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FORMING AND DEVELOPING

BASIC FOREIGN LANGUAGE SKILLS OF PRE-SCHOOL CHILDREN

USING COMPUTER TECHNOLOGIES

THE MINISTRY OF HIGHER AND SECONDARY
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Nowadays, teaching young students is one of the most difficult tasks of foreign language teachers, because they usually learn something only by imitation, listening and perception. A special methodology is needed to train them. In this context, this monograph is aimed at empowering language teachers to create the principles and philosophy of teaching preschool children using computer technologies.

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CONTENTS

INTRODUCTION.....	5
CHAPTER I. PECULARITIES OF TEACHING ENGLISH TO PRESCHOOL CHILDREN	5
1.1. Foreign language acquisition in early childhood.....	11
1.2. Features of teaching a foreign language to preschool children.....	44
1.3. Current issues in learning English as a foreign language at preschool	51
1.4. Benefits of including a foreign language in preschool.....	62
Summary of chapter I.....	67
CHAPTER II. WAYS OF DEVELOPING PRESCHOOL EDUCATION.....	71
2.1. Innovative pedagogical systems for teaching preschoolers.....	71
2.2. Innovative methods and strategies in pre-school education.....	76
2.3. Importance of pre-school education for kids....	97

2.4. Language development activities for preschool- age children using computer technologies	107
Summary of chapter II.....	111
CONCLUSION.....	114
REFERENCES.....	119

INTRODUCTION

Language is the keystone of culture. Some social scientists maintain that culture would not be possible without language. On the other hand, language is influence and shaped by culture. In the broad sense, language is the symbolic representation of a people, and it comprises their historical and cultural backgrounds as well as their approach to life and their ways of living and thinking. From the above definitions, the close relationship can be seen between language and culture, that is, they can interact with each other. As the first president mentioned “In our global community we must make a careful study of both local and international human communities. Students need to cultivate an informed sensitivity to global issues”. He also mentioned “Students need to be informed sensitivity to global and environmental issues by exploring the range

of social, geographic, economic, political, and cultural realities influencing world events.¹”

The President of the Republic of Uzbekistan Sh. M. Mirziyoyev’s report in extended meeting of Ministers legal office on January 16, 2017, “The Results of socio-economic development of the country in the 2016 and the intended economic program for the most important priority areas are devoted to in 2017,” was emphasized that “Education and science education in the implementation of the state policy about the youth – new modern methods of teaching and the introduction of information technology in the education sector as well as the implementation of the tasks for the future of youth, is strategically important for society and the country’s future”².

There is a close relationship between language and culture. Language reflects culture and it is influenced and shaped by culture at the same time. Consequently,

¹ Islom Karimov. O’zbekiston Buyuk Kelajak sari., Toshkent 1999 y. p. 34

² The President of the Republic of Uzbekistan Sh. M. Mirziyoyev’s report in extended meeting of Ministers legal office on January 16, 2017. Newspaper “Xalq so’zi”, Number-11, January 16, 2017, Pages-1-2-3-4.

teaching English is inseparable from teaching its culture. Cultural awareness or tolerance is of great importance in English teaching and learning. It contributes to effectiveness and appropriateness of an English discourse. There has always been a constant problem of English language proficiency of all skills with the students who are learning English as a second language. Thus, English language teaching has been controlled seriously at all schools and universities by the Ministry of Education in Uzbekistan. In fact, we can witness a great deal of innovations which were implemented in order to improve the language proficiency of the students. For example, some educational places in the country are offering and even hiring foreign English-speaking teachers to help the local teachers teach English to their students effectively. Schools and universities are using published English textbooks to support the students' language comprehension.

At present time teaching young learners is one of the most difficult tasks of foreign language teachers,

because they normally learn something by only imitation, listening and perception. They need special methodology to get trained. From this point of view, this work is intended to empower language teachers to create principled framework and philosophy for teaching preschool children. Here the frame work is the one which will shape the varied activities of English language classroom into a coherent teaching and learning partnership between a teacher and the children.

The object of the work is preschool children while its subject is considered basic foreign language skills.

Objectives of the work are as follows:

To find the methods of how to form basic foreign language skills of pre-school children.

Tasks of the work are:

- to set specific language goals
- to enable students to achieve them by the methods that we use in language learning process for real success in English
- to set aside many perceived problems and distractions to the task of teaching

-to empower as a teacher to bring about real change in students' language production.

Main practical references I used in this qualification paper are "Goal-driven lesson planning for teaching English to speakers of Other languages" by Marnie Reed and Christina Michaud. The other book is "The art of teaching foreign languages" by Keith S. Folse where different fundamental factors in planning and teaching conversation classes have been given.

Novelty of the work resulted in designing and representing the right lesson planning which is based on formation of basic language skills of preschool children.

Theoretical significance of the work provides latest data on the topic including specific language goals, analyzing preschool children's needs', understanding elements of teaching their organization in principled manner, whereas practical significance of the work is expected to represent moving beyond choosing the right materials, preparing lessons on new topics based on the theoretical data and lastly, getting

expected, effective results in practice by using the principles of communicative language teaching.

This work consists of an introduction, each 2 chapters consisting of 4 paragraphs, and continues with the conclusion and references.

CHAPTER I. PECULARITIES OF TEACHING ENGLISH TO PRESCHOOL CHILDREN

1.1 Foreign language acquisition in early childhood

Primary education is the foundation of all further education, the basis of spiritual growth and human development. By its nature, a foreign language is one of the subjects that can enrich primary education. In the system of lifelong education, early — from the age of five — learning a foreign language allows the humanization and humanization of the upbringing of children, enhancing its developmental, educational, cultural and pragmatic orientation³. The main goal of early learning of a foreign language is to prepare a child for learning a foreign language at school, which, in accordance with the State Educational Standard, is carried out from the second, and in some educational institutions, from the first grade of the secondary school. Early learning of a foreign language has a beneficial effect on the overall development of the child. Learning

³ Cameron, L. (2008). Teaching languages to young learners (11th printing). Cambridge: Cambridge University Press, p. 45

a foreign language contributes to the development of children's memory and thinking, the formation of speech culture. In the process of properly organized teaching of a foreign language, the articulation apparatus of a child is improved, skills of voluntary attention, focused perception are formed, and imagination is developed. The resulting ideas about the structure of a foreign language help the realization of the structure of the native language. In foreign language classes, children receive knowledge of a country history character, become acquainted with the folklore and children's literature of the country of the language being studied. The development of a child is also promoted by mastering his speech behavior in a foreign language, which is inseparable from mastering the elements of a foreign language culture⁴. Given the sensitivity of the child to the perception and reproduction of speech, at an early age, you can develop and maintain the flexibility

⁴ Cameron, L. 2001 "Teaching Languages to Young Children Around the World". Cambridge university press, p. 122

of the speech apparatus for the formation and improvement of a person's speech ability throughout his life. In addition, the early learning of a foreign language is extremely beneficial for mastering authentic pronunciation. The main component of the content of the discipline “Foreign Language” is the formation of knowledge, language skills and speech skills⁵. Successful development of a skill, and, consequently, a skill, is impossible without the student not knowing whether his actions are correct or not. Without receiving such information from outside, mainly from the teacher, he assesses his own actions, which often reinforces erroneous actions and forms the wrong skills among preschoolers. In order to avoid this, it is necessary to observe the actions of the student, which, strictly speaking, is a control, without which the rational management of the learning process in a foreign language is impossible.

⁵ Cameron, L. (2003). Challenges for ELT from the expansion in teaching children. *ELT Journal*, 57(2), 105

Control of knowledge and skills of students is one of the most important components of the educational process. The effectiveness of the management of the educational process depends on its proper organization. He needs a teacher in order to have an accurate idea of how much the students have advanced in the implementation of the program, how they have mastered the language material, how they have mastered various communication skills (oral speech, reading, writing, listening). Properly organized accounting and control, objectively registering results of educational work at each stage help the teacher to identify the successes and failures of each student, give him the opportunity to properly plan the pedagogical process, better and more efficiently prepare for classes. The rational accounting provides the teacher with the opportunity to analyze their activities, to notice omissions in time when preparing for the next lesson, to plan ways to correct the mistakes made by students⁶. The issues of student

⁶ Enever, J. (Ed.) (2011). ELLiE: Early language learning in Europe. London: The British Council press, p. 78

learning control received significantly less coverage in the domestic methodology of teaching foreign languages as compared to other problems, however, they gained particular relevance in connection with the transition to the system of early learning of a foreign language at school and the use of the New State Foreign Language Standards. Being an important, integral component of the educational process, the control is aimed at objectively determining the level of students' knowledge of foreign language material at each stage of the formation of speech skills and abilities and familiarity with the system of the language being studied. Control actions are aimed primarily at checking the learned knowledge and skills that are determined by the content, as well as the goals and objectives of teaching foreign language to preschool children. When teaching preschool children a foreign language, we cannot use in a pure form the forms and methods of control used at school.

The specificity of control at preschool age is such that children do not know that at the moment they are

objects of control. Purposeful control, i.e. when children know that their actions are being evaluated, they can negatively affect the results of the inspection. Often, when questioning, children are worried, lost, refuse to speak, especially if the inquiry goes in an unfamiliar environment in the presence of strangers⁷. In addition, children of this age quickly get tired and it is difficult for them to keep their attention on one object for a long time. Thus, control takes on specific forms. The control of speech skills is supposed to be built in such a way that it stimulates the development of students' speech in unity with the development of their thinking, memory, imagination, and influences the improvement of those personality qualities that are necessary for successful cognitive activity of preschoolers. The urgency of the control problem is connected with the recent achievement of certain successes in realizing the practical goal of teaching a foreign language in elementary school as well as in preschool institutions,

⁷ V. Murphy & M. Evangelou, *Early childhood education in English for speakers of other languages*, London, British Council, p. 137.

which has expanded the scope of the control application, increased its potential for a positive impact on the educational process, conditions have emerged for rationalization control itself as part of this process⁸. Thus, the relevance of the study is to try to develop a system of control of knowledge and skills in a foreign language in the conditions of work with students of preschool age and to offer experienced tests and approved by teachers instructive samples aimed at the formation of communicative, linguistic and socio-cultural competencies. Controlling the knowledge and skills of preschool children has shown that children learn individual words better; it is still difficult for them to speak in sentences. Difficult sounds are also not easy for many children. Much better things with understanding foreign language speech.

