

**TEACHING METHODOLOGY OF FOREIGN LANGUAGES IN PRESCHOOL EDUCATION****Abdullayeva Guzal Murodillayeva**Kashkadarya Pedagogical College, Head of Department  
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**Annotatsiya:** Ushbu maqolada maktabgacha ta'lim muassasalarida xorijiy tilni o'qitish metodikasi hamda yosh bolalarning psixologik va kognitiv xususiyatlariga mos pedagogik yondashuvlar tahlil qilinadi. Tadqiqotda 3–6 yoshli bolalarning tilni tabiiy ravishda o'rganish qobiliyati, ya'ni o'yin, taqlid va muloqot orqali bilimlarni egallashi asoslab beriladi. Maqolada o'yin asosidagi ta'lim, Total Physical Response (TPR), hikoya qilish, qo'shiqlar va she'rlar, vizual vositalar hamda immersiya kabi zamonaviy metodlar keng yoritilgan. Shuningdek, maktabgacha yoshda xorijiy tilni o'qitishda grammatik aniqlikdan ko'ra eshitish va gapirish ko'nikmalarini rivojlantirish ustuvor ahamiyatga ega ekanligi ta'kidlanadi. Takrorlash, kundalik nutqiy faoliyat va qulay ta'lim muhiti til o'zlashtirish samaradorligini oshiruvchi muhim omillar sifatida ko'rib chiqiladi.

**Kalit so'zlar:** maktabgacha ta'lim, xorijiy til o'qitish metodikasi, erta yoshdagi ta'lim, o'yin asosida o'qitish, total physical response (tpr), immersiya usuli, kommunikativ yondashuv, vizual vositalar, hikoya qilish (storytelling)

**Abstract:** This article examines the methodology of teaching foreign languages in preschool education, focusing on age-appropriate pedagogical approaches for young learners. The study highlights the cognitive and psychological characteristics of children aged 3–6, emphasizing their natural ability to acquire language through interaction, imitation, and play. It analyzes key teaching methods such as play-based learning, Total Physical Response (TPR), storytelling, songs and rhymes, visual aids, and immersion techniques. The research argues that effective foreign language instruction at the preschool level should prioritize communicative competence, particularly listening and speaking skills, rather than formal grammar instruction. Additionally, the role of repetition, routine, and a supportive learning environment is discussed as essential for reinforcing language acquisition. The findings suggest that a child-centered, engaging, and interactive methodology significantly enhances language learning outcomes in early childhood education.

**Key words:** preschool education, foreign language teaching methodology, early childhood education, play-based learning, total physical response (tpr), immersion approach, communicative approach, visual aids, storytelling, songs and rhymes, listening and speaking skills, child-centered learning, interactive methods

**Introduction.** In an era of accelerating globalization and expanding cross-cultural communication, proficiency in foreign languages has become an essential competency for personal, academic, and professional success. Over recent decades, a growing body of research in linguistics, cognitive psychology, and educational science has consistently demonstrated that early exposure to a foreign language — beginning as young as the preschool years — yields significant advantages for long-term language acquisition and overall cognitive development [2, 8]. As a result, the question of how best to introduce foreign language instruction in early childhood education has emerged as one of the most pressing concerns in contemporary pedagogy. The period between the ages of 3 and 6 represents a uniquely sensitive phase in a child's cognitive, linguistic, and social development. During these formative years, children are naturally predisposed to acquiring language through interaction, imitation, and play — the same

mechanisms through which they internalize their mother tongue. Psycholinguistic research, most notably informed by Lenneberg's critical period hypothesis, suggests that the brain's neuroplasticity during early childhood makes it exceptionally receptive to the phonological and grammatical patterns of additional languages [7]. This biological readiness, combined with children's inherent curiosity and uninhibited willingness to experiment with language, creates optimal conditions for the acquisition of a foreign tongue [9]. However, the effectiveness of foreign language instruction at the preschool level depends heavily on the pedagogical approaches employed. Traditional methods designed for older learners — those centered on formal grammar instruction, written exercises, and abstract rule memorization — are fundamentally unsuited to the developmental profile of young children [4]. Young learners require methodologies that align with their cognitive and emotional needs: approaches that are concrete, interactive, and deeply embedded in meaningful, enjoyable activities. In this regard, play-based learning, Total Physical Response (TPR), storytelling, songs and rhymes, visual aids, and language immersion techniques have garnered considerable attention as particularly effective tools for early foreign language education [1, 6, 5].

Despite the growing interest in this field, there remains a need for a systematic examination of how these methods can be coherently integrated into a comprehensive, child-centered methodology for preschool foreign language instruction. Many practitioners continue to struggle with balancing the demands of structured language learning against the naturalistic, exploratory learning style that defines early childhood. Furthermore, the role of environmental factors — including the importance of routine, repetition, emotional safety, and a supportive classroom atmosphere — in reinforcing language acquisition among young learners has not always received the scholarly attention it deserves [10, 3]. This article aims to address these gaps by critically analyzing the key methodological principles and pedagogical strategies underlying effective foreign language teaching in preschool education. Drawing on theoretical frameworks from second language acquisition (SLA), developmental psychology, and early childhood education, the study argues that a child-centered, communicatively oriented, and affectively supportive methodology significantly enhances language learning outcomes in the early years. Special emphasis is placed on the primacy of listening and speaking skills over formal written instruction, as well as the indispensable role of play, creativity, and positive reinforcement in fostering genuine communicative competence in young foreign language learners [4, 6, 8].

