

UDC 82

**WAYS OF TEACHING ENGLISH FOR UZBEK CHILDREN  
AT KINDERGARTEN**

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*Abstract*

This article gives brief information about another innovative way in giving lessons for Uzbek children at kindergarten. Since the importance of English even at kindergarten has been developing day by day, it is demanded new method of teaching. Researches create simple lesson plans which can be helpful in covering before-mentioned demand. It is highly believed that with this paper many other ESL teachers at kindergarten are able to successfully utilize in teaching young generation.

*Key words:* teaching, methods, English language, kindergarten, international specialists.

*Introduction*

For the past more than 25 years, attention to English language has been empowered. This can be seen in detailed facts including, first President of Uzbekistan Islam Karimov signed a resolution "On measures on further improving system of studying foreign language" on 10 December, 2012. This document was adopted to develop teaching foreign languages, introducing advanced technologies, methods and styles into our education system, teachers and improve their knowledge.

From 2013/2014 academic year, special topics, especially technical and international specialist, at higher educational establishments will be conducted in foreign language. Nowadays, teaching foreign languages is not only necessary for school, lyceum, college and university students but also in the kindergarten

*Why they learn new language?*

Learning new languages in effective way also depends on ages. Generally, children are possible in acquiring and learning a foreign language, and even they can learn languages quickly compared to those who elder than them (M.C. Laughlin. 1978). Children have burning desire to learning languages and communicating (Hallowell 1992); they have strong imitation character what they hear, see, they try to imitate, repeat and speak, because of the fact that, they have more time, interest learning something than elder people, so it is the main reason.

There is a word "If you know one language you are one person, if you know two languages you are two people". For this reason, today teaching foreign languages, especially English, is the main role in our education system. From 2013/2014 teaching new language is enhanced, especially languages have been teaching from 1<sup>st</sup> class in the schools. However, pupils are coming across some difficulties during class, due to the fact that they were not informed with that language. If they were educated with new language from kindergarten by teachers, it would be easier to absorb it for pupils.

In learning language, children begin with some plain statements. The first intend of teaching English in the kindergarten is to motivate young learners to be ready to school (Masoud Hashemi, MasoudAzizinezhad).

In some areas it is usual thing that some grammar rules, complex expressions, long words are thought which children at kindergarten have never heard before. Seemingly, that is absolutely wrong. Scott and Lisbeth (1992) say that specifically 8-10 years old are able to use their mother tongue fluently. In the kindergarten some children even

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do not know their mother tongue perfectly yet. Therefore, it is better to teachers should avoid those themes. However, there is another kind of problem can be faced. As stated Harmer (2001:38), there are discrepancies teaching for young learners rather than adult learners. In a short period of time they may easily get bored and lose their interest. In order to keep their attention, they have to use interesting, bright instruments, such as toys, puppets, pictures and videos. As a consequence, teachers should be careful when teaching them. In early age children learn everything rapidly, due to their tendency know all things which surrounded them, and ask a number of questions. That time teachers should answer every question and inspire them.

The normal length of each lesson, which is considered to be significant, ranges between 20-30 minutes, and lessons, should be twice in a week. Children are usually separate according to their ages; first group are 3-4 years old ages (their lesson limited with only action-based activities), the second group are 5-6 years old children (lesson of these ages can add some drama techniques). What is more, they might divide according to their knowledge and age seems to be different. (Blanka Frydrychova Klimova/ Procedia)

#### *Teaching methods*

In the first group, namely 3-4 years old ages, are illiterate, that is why tutors should plan what he teaches in one lesson. "Tell me, I forget. Show me, I remember. Involve me, I understand" (Konfutsi). It is known that, there are a huge number of materials and mini-books in the internet for the teachers to their every classroom and they have to use it then they can easily take information. Children also like to see different kind of flashcards, picture books for children. That is way it would be the best way using hand-made materials like picture which children color or draw their favorite animals, fun activities, use mimic, exercises for kids.

There some teaching methods for children who learn language:

- practical works method
- drawing and conversation method
- singing songs and reading poems method
- total physical respond method (Blanka Frydrychova Klimova/ Procedia)

In 3-4 years old children, in the first class they learn simple theme like greeting. In my opinion, it would be enough 4 words in a lesson. In one unit would be a theme and every unit divided into 4 lessons. For instance:

#### *Unit 1. Greeting*

Lesson 1. *Hi!-Salom!, hello!-Assalomu aleykum!, Bye!-Xayr!, Good bye!-Xayr!*

In the first lesson they learn how to greeting with people, main words for greeting and these words easy for them to learn. They learn them saying each other, to teacher and with some easy songs like:

*Hello Ali!*

*Hi Guli!*

*Good bye Ali!*

*Bye Guli!*

Besides, they use these words during lesson, as they say "Hello Ali!" instead of "Salom Ali!" and "Bye Guli!" – "Xayr Guli!" or speak to their teacher.

Lesson 2. *What is your name? Sening isming nima? – I am ... - Mening ismim...*

After they learnt greeting they learn answering and saying their names. Teacher asks "What is your name?" and children answer like "I am Alisher". In two lessons they will learn simple greeting.

Lesson 3. - How are you? Ahvollaring qanday?

- I am fine. Men yaxshiman.

In the third class they add to new vocabulary for their dictionary.

#### *Lesson 4. Revision*

To greeting theme those are enough for kids and the last lesson would be revision for repeating all vocabulary that they learnt. During the lesson they repeat their song or play with these words, make a little dialog.

#### *Conclusion*

There have been given only first unit of teaching English for pre-school children. The teaching kids are undoubtedly difficult. Teachers, who work at kindergarten, are

required not only teaching unknown language to them but also developing their vocabulary and keeping their interest during the whole lessons. Apart from that, it would be successful if the teacher knows language well, psychology of children, methods of teaching English as well. (cf. Frydrychova Klimova 2011). It is also mentioned that kids know everything, if you want teach children, first of all you should love them and your profession, and then you can start teaching.

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