Children respond more quickly and more willingly to the commands and comments of the teacher

⁸ Robinson, P., Mourao, S. & Kang, N. J. (2015). English learning areas in pre-primary classrooms: An investigation of their effectiveness. London: British Council. p. 134.

and peers, if they are expressed in a foreign language⁹. Having analyzed various forms of control, we conclude that the general purpose of all forms of control is to best provide timely and comprehensive feedback between students and the teacher, on the basis of which it is established how students perceive and assimilate educational material. The control objectives determine the choice of form. It must be remembered that only the integrated application of all forms of control allows us to regularly and objectively identify the dynamics of the formation of a system of knowledge and skills of students. Each form of control has its advantages and disadvantages, none of them can be recognized as the only one capable of diagnosing all aspects of the language. Only the correct and pedagogically expedient combination of all forms of control contributes to improving the quality of the teaching and educational process in a foreign language.

⁹ Murphy, V. A. & Evangelou, M. (Eds.) (2016). Early childhood education in English for speakers of other languages. London: British Council. p.90.

It became obvious that a modern man cannot do without knowledge of foreign languages. Now parents are eager as soon as possible to start teaching children a foreign language. Preschool age is recognized by psychologists as the most favorable period for this type of activity¹⁰. Teaching kids is a very difficult task which requires a completely different methodological approach than teaching students and adults. The increased attention to teaching a foreign language to preschool children, the need to develop the personality of a child, the necessity for coordinated development of speech activity of a child in native and foreign languages predict the relevance of this study. Preschool age is unique for learning a foreign language. Quick memory of linguistic information, intensive formation of cognitive processes, and the ability to analyze and synthesize speech patterns in different languages without confusing these languages predict favourable child outcomes, such as early language acquisition.

¹⁰ Pearson.deMejía, A. M. (2016). Early childhood bilingual education in South America. London: British Council. p. 43

Preschool childhood is a period for mastering the social sphere of human relations through communication with adults, as well as through playing and real relations with peers. In order to understand the peculiarities of interaction between a foreign language teacher and preschool children, it is necessary to consider their psychological and physiological characteristics¹¹.

Psychological and physiological characteristics of preschool age.

1. Social situation of development
2. Psychological neoformation central neoformation (self-consciousness) partial neoformation
3. Leading activity
4. Motor activity
5. The development of mental processes cognitive emotional and motivational.

The aim of the current study is to test the main possible areas of use and efficiency of teaching English to Uzbek preschool children. The transition from early

¹¹ Curtain, H. & Dahlberg, C. A. (2010). Languages and children – Making the match: New languages for young learners, 4th ed. Boston, p. 67

to preschool childhood changes the social situation of child development. The social situation of development is the ratio of external and internal conditions of mental development. The social situation of development is changing at the very beginning of the age period. Neof ormations appear by the end of the period. The special place in these neof ormations is occupied by the central neof ormation which has the greatest development in the next stage. The central neof ormation of preschool children is the development of self-consciousness, namely the realization of their place in social relations. We can observe the emergence of a new internal position, self-esteem, subordination of motives. Partial neof ormations related to separate aspects of child's personality and development processes associated with neof ormations of previous ages are around the central neof ormations. The leading activity predicts the emergence of psychological neof ormations which are of paramount importance for the entire subsequent development of a child. The appeared neof ormations change the structure of child's

consciousness. The new structure of consciousness means a new character of perception of the external reality and activity, a new character of perception of child's life and the internal activity of mental processes.

There is a critical attitude to assessment of adults and peers. Evaluation of a peer helps a child assess himself. Self-assessment appears in the second half of the childhood on the basis of the emotional self-esteem (I'm good) and rational assessment of another's behavior¹². The moral qualities of a child are judged mainly by child's behavior which is either agreed with the standards adopted in the family and the team of peers or does not fit into the system of these relations. Therefore, child's self-esteem almost in all cases coincides with the external assessment of close relatives. The correct differentiated self-esteem, self-criticism, self-awareness in time and personal consciousness appear by the end of preschool age. A

¹² Current issues in learning English as a foreign language at preschool: challenges and prospects of modern foreign languages: Processes and outcomes. Bristol: Multilingual Matters. p. 15.

preschool child realizes physical abilities, skills, moral qualities, experiences and some mental processes. Neoformations leading to the restructuring of child's consciousness change the whole system of relations to reality¹³. As a result, there is a contradiction between the way of child's life and his capabilities. The former situation of development disintegrates as a child develops and a new situation of development is formed which becomes the starting point for the next age period. Thus, there is a transition to a new stage of development of child's mental life which changes leading activities. The development of leading activities causes major changes in mental processes and psychological characteristics of child's personality. Leading activity connects children with the surrounding reality which in this period is the source of mental development. The basic personal neoformations are formed in this activity.

¹³ Enever, J., & Moon, J. (2009). New global contexts for teaching primary ELT: Change and challenge. International perspectives. Reading, UK: Garnet Education. Evangelou, p. 5.

The leading activity predicts the change of mental processes and the emergence of new activities.

The central neoformation leads to contradictions between child's desires and real opportunities. The solution to this contradiction is a genetic problem of preschool age. The only thing that allows a child to solve this contradiction is story-role-playing. Story-role-playing is a combination of playing activities with communication simulating a certain social situation and participants' role behavior. The motive of a play lies in the play itself¹⁴.

The formula of the motivation in a play is not to win, but to play. In addition to story-role-playing, the same age is associated with the beginning of two other important activities: labor and learning. We can trace certain stages of consistent improvement of plays, labor and learning of children if we divide preschool childhood into three periods: early preschool age (three-

¹⁴ Gawne, L., Wigglesworth, G., & Morales, G. (2016). In V. Murphy & M. Evangelou, Early childhood education in English for speakers of other languages. London: British Council. p. 111.

year-olds and four-year-olds), middle preschool age (four-year-olds and five-year-olds) and senior preschool age (five-year-olds and six-year-olds)¹⁵.

Early preschoolers play more and they usually do it alone. While playing they improve perception, memory, imagination, thinking and motor skills. Story-role-playing of children at this age usually reproduces the actions of those adults they observe in everyday life. Gradually, by the middle period of preschool childhood plays become collaborative and they include more and more children. They highlight the roles and rules on which these relationships are built, children strictly follow them in the play. Storyrole-playing has different themes familiar to a child from life experience.

The roles that are played by children are usually family roles (mom, dad, grandma, grandpa, son, daughter), educational roles (music teacher, foreign language teacher, kindergarten teacher), professional

¹⁵ Gawne, L., Wigglesworth, G., & Morales, G. (2016). In V. Murphy & M. Evangelou, Early childhood education in English for speakers of other languages. London: British Council. p. 112.

roles (doctor, pilot) or fairytale roles (wolf, hare, snake). In the middle and senior preschool ages story-role-playing is used but themes, roles, actions are more diverse than in early preschool age. The content of a play is what the child identifies as the main point of activity and relations between adults, what actions and relationships of people are reproduced by a child in a playful way. Such relations as man-man can be reproduced in child's own activities in different ways, depending on how deeply a child understands the essence of a particular activity of adults.

The content of a play develops and deepens during preschool childhood¹⁶. Fine arts, in particular children's painting, occupy a large place among the various types of creative activity of preschool age. Music plays an important role in the artistic and creative activities of preschool children. Children enjoy listening to music; they repeat sounds of various instruments. The interest in serious music can grow into a real hobby and

¹⁶ Genesee, F. (2016). Rethinking early childhood education for English language learners: the role of language. London: British Council. p. 21.

contribute to the development of musical talent of a child. Physical and mental development of children is interconnected: physical education is carried out by affecting the psyche of children which in its turn affects the development of the psyche. In other words, physical development causes mental one.

Physical development of a child, improvement of cognitive processes, personality and behavior are not separate and independent processes¹⁷. They are interconnected elements of the same process of psychophysical improvement. At this stage of development children undergo qualitative changes in the psyche and they continue to develop mental processes. The methodology of teaching a foreign language to preschool children includes the linguistic basis of learning (what to teach?); teaching the basics (how to teach?); psychological and pedagogical principles of learning (why to teach?).

¹⁷ Gorlova N. A. Metodika obucheniya doshkolnikov kak sistema, realizuyushaya lichnostniy podhod// Inostrannie yaziki v shkole. 2001.str. 56

The following methods of teaching foreign languages to preschoolers are distinguished¹⁸:

I. Essential method Communicative learning method combines systematic and informative approaches. This method involves working on both the form and content of speech.

II. Alternative methods

1. The method of learning through movement (Total Physical Response) is developed by psychologist J. Asher and based on structural linguistics, behaviorism and humanist direction in learning, as well as on the coordination of speech and physical actions¹⁹. When teaching preschool children a foreign language it is necessary to simulate the process of mastering their native language which is assimilated simultaneously with the implementation of appropriate physical actions. The perception of the structures is simplified if it is accompanied by the actions performed by a teacher and

¹⁸ Marinova-Todd, S. H., Marshall, D. B., & Snow, C. E. (2000). Three misconceptions about age and L2 learning. *TESOL Quarterly*, 34(1), 9.

