

BUILDING REPETITION COMPETENCE IN TEACHING ENGLISH**Juraboyeva Turgunoy Ikromjon kizi**

Senior researcher at Namangan State University

joraboyevturgunoy@gmail.com**Abstract**

This study aimed to analyze the effectiveness of increasing vocabulary through the development of repetition competence in the process of teaching English to older preschool children. The study involved 15 children and the sessions were conducted for 20–30 minutes daily for 1 month. During the sessions, new words were constantly repeated through visual, audio and group tasks. The results showed that the average vocabulary of children increased from 23 words at the beginning to 36 words at the end of the month, with an average increase of 13 words (~56%). The highest percentage of increase was 63%, and the lowest was 50%. The study showed that repetition competence makes learning English in preschool children more effective. At the same time, visual and audio resources, as well as group lessons, increase the effectiveness of learning.

Keywords: repetition competence, preschool age, English language, vocabulary, speech development

Introduction

The language learning process produces rapid and sustainable results when supported by complex but effective methods for children. Repetition competence in English teaching is the ability of children to systematically process the words and phrases they have learned, and it is a key tool for increasing vocabulary and developing speech and communication skills.

Although older preschool children tend to quickly acquire new words in the process of speech development, the effectiveness of this ability may be low if repetition and reinforcement are not sufficiently organized. Therefore, it is necessary to evaluate the effectiveness of methods aimed at forming repetition competence in the process of preparing preschool children for English.

Methods

The study involved 15 preschool children, aged 5–6 years, of varying gender and social status. The participants were children with average vocabulary and speech development.

The sessions were conducted for 20–30 minutes every day for 1 month. The main focus of the sessions was:

- Development of repetition competence: regular processing of each new word or phrase.
- Visual and audio support: reinforcement of words through flashcards, pictures, and audio recordings.

- Individual and group exercises: encouraging children to learn from each other's answers.

Testing and Measurements

- Initial test: conducted at the beginning of the month to determine the children's initial vocabulary.

- Final test: at the end of the month, after the repetition sessions, the measurements were repeated.

- Measurements: the initial and final word count of each child, the difference in growth, and the percentage were calculated.

Results

Below are the initial and final results, numbers, and percentages of increase in vocabulary for each child:

№	child	Number of initial words	number of words at the end of the month	Growth (word)	growth(%)
1	B1	22	35	13	59%
2	B2	25	38	13	52%
3	B3	20	30	10	50%
4	B4	28	42	14	50%
5	B5	24	37	13	54%
6	B6	21	33	12	57%
7	B7	23	36	13	56%
8	B8	19	31	12	63%
9	B9	26	40	14	54%
10	B10	22	34	12	55%
11	B11	24	38	14	58%
12	B12	21	33	12	57%
13	B13	20	32	12	60%
14	B14	23	36	13	57%
15	B15	25	39	14	56%

Averages:

- Initial vocabulary: 23 words
- End of month vocabulary: 36 words
- Average increase: 13 words (~56%)

Discussion

The results of the analysis show that:

1. Effectiveness of repetition competence: Each child's vocabulary increased by an average of 50–60%, indicating a significant improvement in the ability to learn new words through repetition exercises.
2. Individual growth differences: The highest growth percentage was in Child 8 (63%), the lowest growth percentage was in Children 3 and 4 (50%). These differences are related to the individual abilities of the children, the level of involvement in the exercise, and previously learned knowledge.

3. Effectiveness of repetition methods: Exercises to reinforce words using visual cards, pictures, and audio recordings were convenient and effective for the children.

4. Group exercises: Encouraging children to learn from each other further strengthened repetition competence.

The results show that the formation of repetition competence significantly improves the process of learning English in preschool children.

Conclusion

This study showed that repetition competence plays an important role in teaching English to older preschool children. During the one-month training, the average vocabulary of children increased from 23 to 36 words, an average increase of 13 words (~56%). These results confirm the effectiveness of repetition in strengthening children's speech and communicative skills.

This study proved the effectiveness of building repetition competence in teaching English to older preschool children and provided practical recommendations for children's rapid and sustainable language acquisition in the future.

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