

DEVELOPING ENGLISH LANGUAGE SKILLS IN PRESCHOOL CHILDREN: GOALS AND STRATEGIES

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Annotation: The study highlights the importance of early exposure to the English language as a foundation for future academic success and communication competence. It explores how preschool educators can foster children's listening, speaking, and vocabulary skills through interactive, play-based, and communicative learning methods. The paper also discusses the role of motivation, classroom environment, and teacher-child interaction in promoting language development. Based on the findings, the study recommends goal-oriented strategies that integrate games, songs, stories, and visual aids to enhance children's interest and participation in learning English.

Keywords: preschool education, English language skills, early childhood, teaching strategies, language development, communicative approach.

Аннотация: В исследовании подчеркивается важность раннего знакомства с английским языком как основы будущей академической успеваемости и развития коммуникативной компетентности. В нем рассматривается, как воспитатели дошкольных учреждений могут развивать у детей навыки аудирования, говорения и словарного запаса с помощью интерактивных, игровых и коммуникативных методов обучения. В статье также обсуждается роль мотивации, атмосферы в классе и взаимодействия педагога и ребенка в развитии языка. На основании полученных результатов в исследовании рекомендуются целевые стратегии, объединяющие игры, песни, рассказы и наглядные пособия, для повышения интереса детей к изучению английского языка и их вовлеченности в этот процесс.

Ключевые слова: дошкольное образование, навыки английского языка, раннее детство, стратегии обучения, развитие языка, коммуникативный подход.

Annotatsiya: Tadqiqot kelajakdagi akademik muvaffaqiyat va muloqot qobiliyatları uchun asos sifatida ingliz tilini erta o'rganish muhimligini ta'kidlaydi. U muktabgacha tarbiyachilarining interfaol, o'yin va kommunikativ ta'lim usullari orqali bolalarning tinglash, nutq va lug'at ko'nikmalarini qanday rivojlantirishi mumkinligini o'rganadi. Maqolada, shuningdek, til rivojlanishini rag'batlantirishda motivatsiya, sinf muhiti va o'qituvchi va bola o'zaro ta'sirining roli muhokama qilinadi. Tadqiqot natijalariga asoslanib, bolalarning ingliz tilini o'rganishga qiziqishi va ishtirokini oshirish uchun o'yinlar, qo'shiqlar, hikoyalar va ko'rgazmali vositalarni birlashtirgan maqsadga yo'naltirilgan strategiyalarni tavsiya qiladi.

Kalit so'zlar: muktabgacha ta'lim, ingliz tilini bilish, erta bolalik, o'qitish strategiyasi, tilni rivojlantirish, kommunikativ yondashuv.

Introduction. English is one of the most important languages in the modern world, and learning it from an early age helps children communicate and learn more effectively in the future. Preschool education is the best period to develop basic language skills because children are naturally curious and learn quickly through play and interaction. The main goal of teaching English in preschool is to develop children's listening, speaking, and vocabulary skills in a fun and meaningful way. Teachers use games, songs, stories, and visual materials to make learning enjoyable and effective. This study focuses on the goals of English language teaching in preschool and explores the most useful strategies for developing young learners' language abilities.

Critical domains of child development include speech, language, and communication. They have a crucial role in many aspects of our life, supporting us in thinking and learning, solving issues, building relationships, expressing our basic wants and emotions, and understanding the world around us. Along with this, they also promote the development of many other areas, such as reading, social, and cognitive skills. Learning a foreign language has evolved over the past several years from a method of self-improvement to a necessity. In many other pre-school educational institutions as well as in schools and colleges, learning a foreign language has become an essential and structural component of education. Teaching children is an extremely challenging task that calls for a totally different methodological approach than teaching adults and schoolchildren. It does not follow that an adult who speaks a foreign language is qualified to instruct others in it. When children are taught a foreign language in an ineffective fashion, they may develop a long-term hatred for it and lose faith in their own skills. Preschoolers should only be worked with by qualified experts. The objectives for preschoolers' language development.

In short, the preschool language learning and development goals are as follows:

- to be able to differentiate shades of meaning in concepts,
- to develop the ability to listen, reflect, and express their own views,
- to develop their use of spoken language, vocabulary, and concepts, ask questions, argue, and communicate with others,
- to develop an interest in written language, understand symbols, pictures, texts, and different media, and to develop their creative abilities. The goals are not intended to be used for assessing children's development or learning. They are largely aimed at the preschool personnel and are targets to strive toward. In the early stages of learning English, children gradually build the fundamentals of communicative competence, which comprise the following aspects:
 - mastering, strengthening, and activating English vocabulary;
 - mastering a certain number of basic grammatical structures;
 - being able to repeat English words phonetically and after the teacher or speaker, thereby gradually forming listening attention, phonetic hearing, and correct pronunciation.