¹⁹ Cameron, L. (2003). Challenges for ELT from the expansion in teaching children. *ELT Journal*, 57(2), 105.

children. Additionally, the emphasis is on listening associated with the physical actions that serve to better understanding of basic linguistic structures.

2. The method based on the theory of multiple intelligence (the Theory of Multiple Intelligences). According to Gardner intelligence assumes the ability to solve problems arising in the environment. H. Gardner believes that it is imperative to define and develop all kinds of human intelligence and all its combinations. We are all very different due to different combinations of types of intelligence²⁰.

Gardner notes that there are many distinct types of intelligence abilities that are characterized by different ways of learning and understanding the world. It highlights the following types of intelligence²¹:

1. Verbal or linguistic intelligence is the ability to generate speech including mechanisms responsible for

²⁰ Gardner. (2010). Languages and children – Making the match: New languages for young learners, 4th ed. Boston, p. 67.

²¹ Gardner. (2010). Languages and children – Making the match: New languages for young learners, 4th ed. Boston, p. 68.

phonetic (sounds of speech), syntax (grammar), semantic (meaning) and pragmatic components of speech (use of speech in different situations). The use of fairy tales, inventing stories, solving crosswords and collecting puzzles can contribute to the development of this type of intelligence.

2. Logical-mathematical intelligence is the ability to use and assess the relationship between actions and objects when they are not actually present. It is recommended to use a variety of logic games and puzzles, tasks for gumption and ingenuity to develop this type of intelligence.

3. Visual and spatial intelligence is the ability to perceive visual and spatial information, modify it and recreate visual images without reference to the original stimuli. Drawing elements, modelling, imagination, fantasy, visualization and video develop this type of intelligence.

4. Motor intelligence is the ability to use all parts of the body in solving problems or creating products: the ability to manipulate external objects. Motor

intelligence can be developed in story-role-playing, dramatization, physical training, dancing, sports activities and other types of outdoor games.

5. Musical and rhythmic intelligence is the ability to generate, transmit and understand the meanings associated with sounds, including mechanisms responsible for the perception of height, rhythm and tone. Educational and playing activities related to music, singing, audio materials, natural sounds help to expand musical and rhythmic intelligence.

6. Interpersonal intelligence is the ability to recognize and distinguish among feelings, views and intentions of other people. Interpersonal intelligence is developed well in the process of learning in small groups, working in teams, performing group projects.

7. Intrapersonal intelligence is the ability to recognize children's own feelings, intentions and motives. Intrapersonal intelligence can be developed with the help of individualized teaching methods, methods of self-regulation, self-control and self-

assessment, the development of intuitive abilities of children.

8. Naturalistic intelligence shows the interest of its owner in nature, natural phenomena, animals, vegetation demonstrates the ability to understand the world of nature and classify the characteristics and properties of the environment.

It is necessary to organize tours to the zoo and conduct outdoor classes watching the phenomena of nature and make riddles to recognize the species of birds, fish and trees²². The educator defining the basic method of teaching in the classroom uses a variety of techniques in order to improve its effectiveness. The following techniques of teaching a foreign language to preschool children are distinguished: teaching via a play; teaching via learning rhymes, poems, songs; teaching via movement (dancing, different physical

²² Gawne, L., Wigglesworth, G., & Morales, G. (2016). Early childhood education in English for speakers of other languages. London: British Council. p. 112.

exercises); teaching via visual activities (modelling, drawing, making collages).

We used the complex of theoretical and empirical research methods in the current work. Theoretical methods include: analysis and synthesis, interpretation of linguistic, psycholinguistic, psychological, pedagogical and methodical literature, comparative methods. We applied to socio-pedagogical analysis of existing programs and manuals. Children are much faster than adults can master speech sounds. Moreover, the younger the child the less time it takes to learn new sounds. Learning phonetics in preschool age was carried out in a playful way. We told the children Tale about the tongue, where in an accessible and understandable way we explained the articulation position of lips, teeth and tongue. At subsequent lessons the teacher reminded the children the parts of the tale referring to the sounds planned for current classes. Grammar was not priority since even native speakers at the age of four and five speak with grammar mistakes. Most of the grammatical phenomena were not explained or systematized and

their development was carried out on the basis of speech patterns used for the expression of communicative intention of the speaker. Thus, the focus was on the language as a means of communication rather than a set of grammatical rules. The main material of the language was vocabulary.

The number of words, speech patterns, and lexical topics varied depending on each course or an individual program. However, there were certain criteria for the selection of lexical material for preschool children: all learned words meant the concepts well known to the child in native language; the words had frequent use in language and greater combinability with each other. A large variety of plays allowed the teacher to work out new lexical units in a fun way for a certain amount of time. The most common plays were based on questions and answers. The main aim for a child was to understand the question. Children could show their understanding by answering: Yes, No, Blue, Three. It was desirable to identify the intonation of key words during play. Much attention in vocabulary instruction was given to the play

with cards that were of two types: developing verbal recognition, namely listening comprehension and developing oral playback, that is speaking. It was important to provide children with sufficient listening practice before proceeding to reproduce the lexical units under study. The first introduction of English words started with learning the short rhymes in which the English words were only parts of the rhymes. Gradually with the accumulation of lexical units there was a transition to rhyming poems and songs that were fully spoken in English and helped the children learn simple everyday phrases and answer basic questions. The teacher used the following learning algorithm when the children memorized poems, songs, rhymes via listening²³:

1. Listening comprehension based on visualization.
2. Searching familiar words by preschoolers.

²³ Mrutu, N., Rea-Dickins, P., Bakuza, F., & Walli, S. (2016). Beyond ABC: the complexities of early childhood education in Tanzania. London: British Council. p. 91

3. Practicing new words (repetition of words by children all together and individual repetition by each child).

4. Responses to the questions.

5. The revision of the text with the children.

6. Independent reproduction by each child.

Musical activity presented songs that helped improve the process of language learning, expand the lexical units and speech samples. When words were connected by rhythm and music they became more emotional and individually meaningful and were better remembered.

The study showed that after learning poems and rhyming, its lexical content became the active vocabulary of preschool children. It should be noted that vocabulary was remembered when the meaning of words was demonstrated visually, using images, gestures, facial expressions or objects. The following types of exercises were used at the lessons:

(1) Clap, clap, clap – clap all together, Stamp, stamp, stamp – stamp all together, Jump, jump, jump –

jump all together, Fly, fly, fly – we fly together, Run, run, run – run all together, Swim, swim, swim – swim all together, Climb, climb, climb – climb all together, Go, go, go – we walk together.

(2) The play ‘Confusion’ The teacher or the child called the action the children had to make, but another action was shown at the same time. The players had to perform the command that the teacher or the child called but not showed.

(3) The play ‘Zoo’ with visuals Children got to the zoo, saw animals there and called them: a bear, a hare, a fox, a crocodile, etc. The teacher used a card with an image of animals or a poster with painted animals at the lesson. By asking questions the teacher motivated children to repeat all the words they saw in the pictures.

(4) The play ‘Eatable-uneatable’ The teacher said the word in English and threw the ball to the child. The kid caught the ball if the word meant an eatable object. If the word denoted an uneatable object, the child did not need to catch the ball.

(5) Active plays were combined with quiet one like 'Lotto'

(6) The play 'Pass the card' The children sat in a semicircle and passed a card to each other calling the word on it. The children could say: I have a.../ I have a... and a... to make the task more complicated.

(7) The play 'Word Road' The cards with the words were laid out on the carpet with small intervals. The child went along the 'road' calling all the words.

(8) The play 'What is missing?' The cards with the words were laid out on the carpet and the children named them. The teacher gave the command Close your eyes! and removed one or two cards. Then the teacher gave another command Open your eyes! and asked the question What is missing? The child tried to recall the missing words.

As a result, the variety of plays allowed the teacher to create and maintain high motivation to foreign language communication. The most important condition for the success of teaching was the activation of children's speechmaking activities and involvement in

foreign language communication. It was necessary to change the order of speech actions (the order of questions and the names of objects) so that children reacted to the meaning of the word and did not memorize the sounds mechanically. At least once each child performed the speech action at the lesson.

The educator prevented the difficulties in the educational process in the following way²⁴:

1. The teacher frequently changed the leader in the play. The children knew that at any moment one of them could become the leader.

2. The teacher asked the children to help players if they were unable to cope with the task of the play.

3. The teacher proposed the children to assess the actions of other players.

4. The teacher dramatized the situations so that children could watch with interest how they would end. The current study proved that the play method is the

²⁴ Pinter, A. (2006). Teaching young language learners. Oxford: Oxford University Press. p. 78.

most effective one in teaching English to Uzbek preschool children.

The play was aimed at the interaction of the child and the teacher on equal terms. This approach was useful for learning lexico-grammatical, communicative and cross-cultural content. In the play all participants were equal. It was feasible even the children who were bad at English.

Moreover, these children could be the first ones in the play: resourcefulness and intelligence in the play were more important than knowledge of the subject. The sense of equality, the atmosphere of joyfulness, the feeling of feasible tasks made it possible for the children to overcome shyness that prevented them from using the words of another language. The practical knowledge of English has become an urgent need for the society. Moreover, there are favorable conditions for teaching a foreign language. The teacher can choose the methods and techniques of early learning.

