

SHORTCOMINGS AND SOLUTIONS IN THE METHODOLOGY OF TEACHING ENGLISH IN PRESCHOOL EDUCATION IN UZBEKISTAN

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Annotation. The system of preschool education in Uzbekistan, the achievements of this system, the stages of teaching, the methodology of teaching English, its shortcomings, problems and solutions, the prospects of this system

Аннотация. Система дошкольного образования в Узбекистане, достижения этой системы, этапы обучения, методика преподавания английского языка, ее недостатки, проблемы и пути решения, перспективы этой системы.

Keywords: preschool education; higher education; specialist; potential; English; age; method.

Ключевые слова: дошкольное образование; высшее образование; специалист; потенциал; английский язык; возраст; метод.

During the years of independence, in accordance with the requirements of modern times, when each sector is developing at a high level, the level of education, intelligence, reading, research and language skills, in short, on the path of development of our country the attention paid to any service is high. The fact that education and upbringing began not only in school, but also in pre-school education, that is, in kindergarten, can now be taught in these educational institutions only by people with higher education, special training, under the influence of which new terms that have entered the system of higher education in our country, such as pre-school education and language teaching in preschool education, are a unique novelty for our country, a new experience. Dear SH.M. Mirziyoyev adopted a resolution "On approval of the concept of development of the preschool education system until 2030", which is aimed at further improving the preschool education system, ensuring the widespread use of quality preschool education and developing the non-governmental sector of preschool education. [1] Most importantly, it is one of the important steps leading Uzbekistan to the ranks of developed countries. But it is no secret that we face various shortcomings in this new system and a number of problems in language teaching. One of the main shortcomings of language teaching in preschool education today is:

Covering the potential of every age available in preschool education

Combining most advanced methods of language teaching

Designed in a language that everyone can understand (for both kindergarteners and parents) training manuals and the number of applications is small or non-existent.

Given that this system covers children under the age of 7, groups are organized according to the intellectual potential of each age group, and the main things we need to pay attention to in language teaching are:

Determining at what age a child is capable of what

How to apply age-appropriate teaching methods at different ages

Which technology of teaching is most effective and which technology is most ineffective and similar aspects [2].

As an example, imagine that a group of only 3-year-olds was formed in a kindergarten. During this period, they are just transitioning from infancy to childhood, learning many words and continuing to learn, developing a strong imagination and at the same time a strong fear: hot or cold, dirty or clean, good or they can almost distinguish scary things, and one of their most basic features is that they often repeat questions like “what?” “why?” i.e. thus they continue in a state of enriching vocabulary and imagination. One of the main methods you can use at this age is word memorization in a combination of colorful pictures and interactive games. In addition, another aspect of word learning in children of this age is imitation of sound and movement. Summarizing these two features, we must first evoke the imagination through pictures, and then the educator must convey the words to the children by imitating the picture. As mentioned above, language teaching methods need to be partially varied with age. Because as children move from one year to the next, changes in both psychology, character, and mind become more noticeable at the same time than adults and begin to require more and more fun from the teacher. If at the age of 3 we were taught by simply showing pictures, at the age of 4 or 5 we were able to draw, paint and ask for ideas about drawing independently, in a combination of interactive games in English teaching education should continue [3]. In addition, memorizing poems and songs in English while working as a group at this age will help children develop their speech correctly and improve their pronunciation. At the age of 6 and 7, after continuous training, their language skills and language perception are almost fully developed, and in addition to all the above methods, they are now able to draw different shapes first, and then you can also practice writing words.

The use of multimedia to increase the effectiveness of teaching also gives good results: it is possible to raise the interest of children to a high level and keep their attention for a long time. Through this, we can see that the children's language skills have increased even more. If our topic is Animals, we first use their sounds to teach the names of different animals. The children pay close attention to this, and immediately begin to say the names of the animals as cat, tiger, bear.

Cartoons. Although children do not understand the words in the cartoon while organizing a foreign language, they try to understand the words they use through the actions of the characters in the cartoon. This is an interesting and effective way for children to organize language.

References

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