindergarten children is more inclined to play, the environment of the classrooms has a great influence on teaching them foreign languages. If an environment of English is created for students, their interest in learning will increase several times. It is necessary to introduce children from the beginning of the lesson a certain style of working in English, parts corresponding to the simplest situations of communication. Such parts (greetings, farewells, short exercises, use of English politeness formulas) allow children to learn foreign language communication, facilitate the transition to English, show them that the lesson has begun and will move to a certain stage. Of course, the teacher's methodology plays a major role in the use of materials during teaching. For example, when teaching related words, you first show the object to the child and encourage him to say it, and the child repeats the new word again using the pictures on the cards to reinforce the word they have pronounced. Since young children have a strong interest in drawing, if they are asked to draw a picture of the English words they have learned on the board or in a notebook, they will not forget the name of the word in English. Teaching young children through multimedia also improves the quality of education and the interest of students in learning. Teaching through multimedia also provides great opportunities for students. It is possible to raise children's interest to a high level and keep their attention for a long time. Through this, we can see that children's language skills have increased. If the topic is "animals" we will first use their sounds to teach the name of different animals. Children pay close attention to it and immediately start saying the names of animals like dog...cat...cow... Therefore, in order to increase children's interest in language teaching, to develop their abilities, and to be able to impart knowledge, the teacher should form lessons through various methodical games, novelties (they get bored quickly from the sameness) and a good environment.

In conclusion, language teaching to young children should not be done as an obligation, but as an interesting activity, lessons using several effective methods can serve as a foundation for their future knowledge. It is necessary to properly explain the importance of teaching foreign languages to children through natural conditions. For example, the great thinker Abu Nasr Farabi knew many foreign languages perfectly, could speak them easily and created in them. Such an opportunity motivated scholars to study world science and do great things. After all, as our grandfather Navoi said, "A person who knows a language knows".

List of used literature:

1. Jalolov J.J Chet til o'qitish metodikasi.- T.: O'qituvchi, 2012
1. 2.1. Brown H.D. 2007 Principles of Language Learning and Teaching. Longman
2. 3.6. Hashemi, M. & Azizinezhad, M. (2011). Teaching English to Children: A Unique, Challenging Experience for Teachers, Effective Teaching Ideas
3. 4.0. Zein, S. (2015). Preparing elementary English teachers: Innovations at pre-service level. Australian Journal of Teacher Education