The environment itself, age characteristics, conditions allow the teacher to organize communication

interesting for children in another language. The results of the current study indicated that five-year-olds were ready to learn English, whereas four-year-olds had some difficulties in understanding the tasks. The children were often distracted when they participated in the plays offered by the teacher. Some of the exercises turned to be ineffective in the English language acquisition. The study pointed to the methodology of teaching based on the psychological and physiological characteristics of preschoolers as an important pathway to the development of linguistic abilities of preschoolers. Four-year-olds demonstrated the abilities to perceive visual objects and recreate them. Preschoolers of this age were fond of rhyming and singing, they showed great interest in natural phenomena. Thus, we could benefit learning opportunities and development of intelligence abilities at this age. Four-year-olds exhibited visual-spatial, musical and naturalistic types of intelligence. The situation changed when we observed five-year-olds. Besides three types of intelligence mentioned above, the findings underlined

the combination of verbal, interpersonal and motor types. Preschoolers were very active at solving crosswords and collecting puzzles. They were able to dramatize the proposed situations and rather easily manipulated external objects.

Additionally, five-year-olds were more concentrated and self-controlled learning in teams. The teacher understood the classes in a foreign language as a part of the overall development of child's personality. Teaching children was communicative. The children learned to make the statements in accordance with communicative needs. Communication in a foreign language was motivated and purposeful. A way to create positive motivation was to play. The play technique uniting and integrating other activities in the process of language learning was absolutely necessary. The basis of the play was the creation of an imaginary situation and penetration of the child or the teacher into the role. The play method of teaching English was the main one, as the play was a normal and natural state of a child. Additionally, the variety of play situations created the

atmosphere of joyfulness and relaxedness. Therefore, plays in the educational process had great opportunities for further development and enhancing children's skills of creative thinking and cognitive activity. The use of cards, pictures and toys increased interest and motivation, affected the emotional memory of children and helped to understand the lexical units better.

1.2 Features of teaching a foreign language to pre-school children.

In the context of modern development of international relations of the world, language as a means of communication is the main link in this process. It is this ‘weapon’ that should not only unite and bind nations and states, but also be a key argument in resolving interstate conflicts²⁵. Language acquisition is a long process and requires constant work on oneself. It is a psychological process that helps to form a new linguistic consciousness based on the existing linguistic consciousness of the mother tongue. In the modern world, the process of language learning begins at school, and sometimes even preschool. The main goal of teaching a foreign language in the educational process of a modern developing country is for students to acquire communication skills. It can be seen that the scope and content of communicative requirements for

²⁵ Pinter, A. (2011). *Children learning second languages*. Basingstoke: Palgrave Macmillan. p. 167.

children are determined taking into account age, individual characteristics, professional requirements for education.

As noted above, language learning is a psychological process that manifests itself in a student's worldview, especially in preschool children. The age of preschool children is from 1.5 to 7 years, which is imprinting. Spontaneous development of thinking is observed in children of this age. The process of understanding oneself and the world around one, getting acquainted with new things for social self-realization in adolescence.

This issue is considered not only in the field of public education, but also as a priority in family upbringing. Parents, on the other hand, are personally interested in teaching their children a foreign language from an early age. In such an audience, reproductive teaching methods play an important role, as the teaching system is mainly based on memorizing ready-made knowledge. Therefore, the choice of language material

and teaching methods in such an audience requires more attention from the teacher.

It requires knowledge not only of language pedagogy, but also of developmental psychology, that is the teacher's personal approach to the learning process. In most preschools, education begins in small or medium groups, where the average age of a student is 4-6 years, so the use of descriptions and illustrations is recommended.

Program-based, algorithmic learning, learning based on the gradual formation of mental movements that help develop listening and speaking skills is important. The possibilities of the modern world offer us many possibilities, in addition to theoretical, book illustrations, visual and visual aids.

Teachers are provided with technical, information and telecommunication technologies that open up a wide range of opportunities for children to conduct interesting, bright, informative lessons. Children should be allowed to use all their cognitive and psychological abilities.

Listening-the process of perceiving, comprehending, and comprehending a speaker's speech. Students who are just beginning to learn any language, especially preschoolers, should first be able to recognize a second language by ear. It is appropriate to get acquainted with the development of speaking skills in their mother tongue and to understand the mother tongue. This can negatively affect the formation of general speech skills. The child may unconsciously confuse languages in speech and use bilingual words. Consequently, a teacher who is a role model for students should, first of all, avoid such mistakes in his speech, while developing mental activity in the second language, engaging and absorbing children into the language environment of the language being studied, increasing mental activity in his speech. Due to the limited psychophysiological capabilities of preschool children, the professionalism of the teacher, the skillful use of teaching methods and manuals in their methodology will be the key to teaching success. Its mission and purpose of teaching is not only to develop

speech in second language, but also to form a tolerant attitude towards all peoples. Special textbooks for primary school children, multimedia programs with many heroes or fairy-tale characters have been developed.

For example, we have prepared a textbook “English in preschool education”. The texts are given in the book. Preschools target three age groups: 3-4 (small group), 4-5 (middle group) and 5-6 (large group). The program includes phonetic exercises, various games, songs and poems, exercises to develop speech.

You can provide a large list of programs based on developing listening and speaking skills that are available to everyone. It is not recommended to talk about the development of reading and writing skills in small and medium groups of preschool children with an average of 3 to 5 years. But even so, the teacher himself determines the complexity and availability of the material, taking into account the cognitive and intellectual abilities of children. In large groups of preschools, programs for children include school

preparation. That is, educators are moving from a natural method of teaching to a partial reading and writing method. The number of hours allotted for learning a second language is determined by the preschool. Average classes are held 2 to 4 times a week for one hour.

We can say that a student's further success in learning second language depends on the knowledge they have acquired in preschool. Basic knowledge about language, culture of other countries is not only a necessary condition for the successful development of further study of the second language, but also has a positive impact on the formation of the student as a person.

Preschool education today is undergoing significant changes that cover almost all aspects of the pedagogical process.

The main strategy of education is a child-centred approach to preschool education, which puts the child's personality, his abilities and talents, aptitudes and needs at the center of the educational process. All this can be

done on the basis of new educational technologies. At present, this concept is firmly entrenched in the pedagogical lexicon. Technology is a set of techniques used in any business, skill, art. Pedagogical technology is the design of the educational process based on the use of a set of methods, techniques and forms of organization of teaching and educational activities, the use of which increases the effectiveness of teaching, the use of which has a clearly defined result.

1.3 Current issues in learning English as a foreign language at preschool

It has been a worldwide trend in the present century to lower the age of children's foreign language learning, and it is now common that children begin learning a language that is not their native language even before they start their formal primary education, at the age from zero to 7²⁶. As a global language, with the largest number of speakers worldwide (calculated at 1.5 billion, of whom only 375 million are native speakers¹), English now prevails as a foreign language in schools all over the world, testifying of "a global revolution in education"²⁷. Moreover, together with literacy in the native language, numeracy, and information technology, English is becoming a basic skill, not just a foreign language that is part of the primary curriculum. Preschool curricula are increasingly following this

²⁶ Murphy, V. A. & Evangelou, M. (Eds.) (2016). Early childhood education in English for speakers of other languages. London: British Council. p.91.

²⁷ Graddol, David (2006). English next. British Council. Kopas-Vukašinić, Emina (2014). Priprema dece za nastavu početnog pisanja. Jagodina: Fakultet pedagoških nauka, p. 70.

trend, and in some European countries like Spain, Cyprus, and Poland, English is formally part of the preschool curriculum²⁸. The contexts in which English is taught to children differ greatly²⁹. In some parts of the world, such as Great Britain, the United States of America, Canada and Australia, where English is the official language of the community, it is taught to immigrant preschool children as a second language, relevant to their everyday life and as a language of instruction in their future primary-school education. English is also taught as a second language to non-English speaking children in kindergartens in countries like India or Hong Kong, where it is the official language and the language of higher education. But, in many parts of the world English has no immediate relevance for children, and is therefore taught as a foreign language, both formally and informally. This is the case of Serbia as well, where English is not part of

²⁸ Murphy, V. A. & Evangelou, M. (Eds.) (2016). Early childhood education in English for speakers of other languages. London: British Council. p.91.

²⁹ Cameron, L. (2003). Challenges for ELT from the expansion in teaching children. *ELT Journal*, 57(2), 107.

the formal preschool curriculum, but is often taught to various preschool age groups. Preschool education in Serbia became compulsory from the school year 2006/2007 as the programme known under the title Preparatory Preschool Programme. It involves “approximately 90% of children aged 5.5 to 6.5”³⁰. In the report on early childhood education in Serbia, UNICEF stresses the importance and value of preschool education for children’s development and for improving health, success in education, labour productivity and even the nation’s prosperity and competitiveness in the long run. However, the Preparatory Preschool Programme does not involve compulsory foreign language study, nor does the non-obligatory kinder-garten programme for children aged 3 to 5.5. Nevertheless, optional preschool foreign language courses have been offered for decades by

³⁰ Innovative Pedagogical Approaches in Early Childhood Care and Education (ECCE) in the Asia-Pacific Region. (2016). UNESCO.p. 57.

preschool institutions in Serbia, both by the state and private ones. The modern foreign language offered most often is English, though German and French can also be learned by children. Such courses seem to be popular with parents and children, as are a number of bilingual programmes offered mostly by privately owned kindergartens. However, so far there have been no published studies of either the methods used or the effectiveness of these programmes in Serbia.

Current issues in learning English as a foreign language at preschool: Although there has been proliferation of research on preschool English language learning, it remains an underresearched held globally. Nevertheless, the most recent studies are shedding more light on this significant area of children's language learning. These studies deal with the issues of the age factor in English language learning in Early Childhood Education and Care (ECEC) settings³¹, type of exposure, challenges of bilingual education, teacher

³¹ Murphy, V. A. & Evangelou, M. (Eds.) (2016). Early childhood education in English for speakers of other languages. London: British Council. p.92.

qualifications, availability of resources, parents' role, curriculum development, appropriateness of methods and approaches applied, and learners' motivation and attitude. The paper explores recent studies dealing with these current issues of learning English as a foreign language at the preschool level. The appropriate age of starting foreign language learning has remained controversial in research studies.

