

RESULTS AND DATA ANALYSIS

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Abstract: This section presents the results of the study and the analysis of the data, highlighting the main findings and statistical trends. The analysis examines the effectiveness of the methods used, identifies patterns and correlations, and explains the significance of the data in relation to the research objectives. By systematically organizing and evaluating the data, it provides a clear understanding of the research findings, supporting evidence-based conclusions and recommendations for future practice.

Keywords: results, data analysis, research findings, statistical analysis, data interpretation, trends, correlations, evaluation, evidence-based conclusions, research findings.

This research was carried out at **Stanford International School**, a private, English-medium educational institution situated in the city. The school operates under an internationally recognized curriculum, welcoming students from a wide range of cultural, ethnic, and linguistic backgrounds. With a commitment to high academic standards and holistic education, Stanford International School provides a nurturing and intellectually stimulating environment for learners from early childhood through secondary education.

As the academic year progressed, however, my teaching responsibilities began to narrow, and I eventually focused my attention on working with **1st-grade students**. This shift provided me with the opportunity to immerse myself more deeply in the dynamics of early childhood education. First-grade classrooms are especially significant in a child’s educational journey, as they serve as a bridge between the informal learning experiences of preschool and the more structured academic demands of the primary years. It is during this period that children begin to develop foundational literacy, numeracy, and social interaction skills, all of which are critical for future academic success.

The classroom where this research was conducted consisted of **15 first-grade students**, each with their own unique set of abilities, language skills, and cultural experiences. The students in this class were between the ages of **6 and 7**, and their language proficiency levels ranged from beginner to intermediate in English. This variation in language ability added both challenges and opportunities to the teaching and learning process. On the one hand, it required differentiated instruction and additional support for English Language Learners (ELLs); on the other hand, it created a rich, multicultural learning atmosphere that promoted tolerance, curiosity, and peer learning.

Table 1: Demographic Information of Participants

Criteria	Description
Number of Students	15
Age Range	7–8 years
Language Proficiency	Mixed levels (Beginner to Intermediate)
Instruction Language	English

Class Type

International, mixed-
backgrounds**Data collection process:**

To investigate the causes and possible solutions for student disengagement, a structured data collection process was implemented over the course of the study.

- **Duration of Study:** 4 weeks
- **Number of Lessons Observed:** 12
- **Lesson Length:** Each session lasted **45 minutes**

Tools used:

- Observation checklists
- Teacher reflection journals
- Student engagement rubrics
- Informal interviews with students

During the course of the study, an experiment was conducted to determine the effectiveness of using game-based methods in the development of speaking skills in preschool children. Two groups were formed: a control group (lessons were conducted using traditional methods) and an experimental group (various types of games were actively used during lessons, including role-playing, speech-based, and movement games incorporating elements of a foreign language).

Over the span of several weeks, observations of the children were carried out, and both quantitative and qualitative indicators of their speech activity were recorded, including their level of engagement in the educational process, retention of new language material, and participation in dialogues. Additionally, a survey was conducted among educators and the observations were analyzed.

The results obtained are presented in the table 4 below:

Table 2**Pre and Post test results of utilizing games**

No	Parameter	Before Using Games	Using Games	After Games	Using Games	Change (%)
1	Children's Motivation Level	Medium (4 out of 10)		High (8 out of 10)		+100%
2	Listening Skills	Medium (5 out of 10)		High (9 out of 10)		+80%
3	Speaking Skills	Low (3 out of 10)		Medium (7 out of 10)		+133%
4	Development of Speech Skills	Medium (5 out of 10)		High (8 out of 10)		+60%
5	Social Skills (Interaction with Other Children)	Medium (4 out of 10)		High (9 out of 10)		+125%
6	Creative Thinking	Low (4 out of 10)		Medium (7 out of 10)		+75%
7	Confidence in Speaking a Foreign Language	Low (3 out of 10)		Medium (7 out of 10)		+133%
8	Interest in Learning a Foreign Language	Medium (5 out of 10)		High (9 out of 10)		+80%

Explanation of the Table: This table provides a clear representation of the outcomes from using games in foreign language instruction for preschool-aged children.

➤ **Before the Implementation of Games:** This refers to the initial level of skills and interest in children prior to the introduction of game-based teaching methods.

➤ **After the Implementation of Games:** This refers to the level of skills and interest in children after the application of games.

➤ **Changes (%):** This column represents the difference in the indicators before and after the introduction of games, expressed as a percentage, which demonstrates the observed improvements.

Based on the conducted experiment, it can be concluded that the use of game-based methods has a significant positive impact on the development of language and social skills in preschool children. The results presented in the table show that the introduction of games into the educational process led to noticeable improvements in several key parameters.

Firstly, the children's motivation level increased by 100%, which confirms their high interest in learning a foreign language through game activities. This also reflects a significant increase in interest in learning a foreign language, with a growth rate of 80%.

Secondly, the development of speech skills and confidence in foreign language communication improved by 60% and 133%, respectively. This indicates that games effectively contribute not only to the development of knowledge but also to boosting children's confidence in their ability to use the new language.

Furthermore, significant improvements were observed in social and creative aspects. The level of social skills in children increased by 125%, confirming the importance of group games in developing interaction skills. Creative thinking also showed a growth of 75%, which demonstrates the positive impact of game-based methods on the development of creative abilities.

All lessons were conducted and observed by myself, providing firsthand insight into the student behaviors and engagement levels. I maintained daily notes and reflections, focusing on specific indicators such as participation in group work, responsiveness during questioning, and attentiveness during instruction. This systematic approach enabled me to identify not only when disengagement occurred but also what classroom elements might contribute to it. These findings formed the basis for the subsequent analysis and pedagogical interventions presented in this diploma work.

Thus, the results of the study confirm the effectiveness of using games in foreign language teaching for preschool children. Game-based methods contribute not only to the improvement of language skills but also to the overall development of children, including their motivation, social interactions, and creative thinking.

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