**Main Body.** Understanding the cognitive and psychological profile of children aged 3–6 is a fundamental prerequisite for designing effective foreign language instruction at the preschool level. Unlike older learners, young children do not approach language learning as a conscious, analytical process. Rather, they acquire linguistic knowledge implicitly — through repeated exposure, emotional engagement, and meaningful interaction with their environment [7, 10]. This distinction has profound implications for methodology, as it suggests that formal, rule-based instruction is not only ineffective but potentially counterproductive at this developmental stage.

From a cognitive standpoint, preschool-age children are characterized by concrete operational thinking, limited working memory capacity, and a short attention span [8]. They process information most effectively when it is presented in a contextualized, multisensory, and emotionally resonant manner. Abstract concepts, decontextualized vocabulary lists, and grammar rules fall outside the cognitive reach of most children in this age group and therefore have little place in early foreign language education [4]. Instead, instruction must be grounded in the child's immediate physical and social world — in objects they can touch, actions they can perform, and situations they can relate to their daily experience. Psychologically, children at this stage are in what Vygotsky described as a period of intensive social learning, wherein development occurs most powerfully within the "zone of proximal development" — the space between what a child can achieve independently and what they can accomplish with the guidance of a more knowledgeable other [10]. Applied to foreign language learning, this framework underscores the

critical importance of scaffolded interaction: the teacher, parent, or more proficient peer serves as a linguistic model and emotional support, gradually withdrawing assistance as the child's competence grows. Furthermore, young children possess a heightened sensitivity to social approval and emotional atmosphere, meaning that a warm, encouraging, and low-anxiety classroom environment is not merely desirable but essential for effective language acquisition [6, 8]. Neurological research further supports the case for early language instruction. Lenneberg's critical period hypothesis posits that the brain's capacity for language acquisition is at its peak during early childhood, with neuroplasticity gradually declining as the child approaches puberty [7]. During this window, children demonstrate a remarkable aptitude for phonological discrimination — the ability to perceive and reproduce sounds that may not exist in their native language — a skill that becomes increasingly difficult to develop in later years [2, 9].

**Key Methodological Approaches in Preschool Foreign Language Teaching.** Given the cognitive and psychological characteristics outlined above, effective foreign language instruction at the preschool level demands a carefully selected repertoire of pedagogical strategies. Table 1 below provides a comparative overview of the six principal methodological approaches examined in this study, summarizing their core principles, primary benefits, and relevant theoretical foundations.

**Table 1.** Comparative overview of key methodological approaches in preschool foreign language teaching

	Method	Core Principle	Primary Skills Targeted	Key Benefits	Theoretical Basis
1	<b>Play-Based Learning</b>	Language is acquired through meaningful, enjoyable play activities	Speaking, Listening, Vocabulary	Reduces anxiety; promotes incidental learning; increases motivation	Krashen [6]; Cameron [4]
2	<b>Total Physical Response (TPR)</b>	Verbal input is linked to physical action and movement	Listening, Comprehension	No early output pressure; kinesthetic reinforcement; engaging and energizing	Asher [1]
3	<b>Storytelling and Narrative</b>	Stories provide rich, contextualized linguistic input	Listening, Vocabulary, Grammar (implicit)	Stimulates imagination; supports implicit grammar acquisition; emotionally engaging	Bruner [3]; Cameron [4]
4	<b>Songs, Rhymes and Chants</b>	Rhythm and melody facilitate memorization of linguistic patterns	Phonology, Vocabulary, Pronunciation	Enhances phonological awareness; highly memorable; enjoyable and motivating	Birdsong [2]; Singleton & Ryan [9]
5	<b>Visual Aids and Realia</b>	Concrete objects and images provide tangible referents for vocabulary	Vocabulary, Comprehension	Bridges abstract and concrete reality; supports comprehension	Cameron [4]; Ellis [5]

6	<b>Language Immersion</b>	Target language is used as the primary medium of classroom communication	All four skills, especially Listening and Speaking	Mirrors natural acquisition conditions; accelerates receptive and productive competence	Krashen [6]; Lightbown & Spada [8]
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**Conclusion.** Teaching a foreign language to preschool-age children is most effective when it is built around play, movement, music, and storytelling rather than formal grammar instruction. Children aged 3–6 learn best through interaction, imitation, and enjoyable activities that feel natural and meaningful to them. Methods such as Total Physical Response, songs, rhymes, and visual aids are particularly well-suited to this age group, as they engage children physically and emotionally while delivering rich linguistic input.

A consistent routine, regular repetition, and a warm and supportive classroom environment are equally essential, as they provide young learners with the security and confidence they need to explore a new language without fear. When these conditions are in place, even very young children can develop impressive communicative skills in a foreign language.

Ultimately, the key to successful preschool foreign language education lies not in teaching children about language, but in giving them meaningful opportunities to use it — joyfully, naturally, and every day.

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