There has been a common belief that the earlier children start learning a foreign language, the better. It was supported by the 'critical period hypothesis' which argued that in order to achieve native-like proficiency, children have to start learning a foreign language before puberty. Although there has been evidence showing that adult learners are also able to attain natively-like proficiency, and that variables like cognitive aptitude and beliefs about oneself correlate with success in second or foreign language learning more strongly than age, the belief that children will benefit from an early

start is still very powerful. Pinter³² suggests several benefits from early foreign language learning, such as development of children's basic communication abilities in English and nativelike pronunciation, encouragement of enjoyment, motivation, learning about other cultures, 'learning to learn', as well as the development of children's cognitive skills and metalinguistic awareness. For Rosembuch³³, one of the benefits indicated by research is development of positive attitudes towards diversity. However, Nunan warns that there are disadvantages and pitfalls of an early start. He expresses doubts that 'younger equals better', drawing attention to a number of factors that affect foreign language learning at young age, such as careful planning, supporting, monitoring and evaluation of the language programmes. Furthermore, the policy of early language introduction should be supported by

³² Pinter, A. (2006). Teaching young language learners. Oxford: Oxford University Press. p. 79.

³³ Rosembuch (1995). Guidelines for Starting an Elementary Foreign Language Program. National K-12 Foreign Language Resource Center, Iowa State University. p.57.

high-quality materials, adequately and appropriately trained teachers, and favourable public attitudes³⁴. In conclusion, early start is beneficial under certain conditions, making the context of early language learning more important than the learners' age. This is in line with the conclusions of the report by, who have reported that con-textual factors, i.e. supportive environments, cultural and social context, have been found crucial for a child's development and learning. In the most recent publication on preschool foreign language learning, Murphy and Evangelou³⁵ point out that "that there is no research carried out in the instructed foreign language learning context that unequivocally demonstrates advantages for younger over older learners" and conclude that "it is indeed interesting to note increased numbers of countries introducing English as part of pre-school provision".

³⁴ Nunan, D. (1999). Does younger = better? TESOL matters, 9(3), 3. Retrieved from http://davidnunan.com/presMess_99Vol9No3.html

³⁵ Murphy, V. A. & Evangelou, M. (Eds.) (2016). Early childhood education in English for speakers of other languages. London: British Council. p.92.

The reasons for the increase of numbers of children's English language programmes³⁶ are explained in several recently published papers. For example, de Mejia accounts for preschool and primary school English-Spanish bilingual and immersion programmes introduced both by state and private schools in Mexico, Argentina, Colombia and Ecuador, stating a number of reasons, such as improving foreign language proficiency of the population, raising disadvantaged social groups' education standards.

On the other hand, in Europe the prevailing reason for ECEC has been the prospect of improving academic achievement, as has been documented by research relating learners' ECEC to their success in two programmes:

1. Programme for International Student Achievement (PISA);

³⁶ Enever, J., & Moon, J. (2009). New global contexts for teaching primary ELT: Change and challenge. International perspectives. Reading, UK: Garnet Education. Evangelou, p. 6.

2. Progress in International Reading Literacy Studies In India, the purpose of pre-primary programmes, offered only in the private sector, is to benefit from the children's ability to acquire nativelike proficiency if they have the opportunity to start English language learning as early as possible, and thus secure a better social status and education and job opportunities. Similarly, in Tanzania, Africa, proficiency in English is seen as highquality education and better social status, as is true of Australian indigenous children.

If we speak about teacher qualifications, the role of individual teachers seems to be crucial to success in working with children English, especially teacher's confidence and willingness to use the language naturally in the classroom and thus provide the necessary exposure to the language. Pinter³⁷ rightly mentions motivation as a crucial factor in learning other languages, especially the intrinsic one that comes from

³⁷ Pinter, A. (2006). Teaching young language learners. Oxford: Oxford University Press. p. 80.

the enjoyment created by the process of learning English. It mostly depends on individual teachers and their ability to provide necessary exposure to English, design engaging, varied and purposeful activities, use English naturally, and inspire and sustain children's interest and motivation. If they can make children's experience of learning English as very positive and valuable, they have succeeded. Cameron emphasizes the teacher qualities such as "an understanding of how children think and learn and skills and knowledge in spoken English to conduct whole lessons orally, and to pick up children's interests and use them"³⁸. Obviously, a very high level of fluency is necessary as well as a broad knowledge of vocabulary, putting great demands on teacher preservice and inservice education. Appropriate teacher qualification and professional development is seen as a major challenge globally, with countries having different standards and guidelines. Poor teacher English language proficiency (below B2

³⁸ Cameron, L. (2003). Challenges for ELT from the expansion in teaching children. *ELT Journal*, 57(2), 107.

level of Common European Framework of Reference for Languages) can have a negative effect on ECEC, while low qualification requirement “sends a message about the extent to which ECEC is perceived as being an important part of a child’s development, particularly for younger children”³⁹. In case of immersion and bilingual preschool education in Latin America, research of teacher education programmes has shown that ECEC teachers acquire only part of the necessary knowledge and skills, such are knowledge of content, languages and pedagogical approaches, as the programmes lack cultural knowledge and knowledge of principles of bilingual education.

³⁹ Murphy, V. A. & Evangelou, M. (Eds.) (2016). Early childhood education in English for speakers of other languages. London: British Council. p.93.

1.4 Benefits of including a foreign language in preschool

Historically, it has long been assumed that language teaching and learning was not suitable for young children in preschool; therefore, including a foreign language in preschool was never on early childhood practitioners' mind or agenda. However, recent studies such as the one undertaken by ELIAS (*Early Language and Intercultural Acquisition Studies*) on bilingual education and multicultural awareness in young children, showed that young children can learn a second language in preschool, some very successfully⁴⁰.

Teaching language in schools was once reserved for the secondary level. The introduction of foreign language in the primary grades is quite recent and is now rapidly expanding as many countries around the world include a foreign language in their curriculum. Most European countries are now teaching English in primary schools for example while England has also introduced

⁴⁰ Cameron, L. 2001 "Teaching Languages to Young Children Around the World", Cambridge University Press, p.122.

French in its primary curriculum. African countries have long been using English and French as means of instruction in schools, which African children have come to grasp alongside their mother tongue or tribal language without difficulty. Foreign language teaching and learning at a younger age is gaining international recognition and popularity and slowly reaching the early years.

Young children have a natural ability to learn, with 50% of this ability being developed in the first few years of life, 30% by age eight. The first three to four years of life are considered the best time for children to learn a second language, and is as easy as acquiring knowledge in their first language. Why? Children are bound to assimilate new sounds and new utterances indiscriminately at that time regardless of whether it is their mother tongue or another language.

The benefits of learning a second language in preschool are numerous, and bound to positively impact children's present and future academic and professional lives. Second language acquisition is tightly linked to

increased performance in areas of social and academic development such as verbal communication, mathematical development and reasoning skills. It is also linked to increasing young children's cultural awareness and understanding of differences.

Young children's attitude to languages is usually positive as they, unlike adults, do not feel self-conscious about the way they sound when uttering foreign languages' words. Moreover, many of today's young children's TV programs have popularized foreign languages while giving young children basic knowledge of foreign vocabulary. *Dora the Explorer*, *Go, Diego, Go* and *Handy Manny* for example, all support the teaching of the Spanish language and the Spanish culture, which teachers could explore further in the classroom, would they want to go ahead in including a foreign language in their setting. Likewise, *Ni Hao Kai-Lan*, teaches Chinese vocabulary.

Natural occurrences or informal environments optimize language learning, which can be fun to teach, hence its potential for success. Using pictures, imitation

and repetition are all effective ways to teach foreign languages. There are several preschool language curriculum packages, which foreign languages teachers can choose from. A variety of well designed and thorough Spanish preschool curriculum packages for example, are available online at reasonable costs.

Immersion teaching is another method to teach language in preschool in which all teaching is done within the core subjects, rather than as a separate subject from the curriculum. The foreign language here governs all interactions, from giving instructions to actual teaching. It is extremely effective with young children and according to Dr Christina Shelletter from the University of Hertfordshire, it is “the best and most successful method of foreign language learning at an early age”. However, the latter is not suitable to just any preschool setting as it requires major adjustments including teachers' proficiency in the target language. Living in a globalized world contributes to more people traveling for business or leisure purposes, and being exposed to foreign languages in one’s lifetime is on the

increase. Employment opportunities also testify for an increased need for foreign language skills. If the preschool years offer the most effective foreign language teaching results, then surely, language teaching should be made a priority and a compulsory component of the curriculum rather than an optional one.

Whichever way you choose to do it, if you do not yet teach a foreign language, do so! Whether as a subject of its own using an externally designed curriculum, or a partial or total immersion program, including a foreign language in your preschool setting is sure to benefit the children in your care. Moreover, as foreign language teaching in the early years is on the rise internationally, you won't be left behind or to let your children down.

Summary of chapter I

This brief overview of the preschool learning of English as a foreign or a second language has pointed to the greatest challenges in the field: the young age of preschoolers and the persistence of belief that ‘younger is better’, not respecting fully the fact that the children of this age are a rather heterogeneous group and should be approached from the point of their specific needs. More information is needed from different parts of the world about the effectiveness of methods and materials applied, as well as of the curricula designed to cater to specific contexts. It can be concluded that ECEC programmes are seriously challenged with the need for engaging teachers with appropriate qualifications, demanding introduction of stricter standards and more precise guidelines for teacher education and professional development. Moreover, as learning English at preschool has been initiated both in state and private sectors to serve a variety of purposes of specific contexts, the interplay of individual and contextual factors should be studied for getting a deeper insight into

the field. Present studies into the achievement of the goals of preschool foreign language learning can serve as a basis for similar studies in different contexts.

