

DIDACTIC OPPORTUNITIES OF TEACHING ENGLISH IN PRESCHOOL EDUCATIONAL INSTITUTIONS

Tajimuratova Karima Abdullaevna

Nukus State Pedagogical Institute named after Ajiniyaz, Faculty of Preschool Education,
Department of Preschool Education and Defectology

Kalibaeva Alima Erkinbaevna

Nukus State Pedagogical Institute 2nd year Master's Student

ANNOTATION

Language acquisition is a long and complex process from the perspective of child development. Therefore, the earlier your child starts learning English, the better. There are different studies that show that natural ways of early language learning, that's to say when parents speak different maternal languages, results in the child having a strong knowledge of both languages. This article discusses about didactic opportunities of teaching English in preschool educational institutions.

Keywords: didactic opportunities, teaching, preschool educational institutions, child development

INTRODUCTION

It's difficult to teach English as a second language. It makes no difference what your background or level of experience is. You will see, as with other courses, that each student learns in a unique way. However, with some effort, you will be able to acquire the abilities necessary to teach ESL. First and first, what exactly is a trend? A trend is an overarching tendency or orientation toward change throughout time. As it has been stated above, kindergartens can have their whole programme in a foreign language, nevertheless, most commonly, they run just a few classes in English. Some kindergartens offer these classes of English in the afternoon, some have them incorporated in their morning programme, which is obviously better since children are still alert and therefore their attention and concentration are much higher. The optimal length of each lesson ranges between 20-30 minutes. Children are usually divided according to their age; one group are 3-4 years old children (their tuition is predominantly restricted to action-based activities), the second one are 5-6 years old children (their tuition can also include some drama techniques). In order to implement modern strategies for teaching foreign languages in the preschool education system, to share experiences of language teachers using innovative methods, to coordinate the introduction of innovative pedagogical technologies in the content of education. District seminar on "Teaching foreign languages to young children: modern methods, effective cooperation." The seminar is a practical training for English teachers on how to increase the interest of young children in English through listening skills, the development of oral speech in English through speaking skills, the improvement of spoken English through the introduction of images. explanations were given. This guide suggests that teachers when teaching English should follow natural

developmental specifics of children of this age. In addition, the guide contains 10 rules of the things that should be kept when teaching English, which are as follows:

1. ability to understand;
2. exploitation of games and movement;
3. indirect teaching;
4. development of imagination;
5. activation of all senses;
6. changing of activities;
7. reinforcement;
8. individual approach;
9. use of native language;
10. use of positive motivation.

English language teaching is evolving all the time, particularly alongside advances in technology. But what changes have had the biggest impact on teachers in recent years? I took the question to my global PLN (personal learning network – see the third point below). Here are what appear to be the top ten innovations for teachers, in no particular order. The sudden widespread availability of real resources is one of the most significant advantages of the internet for language learners. This allows teachers to employ "material with messages children want to hear," as David Deubelbeiss points out. We can now get daily headlines, view hot videos on YouTube, and read TripAdvisor's latest suggestions... The options are limitless. However, with so much content available, selecting the appropriate online resources is critical for efficient and effective learning. Language Learning with Digital Video (Cambridge University Press) looks at how teachers can use online documentaries and YouTube videos to produce effective lessons, whereas Keynote by National Geographic Learning uses TED speeches to develop a pedagogically sound approach to language learning. Both resources have been proposed. Online corpora. The use of corpora – large text collections used for studying linguistic structures, frequencies, etc. – used to be the privilege of lexicographers. But with most corpora now available online, and quite a few for free, teachers now have access to information about the way language is used in authentic texts and speech.

Teachers no longer have to panic when students ask them about the difference between 'trouble' and 'problem'. And it's not just teachers who benefit. To find out if more people say 'sleepwalked' or 'sleptwalk' (for example), students can simply search the words on Google, which uses the internet as its corpus

A didactic approach to teaching refers to a manner of instruction in which information is presented directly from the teacher to the pupil, in which the teacher selects the topic of instruction, controls instructional stimuli, obligates a response from the child, evaluates child responses, and provides reinforcement for correct responses and feedback for incorrect ones. Intervention methods for early communication in children with autism spectrum disorders are often divided into three categories: didactic, naturalistic, and pragmatic or developmental. Didactic approaches utilize a variety of concepts from behavioral theory, including massed trials, operant conditioning, shaping, prompting, chaining, and reinforcement. have their whole programme in a foreign language, nevertheless, most commonly, they run just a few classes in

English. Some kindergartens offer these classes of English in the afternoon, some have them incorporated in their morning programme, which is obviously better since children are still alert and therefore their attention and concentration are much higher. The optimal length of each lesson ranges between 20-30 minutes. Children are usually divided according to their age; one group are 3-4 years old children (their tuition is predominantly restricted to action-based activities), the second one are 5-6 years old children (their tuition can also include some drama techniques). Sometimes, when just a few children attend the English lessons, children are divided according to their knowledge. This study used qualitative approach through structured interview to the parents who sent their children in early childhood English medium schools. The interview enables the researcher to develop an in-depth understanding of issues as well as explore and discover new and important themes around the factors influencing parents to send their children to Learn English at early childhood age as well as the challenges faced by sending their children in learning English language at early childhood age. Themes were created based on the views of participants (parents). Random and purposeful sampling were used in getting sample for the study, the sampled size was 4 respondents. The interview sessions involved 1 parent who is an English medium childhood education teacher and other 3 parents who sent their children in English medium schools. Issues that were involved in the interview include, factors that driven parents sending their children learning through English, also the challenges parents encounter by sending their children into schools which English is their medium of instruction. Content and discourse analysis were employed in analyzing collected data

A discipline of pedagogical nature that focuses on the teaching goals and compromise with the aim of better human begins through the understanding and permanent change of the social communicative developments, and the receiving and appropriate growth of the teaching and learning process". Under these premises, the analysis of the pedagogical processes that are being carried out regarding language learning, in the specific case of this study in the English language learning, and the didactics processes to investigate the bad applications of the didactics tools in pedagogy that seeks the development of skills and abilities by elementary school students. Undoubtedly, the training of teachers in languages is limited as far as pedagogical processes related to the use of ICT's are concerned, this problem is coupled with the few technological and didactic resources that allow a natural immersion in the language, which is reflected in a low Level of learning and a near zero development of communicative skills by elementary school students, although the picture is not much better at higher levels of education. A discussion of the significance of a study typically includes an explanation of the work's significance, its potential benefits and its overall impact. The significance of a study, often called the "rationale," attempts to explain to an audience why a researcher's work is worth performing. The rationale often explains which specific groups of people can benefit from the research. It typically indicates how the specific project fits within the developing body of knowledge. A researcher attempting to describe the significance of a study should consider why his or her work is important and what its implications are. This researcher should consider how the study might fill in knowledge gaps in their field, develop better theoretical models or point the way toward further study. You, as a researcher, should also examine what impact the study might have not just on the academic or scientific community but also on the general public. You

should present practical benefits, and also explain the unique perspectives you bring to the project. Undoubtedly, the training of teachers in languages is limited as far as pedagogical processes are concerned, this problem is coupled with the few technological and didactic resources that allow a natural immersion in the language, which is reflected in a low Level of learning and a near zero development of communicative skills by elementary school students, although the picture is not much better at higher levels of education.

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