



METHODS OF TEACHING ENGLISH TO CHILDREN

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Abstract

This article analyzes the extensive work being done on the formation and strengthening of language learning skills in children and their results. Also, what kind of literature can be used to teach English to children. The results of many years of work will determine the future of their children.

Keywords: Childhood, learning skills, abilities, books, reading

INTRODUCTION

In recent years, the attention to language in our country is growing. Especially the newest ways of learning and teaching foreign languages are emerging. For example, teaching English begins in kindergarten. And a few laws are being passed yes. In particular, the Resolution of the President of the Republic of Uzbekistan "On further improving the system of learning foreign languages" dated December 10, 2012, and the introduction of foreign languages in the first grades of secondary schools from 2013-2014 academic year. The introduction of continuing education is clear proof of this. Today, not only school, lyceum, college, and university students, but also preschoolers and staff working in various fields are taught a foreign language, especially English. great attention is paid. There are various reasons for this. For example, the study of the languages of economically, scientifically, and culturally developed countries is a key feature of the achievements of world science and development.

In modern methods, they are increasingly talking about the benefits of early learning by foreign languages. Including what we are talking about Because of their psychological characteristics it is easy to teach young children to speak and read English.

And, of course, the advantages of this approach are obvious, because:

1. The psyche of children is not yet overloaded with stereotypes, which makes it easier for the baby to become acquainted with the norms and values of foreign culture.
2. Diseases 'ability to communicate, to imitate, to accurately imitate sounds, the needs of words, and even all expressions are simply incredible;
3. Young children have auditory and visual senses, rapidly developing memory and thinking, and can even easily perceive and memorize sounds and words in English.

Child psychology is interesting and incomprehensible. According to scientists, a person learns 70% of the knowledge he has acquired during his lifetime by the age of five. According to psychologists, children do their favorite things with pleasure. Especially if it's fun and unusual. Even reading a book is fun. Maybe they don't like reading because children's books aren't very interesting. So it needs to be produced in a new design and a new style. It is possible to pay attention mainly to the variety of colors and the size of the font. Books with pictures in particular increase the interest of young children. Such



children's books are also very useful for learning English. Reading is one of the best ways to improve your English. But for a start, simple books rich in interesting stories are appropriate. In children's books, you will find bright and interesting pictures, the most commonly used simple words. The kids love it.

It is a little easier for preschoolers to learn foreign languages. As children gradually develop the basics of communicative competence, this includes the following aspects in the early stages of learning English:

1. The ability to repeat phonetically correctly English words behind the teacher, native speaker, or speaker, i.e. the gradual formation of auditory attention, phonetic hearing, and correct pronunciation;
2. Assimilation, consolidation, and activation of English vocabulary;
3. Mastering a certain amount of simple grammatical structures, composing a coherent statement.

The methodology of direct educational activities should be built taking into account the age and individual characteristics of the structure of children's language skills and be focused on their development. Communication in a foreign language should be motivated and focused. The child needs to create a positive psychological attitude towards the foreign language, and the way to create such a positive motivation is to play. Play is both a form of organization and a way of conducting lessons where children gather a certain amount of English vocabulary, learn many poems, songs, count rhymes, and more.

This form of teaching creates a favorable environment for the acquisition of language skills and speech skills. The ability to believe in play activities allows for a natural motivation for speaking in a foreign language, making even the simplest phrases interesting and meaningful. Playing in foreign language teaching is not contrary to educational activity, but is organically related to it. Games indirect learning activities should not be episodic and isolated. In the process of language learning, end-to-end game techniques that combine and integrate other activities are needed. The play methodology is based on creating an imaginary situation and assuming a certain role by the child or teacher.

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