If we speak about teacher qualifications, the role of individual teachers seems to be crucial to success in working with children English, especially teacher's confidence and willingness to use the language naturally in the classroom and thus provide the necessary exposure to the language. Pinter⁴¹ rightly mentions motivation as a crucial factor in learning other languages, especially the intrinsic one that comes from the enjoyment created by the process of learning English. It mostly depends on individual teachers and their ability to provide necessary exposure to English, design engaging, varied and purposeful activities, use English naturally, and inspire and sustain children's interest and motivation. If they can make children's experience of learning English as very positive and valuable, they have succeeded. Cameron emphasizes the

⁴¹ Pinter, A. (2006). Teaching young language learners. Oxford: Oxford University Press. p. 80.

teacher qualities such as “an understanding of how children think and learn and skills and knowledge in spoken English to conduct whole lessons orally, and to pick up children’s interests and use them”⁴². Obviously, a very high level of fluency is necessary as well as a broad knowledge of vocabulary, putting great demands on teacher preservice and inservice education. Appropriate teacher qualification and professional development is seen as a major challenge globally, with countries having different standards and guidelines.

Furthermore, the main task of the teacher is to stimulate the active cognitive activity of preschool children, to choose techniques and methods to realize the creative potential of each participant in the learning process. A foreign language teacher teaches children speech skills, so as we talked about communicative competence as one of the main goals of foreign language teaching, modern forms of education include high communicative ability and active involvement of

⁴² Cameron, L. (2003). Challenges for ELT from the expansion in teaching children. *ELT Journal*, 57(2), 107.

students in learning activities, activation of speech and listening skills, children's communicative competence characterized by effective development. Because it helps to adopt to modern social conditions, society needs people who can quickly find their place in the modern world, who are independent and enterprising, who succeed in their endeavors.

CHAPTER II. WAYS OF DEVELOPING PRESCHOOL EDUCATION

2.1. Innovative pedagogical systems for teaching preschoolers

When speaking of innovation in modern pedagogical literature, a new tool the process of assimilation is understood. Innovation is a new tool, method, technique, technology and application. In relation to the pedagogical process, the term “innovation” means “the introduction of something new into the goals, content, methods and forms of education and upbringing”⁴³. The emergence of innovations in pedagogy dictates modern conditions for the development of society and education.

The pedagogical system is understood as an independent development and Managed Integrity, consisting of a number of components (purpose, content, form, methods of realization of the goal, conditions and

⁴³ Baxtalina Ye. Yu. Ob integrirovannom obuchenii angliyskomu yaziku v detskom sadu. // Inostrannie yaziki v shkole. 2000. — № 6, str. 89.

degree of results). Preschool education can be considered as a pedagogical system.

Pedagogical technology is the systematic, consistent implementation of the previously developed pedagogical process in practice. Pedagogical technology is interrelated with pedagogical skill. Modern training programs for Preschoolers have innovation and technology features. When describing the most widely used educational programs, we will consider general (complex) and additional (partial) programs that are not described in the subject. Recall that the universal (comprehensive) educational programs include all the main directions of the development of the personality of the child⁴⁴.

On the basis of the analysis of pedagogical technologies conducted by Selevko, we can distinguish

⁴⁴ Konisheva A. V. Kontrol rezultatov obucheniya inostrannomu yaziku. Materiali dlya spetsialista obrazovatel'nogo uchrejdeniya. SPb.: Karo, 2004, str.45.

the following innovative technologies that are used in the system of preschool education⁴⁵:

- Game technology;
- Problem-based education technology;
- Development of educational technologies;
- Alternative technology; computer technology.

The game as one of the technologies of preschool education and development.

The game, along with work and study, is one of the main types of human activity, an amazing phenomenon of our existence. Since ancient times, people have used the game as a way of teaching and transmitting the experience of older generations to young people. The game is widely used in folk pedagogy, preschool and extracurricular institutions. The role play mastered by the third year of life, the child gets acquainted with human relations, begins to distinguish the external and internal sides of events,

⁴⁵ Marinova-Todd, S. H., Marshall, D. B., & Snow, C. E. (2000). Three misconceptions about age and L2 learning. *TESOL Quarterly*, 34(1), 9.

determines the existence of experiments and begins to bring them into action.

The child's imagination and the symbolic function of consciousness are formed, which allows him to transfer the properties of certain things to others. Focusing on their own feelings, cultural expression skills are formed that allow the child enter into collective activities and communication.

As a result of the development of pre-school play activities, readiness for socially significant and socially assessed educational activities is formed.

In recent times, Information Technology is understood as the most computer technology. In particular, information technology involves the use computers and software to store, convert, protect, process, transmit and receive information.

When working with Preschoolers, the use of modern computers begin. At present, this is due to the need for significant changes in the system of preschool education.

The success of these changes is due to the renovation of the scientific and methodological and material base.

2.2. Innovative methods and strategies to improve student learning and the role of

Innovative strategies and methods in pre-school education refers to the use of advanced and modern approaches in the teaching-learning processes, instructional strategies and in leading to overall growth and development of pre-school students. Pre-school education establishes a foundation from where learning of the child takes place, hence, initiation of innovative strategies and methods is regarded as crucial. Innovation mainly refers to making improvements in the existing models, tools and approaches. The conceptualization of innovation is worthwhile, as it does not require the use of refined and expensive tools. Identification of innovations are based upon the fact that they should be put into practice to meet the needs and requirements of students as well as teachers. Innovative pedagogy in pre-school education can be defined in terms of its effectiveness in challenging, or at least adapting dominant approaches in order to generate experiences

for the participants that empower, prepare and sustain within a particular set of everyday living experiences.

Innovative strategies and practices in pre-school education are numerous. These include, communicative strategies, since, communication between individuals is of utmost significance for the operative functioning of any institution. For flexible implementation of teamwork and collaboration between teachers, they need to consult the principal for valuable ideas and suggestions. For thoughtful use and extension of learning resources, they need to be put into practice in a suitable manner. Effective use of questioning techniques is utilized to extend learning, when students will interact with teachers, then they would be able to acquire a better understanding of their learning. Demonstration and explanation of sound content knowledge, use of local language, code switching and careful planning to maximize learning are been implemented to make improvements in pre-school education.

When innovative strategies and methods are introduced in pre-school education, it is vital to

recognize its significance. The main significance is highlighted, when innovative strategies and methods are brought about in the curriculum and instructional strategies, teaching-learning methods, physical activities, extra-curricular activities, and academic concepts. These strategies and methods not only generate awareness, but also improves the skills and abilities among not only students but also teachers. When the teachers make use of innovative strategies and methods within the teaching-learning processes, they not only improve their knowledge and render an effective contribution towards the growth and development of the students, but also promote job satisfaction. The feelings of job satisfaction will encourage the teachers to render an efficacious performance towards their job duties.

The implementation of innovative strategies and methods supports child development, and also the functioning of the institutions takes place in a productive

and creative manner in the rapidly changing world⁴⁶. In the present existence, changes and transformations usually take place in the functioning of pre-schools. Introduction of new concepts and techniques takes place from time to time, therefore, changes do necessitate the use of modern methods and pedagogical strategies.

Realization of goals in pre-school education are based upon teacher's acceptance of reflective and open thinking in terms of understanding the purposes and the course of education processes through the use of innovative strategies, methods and parenting styles.

The significance of innovative strategies and methods primarily lies in making use of tools, approaches and tactics by the teachers in order to achieve the finest educational goals. One of the main purposes of innovative strategies and methods is to finance learning programs, so that pre-school students are able to attain adequate knowledge from the courses and programs. Introduction of innovative strategies and

⁴⁶ Baxtalina Ye. Yu. Ob integrirovannom obuchenii angliyskomu yaziku v detskom sadu. // Inostrannie yaziki v shkole. 2000. — № 6, str. 90.

methods require the use of financial resources, therefore, schools need to initiate the strategies in accordance to the budget and availability of other resources.

The implementation of innovative strategies and methods in pre-school education generates opportunities for the teachers and staff to share everyday practices from quality learning programs, which promote stimulating and motivating learning experiences for the pre-school students. Various innovative strategies have been stated as follows: Normally, the pre-school students have the habit of scribbling on the desks and walls. This in most cases is done at home, as within schools, teachers need to supervise them and make sure the school and classroom environment is kept clean. Hence, when they begin learning how to draw and colour, they are given papers, where they are taught to scribble with crayons. When they scribble with crayons on paper, they sometimes begin to scribble on the walls and desks. Therefore, they are taught by teachers in

school and parents at home, to just make use of paper and blackboard to scribble.

