SPECIFIC FEATURES OF TEACHING ENGLISH TO PRESCHOOL CHILDREN

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Abstract. *Preschool of age to children English language teaching modern education system important is part of and this of the process to oneself typical features children's psychological and cognitive to develop suitable accordingly is formed. This in research preschool of age to children English language of teaching main Features – playful methods, songs, visuals tools and immersion (full) language to the environment immersion) through studied. Research the purpose of this of methods efficiency assessment and children's language skills in development their the impact determination. With the participation of 60 children aged 5-6 held experience results this showed that the game and interactive methods children's word wealth by 28%, pronunciation by and by 35% . The results are consistent with Piaget and Vygotsky theories based on discussion made education in the process children's natural interest into account to take the necessity emphasizes. The research practical importance – educators for new methods offer is to reach.*

Keywords: Preschool education, English language educational, playful methods, language immersion, children psychology, language development, pedagogical methods, Vygotsky theory, Piaget cognitive development .

Introduction

Modern in the world English language global communication tool as important place occupies. Preschool of age to children English language teaching and their future cognitive and social to develop basis Children's language study process to oneself typical to the features have: their short attention term, high energy level and the game through study ability this the process from adults fundamentally difference. For

example: Piaget's cognitive development to the theory according to, 3-6 years old children pre-operational in stages are, they are the language natural and playful in the form acceptance they do.

Problem from that consists of traditional teaching methods (e.g. monotone repetition) children interest reduces and language study efficiency reduces. Research this shows that before school at the age of English language in teaching game, songs and visual tools through teaching is more effective. Vygotsky's proximal development zone The theory also emphasizes that the teacher's help with children the language social in context they learn.

This of the research purpose – preschool of age to children English language of teaching to oneself typical features study and their efficiency empirical accordingly is an assessment. Hypothesis: playful and immersion methods children's word wealth and pronunciation by 25-35% increases. References analysis this shows that Cameron (2001) and Like Krashen (1982) experts language in learning natural environment and motivation importance Research In Tashkent, Uzbekistan preschool education in institutions held is, results pedagogical to practice impact to show possible.

Methods

Research experimental-constructive to the method based in Tashkent, Uzbekistan three preschool education in the institution Participants: 60 children aged 5-6 (experimental group – 30, control group – 30). Children random selectively taken is, their parents consent The study was conducted for 4 months. continue it is, every 4 lessons per week was held.

Research Tools: English language teaching for special working issued program, this including playful methods (e.g., role play, songs and flash cards), visual tools (pictures , videos) and immersion techniques (in lessons) only English in the language to talk). Experience in the group playful methods applied , control in the group and traditional methods (repetition) and book reading).

Information collection methods : advance and then tests (word) wealth assessment – 50 words , pronunciation accuracy – audio recordings via), observation (video recording of lessons get) and parents inquiry (interest) level assessment). Statistics analysis for SPSS program used , average values , t-test and correlation

analysis Conducted . Ethics rules saved : children personal information privacy provided.

Results

Research results this experience has shown in the group English language of teaching to oneself typical features (game) methods and immersion) more effective was. Experience in the group children's word wealth from 12 words in advance then 15.4 words increased (28% increase), pronunciation accuracy and from 55 % to 74% improved (35% increase). Control in the group this indicators only 10% and 15 % increased. Statistics analysis of differences significance confirmed ($p < 0.01$). Parents request according to, experience in the group children's interest level 85 % organization under control and 45%. Observation results this showed that the game in classes children more active was (on average 75% of the time) active participation).

In the table main results quoted :

Indicator	Experience group (before/after)	Control group (before/after)	Difference(%)
Word wealth	12/15.4	12/13.2	28
Pronunciation accuracy	55%/74%	55%/63%	35
Interest level	-/85%	-/45%	40

Results children's young features into account received of methods advantage confirms.

Discussion

Results this shows that before school of age to children English language in teaching playful methods and immersion children language development noticeable at the level This is Piaget's theory with suitable comes, because children the language the game through natural accordingly acceptance They do. Also, Vygotsky stating that the teacher help and social context language in learning important.

However, research restrictions available: only city children participation village in the regions results difference to do possible . Other studies (e.g. Krashen's language study theory) with compared to this approach children's motivation in increasing advantage will do. In the future the research digital tools (mobile applications) with expansion recommendation. This is results pedagogical to practice impact showing to teachers new methods offer will reach .

Conclusion

This research preschool of age to children English language of teaching to oneself typical features deep learn from them efficiency empirical information based on confirmed. Research results this showed that the game methods, interactive elements, visual tools and immersion techniques children's language skills noticeable at the level In particular, experience in the group word wealth by 28%, pronunciation accuracy and by 35% increased, this of methods advantage proves. These approaches children's natural interest, short attention the deadline and the game through study ability into account take, education process not only effective, maybe interesting does.

Piaget and Vygotsky such as theorists to their ideas based on research children's cognitive and social to develop suitable coming methods emphasizes. Educators for practical recommendations the following: lessons playful in the form organization to sing, songs and pictures through visual help to provide an immersive environment create through the children to the language immersion, as well as an individual approach application through every one child's needs into account get. These methods not only language to study accelerates, but children's motivation increase, long term to the results take is coming.

The research restrictions into account received without, in the future affairs digital technologies, such as mobile applications and virtual reality add through expandability It is possible. These children English language to teach further modern and comprehensive does. In general before school in education English language teaching children's global competencies to form them, international to the environment to prepare and future to their success basis to put help gives. Modern in the world edge languages early from age teaching not only personal development, maybe society competitiveness increase for important. Research results based on, education policy and programs update necessity is emphasized.

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