Teaching English to preschoolers is unique in that it involves more than just having them sit at a table and leaf through books and notebooks. Children should strive for information on their own, and the process shouldn't be tedious. Youngsters communicate in short terms, have clear thinking, and accept things literally. A language is a tool of communication. Through language, humans can interact and communicate their thoughts and express their feelings (Kurnia, 2009). Besides, people can open the horizons of thinking and developing their

insights. Children learn languages through interactions with their environment both home, school, or community. At school, children learn languages through the interaction of teachers, peers, and other adults. The teacher needs to understand the development and development of children's language. Language for early childhood is related to the development of their activities so that children can express feelings and thoughts creatively through their language. Kurnia (2009) says the ability to convey thoughts to others can be seen every day through a) Talking by using pictures or objects and the environment, b) Storytelling, c) Stories using books that meet the child's visual comprehension, and d) Performing free dramatization or movement.

Language Function For Early Childhood Speaking is one of the most effective communication tools. Since babies, children often use body language to meet their needs. But this is not understood by adults about what is meant by children (Rustini, 2012). Therefore, babies and young children always try to make others understand their meaning. This is what drives people to learn to speak and proves that speaking is the most effective communication tool compared to other forms of communication that children use before they are good at speaking. For children, talking is not just an achievement but also serves to achieve its goals, for example as satisfaction of needs and desires. By talking, children are easy to explain their needs and desires without having to wait for others to understand the crying, gestures or facial expressions. Thus the ability to speak can reduce the frustration of children caused by parents or the environment who do not understand what is meant by children.

As a tool to attract the attention of others. In general, every child feels happy to be the centre of attention of others. Through speaking skills, children think that other people's attention to them will be easily obtained through a variety of questions asked to parents or example if a child is forbidden from saying inappropriate words. As a tool to foster social relations. The ability of children to communicate with others is an important requirement to be part of a group in their environment. With communication skills, children are more easily accepted by peer groups and can get more opportunities to get roles as leaders of a group when compared to children who are less skilled or cannot communicate well. As a tool for evaluating yourself. From other people's statements, the child can find out how that person feels and thinks about something he has said. Besides the child also gets an impression of how the environment assesses themselves. In other words, children can evaluate themselves through other people.

"Summarizing experiences is an example of learning through language. The teacher provides a social and intellectual context that supports the learning and use of language. In this connection, the teacher plans literacy events that make students familiar to participate independently. Strictly speaking, on various occasions, formal or informal, the teacher creates the atmosphere and students are given language learning experiences (Chairilsyah, 2016). They build an understanding of their world through listening and reading and presenting it through speaking and writing. Regarding writing activities, he has his position concerning helping students develop thinking activities and deepening teaching materials. Based on his investigation of the teacher, learning and writing activities, according to Sousa (2012), aims: a) provide reinforcement, b) provide training, c) guide students to imitate or imitate, d)

train students to communicate, e) make students more fluent in language, and f) make students more active in learning."

Oral language development (OLD) in early childhood has been demonstrated to be fundamental to children's cognitive growth, social competence, and later academic achievement (Jensen et al., 2015; West et al., 2024). Effective verbal communication skills enable children to better express their needs, share ideas, and participate in social interactions (Ramadan Elbaioumi Shaddad & Jember, 2024). In recent years, a growing body of research has focused on the effectiveness of teachers in promoting children's language development through intentional scaffolding strategies, particularly in highly interactive teaching activities (Koyuncu et al., 2023; Voltmer et al., 2021). " In preschool practice, teachers' intentional creation of language-rich environments containing diverse interactive contexts can effectively support children's improvement in both vocabulary use and narrative organization. Furthermore, it has been demonstrated that children's language expression is more spontaneous during creative activities such as drawing and storytelling (Reese et al., 2023; Xiao et al., 2023a), and that supportive teacher interventions can further promote growth in vocabulary diversity and narrative coherence. Despite the large body of research focusing on children's oral language in everyday communication and structured instructional activities, there remains a lack of systematic exploration of the mechanisms by which teachers support children's vocabulary and narrative development through pedagogical scaffolding strategies in more open-ended, creative drawing activities. Thus, it is in this context that this study explores teachers' practices of implementing scaffolding strategies in drawing activities to support preschoolers' OLD.

In conclusion, developing English language skills in preschool children is a crucial foundation for their future academic, social, and cognitive growth. Early exposure to the language enables children to build confidence in communication, enhance their creativity, and strengthen their critical thinking abilities. Effective teaching in preschool should therefore be based on interactive, play-based, and communicative methods that motivate children to learn naturally and joyfully. The use of games, songs, storytelling, and visual aids not only enriches vocabulary and pronunciation but also fosters emotional and social development.

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