The innovative strategy that has been introduced is, students are taught, how to sort waste materials for recycling and food scraps for composting. Students are made familiar with the environmental conditions. Concepts relating to natural environmental conditions are provided to them at the initial stage, so that they are able to acquire adequate knowledge. Information about plants, trees, flowers, vehicles and other areas that are part of the natural environment are provided to the students. They also learn how to draw these objects. Undertaking long-term, soil based biodegradability experiments is essential to illustrate how the materials break down. They are taught how to manage the natural environment and keep it free from pollution. Scribbling, drawing, colouring, playing are the basics of pre-school education, apart from these concepts, students are also trained regarding the management of household. The management of the household involves various areas, such as, putting off the lights and other electric

equipment, when done working with, keeping games and playthings at their respective places, maintaining cleanliness in one's bedroom and other places within the house. One should assist their parents in the maintenance of the household, such as cleaning the tables, etc. When a young child learns to keep the household clean and tidy, then it is believed, he has been trained well in school through the implementation of innovative strategies and methods. Management of water is an essential aspect, as there are some areas, where water shortage is experienced. Students are taught in pre-schools that they should manage the water at home in an appropriate manner. When bathing, they should make sure that the use of water is limited to what is required. Taps should be put off, when water is not made use of and when they are playing in parks or gardens with water, then its use should be done in a proper manner. Young students are also communicated about the fact that water resources should not get polluted. Waste materials should not be thrown into rivers or lakes or in other water resources, as

contaminated water may lead to health problems. Artworks and handicrafts are the concepts that are considered significant in pre-school education. During the initial stage, students are given papers and crayons and are taught scribbling. With the use of innovative strategies and methods, advancements have been made in artworks and handicrafts. These include, using water colours, thumb painting, sand painting, drawing objects and then colouring, making hangings of various objects, such as birds, animals, flowers etc.

Students are also taught how to make use of vegetables and paints to make an artwork. In this case, vegetables, such as potatoes or lady fingers are dipped in water colours and then designs are made on paper. In the present existence, technology is considered as an innovative strategy, not only in higher educational institutions, but also in pre-schools. In pre-schools, students are shown on computers, how to draw and colour objects, on the internet, they are shown pictures of various objects or they are also shown cartoons or movies, suitable to them. Research has indicated that

students take pleasure in observing technology, when they are learning. Since the pre-school students are young, teachers have to supervise, when they are learning through technology. The use of technology contributes in providing knowledge and information to the students regarding number of areas.

Pre-school students may be naughty in their behavioural traits. Behaviour and attitude are regarded as essential areas, which need to be taken into consideration. The teachers need to implement innovative strategies and methods to ensure that students are pleasant, sociable and good natured. They are taught manners and etiquettes, which they are supposed to practice in school, homes and within the community. In pre-schools, there are playgrounds with swings, where students are taught to wait for their turn and give others a chance. Picnics and outings are organized to ensure, students are able to familiarise well with the outside world and not feel apprehensive or vulnerable.

Diet and nutrition are regarded as important aspects for pre-school student⁴⁷s. In reputed pre-schools, students are provided with meals or snacks to make available the energy that is needed to concentrate upon learning. Information is provided about the benefits of consuming a healthy and a nutritious diet. On the other hand, sweets and other junk food items are not to be completely avoided, but they are not to be consumed frequently.

Lesson plans concerning diet and nutrition are imparted to the students in the form of pictures, so that they can observe as well as understand the differences between healthy and unhealthy food items. The organization of workshops are regarded as an important innovative strategy. The main purpose of the workshops is to inculcate knowledge about specific subjects within the students in an appropriate manner. Workshops are organized with regards to academic subjects, artworks,

⁴⁷ Murphy, V. A. (2014). *Second language learning in the early school years: Trends and contexts*. Oxford: Oxford University Press, p. 158.

handicrafts, physical activities, sports, music, dance and so forth. In workshops, students are provided with knowledge and information through the use of innovative strategies, so that they are able to acquire an understanding of the concepts in a manageable way.

In workshops, children are involved into practice sessions, so that they learn, not just by observing but by practically doing it. In pre-schools, academic subjects such as, English, mathematics, science and social science are taught to the students. Learning begins with basics, including alphabets, numbers, shapes, environmental concepts, and so forth. When improving learning, students are mainly shown pictures, the concepts are explained on the blackboard and computers are also made use of to provide understanding in an appropriate manner.

The usage of flashcards is stated to be another innovative strategy that is used to enhance the concepts among students. Therefore, in providing knowledge of academic subjects, flashcards is also regarded as an imperative innovative strategy. Innovative Methods in

improving Learning in Pre-school Education
The innovative methods that render a significant contribution in improving learning in pre-schools have been stated as follows: Integrative Learning – In pre-schools, normally the mother system of education is followed, i.e. all the subjects are taught to the students by a single teacher. A single teacher teaches them academic subjects, artworks, handicrafts, physical activities and so forth. In some of the pre-schools in India, integrative learning of the students takes place during the organization of workshops, competitions or during the assemblies. The teachers of various classes, such as, play schools, pre-nursery and lower kindergarten work in collaboration to train the students regarding particular areas.

Work in Collaboration – Working in collaboration is beneficial to the teachers as well as to the students. When teachers work in collaboration, they are able to acquire knowledge and information of various areas that are necessary to put into practice innovative strategies and methods. Working in

collaboration enables them to generate ideas and obtain suggestions from others, so that they can render an effective contribution not only to lead to operative growth and development of the students, but also towards enhancing the reputation of the school. Effective communication processes are considered imperative in the achievement of goals and objectives and in attaining job satisfaction⁴⁸.

Create and Define Terms – The aspect of creating and defining terms is applicable to the teachers, head mistresses and the principals of the schools. It means that they should possess adequate knowledge and information regarding the performance of their job duties and generate awareness regarding various concepts, strategies, approaches and techniques that are required to make learning effectual. Maintenance of discipline is an important factor in pre-schools. In order to create discipline, it is important to implement

⁴⁸ Murphy, V. A. & Evangelou, M. (Eds.) (2016). Early childhood education in English for speakers of other languages. London: British Council. p.92.

effective strategies, so that students remain calm and pay adequate attention to what the teacher is teaching⁴⁹.

Creative Problem Solving – Pre-school children are young, they are between three to six years of age and tend to play mischief. In pre-schools, creative methods and strategies are put into practice to provide solutions to problems, logical reasoning and in the implementation of decisions. For the purpose of creative problem solving, the teachers and the staff employed in pre-schools are required to possess appropriate knowledge and information. When an individual is not aware of various areas, then he will not be able to get involved into creative problem solving, hence, for this purpose, adequate knowledge and information is regarded as fundamental⁵⁰.

Hierarchy – In pre-schools, there is a hierarchy, where principals or the directors are at the top-most

⁴⁹ Murphy, V. A. &Evangelou, M. (Eds.) (2016). Early childhood education in English for speakers of other languages. London: British Council. p.93.

⁵⁰ Murphy, V. A. &Evangelou, M. (Eds.) (2016). Early childhood education in English for speakers of other languages. London: British Council. p.94.

level, next comes the head mistress, then the teachers and then the helpers and the caregivers. The principal is required to be the magnanimous leader of the school. In the case of any kinds of problems or difficulties, the principals are consulted, in other words, ideas and suggestions are obtained from them. In the hierarchy, every member of the pre-school is required to be adequately aware of his or her job duties, establish effective terms and relationships with each other and implement proper conflict resolution methods⁵¹.

Evaluative – It is vital to put into practice proper evaluative methods in order to assess the performance of the students. The evaluative techniques are used to identify the flaws and inconsistencies and what kinds of measures need to be implemented to improve them. In pre-schools, important evaluative methods are in the form of class assignments, homework assignments, tests, competitions, and so forth. In pre-schools, students differ from each other regarding skills and learning

⁵¹ Murphy, V. A. & Evangelou, M. (Eds.) (2016). Early childhood education in English for speakers of other languages. London: British Council. p.95.

abilities. Some students are sharp and are able to understand the concepts in just one lesson. On the other hand, some students possess learning disabilities or are slow learners. They require repetition of concepts and are not able to acquire an efficient understanding in just one class⁵².

Leadership – In pre-schools, not only the principals or the head mistress, but the teachers are also required to possess certain leadership skills. The leadership skills vary among individuals, depending upon the nature of their job duties. The leadership skills of the principals are primarily focused upon making proper decisions, guiding the other members towards the right direction, giving valuable ideas and suggestions and initiating innovative strategies and methods that would render an effective contribution towards the functioning of the school. The leadership skills of the teachers are focused upon guiding and leading the students in the right direction, ensuring that

⁵² Murphy, V. A. & Evangelou, M. (Eds.) (2016). Early childhood education in English for speakers of other languages. London: British Council. p.97.

they are able to acquire understanding of the concepts in an appropriate manner and they acquire information regarding good manners, norms and values in order to lead to effective growth and development.

Organization of Competitions – Competitions are considered as an integral part of learning in not just pre-schools, but also in other educational institutions. The organization of competitions are with regards to various areas, such as, sports, physical activities, academic subjects, drawing, painting, music, dancing, fancy dress, poetry, rhymes and so forth. In the organization of competitions, children are first provided with adequate knowledge and preparation, in other words, they are provided with efficient training and then they are required to perform. The main purpose of competitions is to motivate the students, so they are more inclined towards learning. The major benefit of competitions is students are able to become more confident and are able to participate before the audience.

Activities and Picnics – The organization of activities and picnics in pre-schools are meant to

stimulate the mind-sets of the students towards learning. Activities are organized with regards to drawing, painting, sports, physical activities, music, dance and so forth. In the organization of activities, students get engaged into performance of various tasks and functions, which not only contribute in improving their learning, but they also take pleasure, while engaged in various activities. Picnics are arranged in parks, historical places, religious places and so forth, where students are provided with efficient knowledge of not just the values, norms, and cultures, but outings make them feel delightful and pleasurable.

Socializing – Besides improving knowledge and understanding among the students regarding academic subjects and other creative activities, it is essential to teach students how to socialize with each other and other members of the community. When the child gets enrolled into a pre-school, he begins to realise that outside his home also there is a world, which he has to become acquainted with. Socializing involves making friends and primarily possessing an approachable nature

and an amiable attitude towards other people. The concept of socializing may be taught by communicating its significance verbally or by making use of written materials to ensure students understand and practice this concept regularly.

In pre-schools, students differ from each other in their approaches to learning, some may be interested on a large scale, whereas, some may not be able to acquire understanding in an efficient manner and as a result do not show interest in learning. Pre-school students usually feel vulnerable and apprehensive within the school environment. These differences within the learning abilities of the students may have an impact upon school readiness and measures leading to school success. Conclusion In bringing about innovative strategies and methods in pre-school education, the teacher is regarded as the main element. Teachers are required to conduct research by making use of various sources, such as books, articles, internet, collaboration with others, organizing meetings, getting engaged in group discussions, implementation of proper

performance appraisal systems and so forth. These are some of the areas that make provision of knowledge and information to the teachers to initiate innovative strategies and methods in the education system. Another important aspect that is required in the initiation of innovative strategies and methods is resources, hence, it is vital that in pre-schools, one should adequately plan the resources and these have a major impact upon the changes and transformations brought about. Curriculum and instructional systems, teaching-learning processes, academic concepts, lesson plans, exercises, physical activities, extra-curricular activities and creation of an amiable and a pleasant learning environment are the main areas that require innovative strategies and methods. When the individuals are involved into bringing about innovative strategies and methods, they are engaged into holistic data gathering, using a variety of methods, then they need to work in collaboration, how to put into practice the data collected for the progressions and transformations to take place in an appropriate manner. The initiation of innovative

strategies and methods not only lead to effective growth and development of the students, but also teachers and staff members are able to enhance their knowledge and acquire job satisfaction.

2.3. Importance of pre-school education for kids.

The early years, from 0-5 years, are the crucial formative years in a child's life. They can form the basis of a strong foundation on which the child's further growth and development may be based. During this decisive period, the child's brain begins to develop. He starts to grasp things and attain an understanding of his surroundings. Proper direction and proper training during this period can facilitate his growth and development. That is why preschool education becomes all the more essential.

Preschool education can be the stepping stone to the bright future of a child. According to experts, preschool education can help a kid not only in gaining better social skills, greater adaptability, and adjustment but also aid the kid in performing academically well later on.

Preschools can play a key role in the overall growth and development of the child. Preschools can help channelise the energy of kids in a constructive way, fuel their imagination, satisfy their curious minds and

introduce them to basic concepts of learning. Studies indicate that kids enrolled in preschools have later shown a better understanding of concepts and improved grades in elementary school.

Preschool is the first place where a kid finds his own identity, learns to interact with people other than his family, make new friends thereby gaining self-confidence in the process. Preschools can play a vital role in the personality development of a kid by positively shaping his attitude and aptitude.

More importantly, it can provide a kid with the right motivation to learn by demonstrating that learning can be fun and interesting. It moulds the first impression of the place of learning. Besides, preschools may also provide the parents with the opportunity to relax while their kids get to learn in a fun, useful manner.

Preschool education is an early childhood program that aims at educating kids of 3 to 5 years of age, by combining learning with fun with the help of playful and creative methods. A preschool is also called

pre-primary, play way or kindergarten. The benefits of preschool education are listed below⁵³:

1. Gain Social Skills

One of the important things that a kid acquires from preschool education is social skills. Preschool education provides a platform where kids get to interact with other kids and the teachers on their own. They learn to share, compete in a healthy manner and intermingle with kids of their age through numerous group activities. They learn to communicate effectively, understand instructions, follow commands and conduct themselves in an orderly manner. Preschool education can prove beneficial for kids who are temperamentally shy by helping them to draw out and thus preventing them from becoming introverts.

2. Learning Through Play

Preschool education imparts learning and knowledge through playful means thereby making learning fun for the kids. The various activities are

⁵³ Pinter, A. (2006). Teaching young language learners. Oxford: Oxford University Press. p. 81.

specifically planned to introduce basics like colours, shapes, letters, numbers to the kids in a fun and interesting manner. Activities like drawing and finger painting, dancing and singing classes, clay modelling, block building and counting, storytelling class, nature walks, activity books are all aimed to make learning a joyful experience for the kids.

3. Boost Creativity

The different inventive activities offered at preschool aims at encouraging imagination and creativity in kids. They get ample opportunities to explore and approach learning of concepts through creative means. Learning through artistic activities facilitates not only easy understanding but also better retention.

4. Promote Motor Skills

Many interactive and physical activities at preschool enable the kids to develop and enhance their motor skills. Playful activities such as catching and rolling the ball, bead threading, building blocks, simple paper folding techniques, colouring, sticking objects

with glue, inserting the right shapes in spaces play an essential role in the development of child's motor skills and hand to eye coordination. Jigsaw puzzles of various types and playing with age-appropriate toys helps stimulate the brain and promotes the cognitive development of kids.

5. Readies the kid for Elementary School

Preschool education prepares the child for the coming years of learning and school life. It is an excellent way of generating awareness among toddlers of a life apart from the comfort and security of their homes and parents by providing them with an appropriate conducive environment where they can explore new things in a playful and creative manner. A kid gets accustomed to a set routine which helps ease his transition process to elementary school life.

Besides, we would like to give some more information about the difference between preschool and childcare⁵⁴.

⁵⁴ Pinter, A. (2011). Children learning second languages. Basingdtoke: Palgrave Macmillan. p. 167.

Childcare or day care centre or crèche is a commercial place where working parents may leave their kids to be taken care by babysitters or nannies for certain specific hours like for the duration of parent's working hours. They basically supervise or look after the kid while the parents are at work.

Preschool is an educational institution that offers initial childhood education to kids under age 3 to 4 years who are not yet old enough to begin primary school. Professionally qualified and trained teachers teach kids through activity based, playful methods.

However, both the terms can be used in place of each other. Childcare centres with trained professionals and exciting activities and games can provide kids with similar benefits as that of a good preschool.

Many experts believe that preschool education is not just a great concept but is necessary to the academic success of a child. It should not be viewed as a place where the kid may gain academic mastery but as a training tool which can help in the comprehensive social, emotional, mental and personal development of

the child. Preschool education can aid in the enhancement of various motor and physical skills that form the basis of writing, speaking and learning.

Moreover, most parents, these days, are working and may not be able to take out quality time from their busy schedules to educate their kids. Kids are often left behind at home in the care of grandparents or aides who may not be able to teach or guide productively and positively.

Many preschools enrol kids as young as two and a half years while others accept only when the kid turns three. The decision really lies with the parents depending on whether they are a working couple, if they are ready to let the kid be away from them and if they think their kid is ready to explore on his own. Kids may be enrolled for either part-time or for a full-time program.

Preschool effects on child development can be far-reaching. The value of preschool education is immense. Therefore, parents need to be careful while selecting a suitable preschool for their kid. Moreover, it

is the first time that their kid will be away from them and the comfort zone of the house. Therefore, preschool should feel like a second home away from home where the kid can feel relaxed and happy. Certain considerations that may be kept in mind while selecting a preschool are as follows⁵⁵:

Step 1: Choose a Location and Schedule

Parents need to decide upon an appropriate schedule for their kid depending on the temperament, readiness, and age of their kid. Accordingly, they can register him for a part-time course like 2 or 3 days in a week for a few hours or a fulltime course like five days a week. Moreover, they may like to select a preschool which is nearer to their place of residence or working place for convenience and to reduce the travelling time for the kid.

Step 2: Verify the License

⁵⁵ Robinson, P., Mourao, S. & Kang, N. J. (2015). English learning areas in pre-primary classrooms: An investigation of their effectiveness. London: British Council. p. 134.

It is important to check the license of a preschool. It should have a valid license by a recognised authority certifying that the preschool meets all the regular and approved standards of teaching, curriculum, safety regulations, healthcare and cleanliness standards and child care amenities.

ADVERTISEMENT

Step 3: Check Credentials of the Teaching Staff

It is essential to check the educational qualifications of the teaching staff employed by the preschool. Qualified and trained professionals with considerable experience in managing such young children will be able to teach efficiently and beneficially.

Step 4: Enquire About Curriculum

Keep in mind to ask about the kind of activities and facilities that the preschool has to offer to its students. Parents may also like to inquire about the teaching methods adopted by the teachers and the student-teacher ratio per class. If the ratio is less, your child is likely to benefit more from the individual

attention that the teacher will be able to provide him. An excellent curriculum comprises of varied age-appropriate activities and teaching methods.

Step 5: Feedback and Scheduled Visits

It is advisable to ask about the number of parent-teacher meetings the preschool schedules for the benefit of the parents and the channels of feedback and communication the school has established to help parents check the progress of their kids. Many preschools organize open houses wherein parents can observe the teachers teaching a class, the functioning of the school and gauge the general feel and atmosphere of the preschool.

Parents by providing good preschool education to their child can do a great service not only to the child but also to the society at large. Preschool education can provide an edge to the kids due to which they are more likely to perform academically well and enjoy school life.

2.4. Language development activities for preschool-age children.

Many years ago, while I was in school, I had the chance to co-lead a preschool language stimulation class. It was a lot of hard work and it taxed my brain to come up with fun and creative ways to stimulate minds and provide language enrichment experiences for eight or nine youngsters every single day. Some young children are a bit slower than others in picking up language and they require some extra attention to both language expression and comprehension to do well once they enter school. However, even for children that are developing language right on schedule, stimulating greater expressive language skills, creativity, and imagination will further enhance their later academic experiences. I wanted to share a few tips and ideas for language development activities that parents, or even teachers, can use to make learning fun.

Furthermore, we have collected several tips for encouraging kids to speak in foreign language. We are going to share with you a language development activity

just to get you started. It can be adapted in many ways based on your child's performance and abilities; I'll talk about that a bit more later. First, I wanted to give you some basic tips that you can use anytime you're working (or playing) with a child to encourage them to express themselves.

Try to use more open-ended questions. In other words, ask questions that invite phrase or sentence length answers, not a single word like "yes", "no", or someone's name. For instance, "What's going on?" will tend to get a longer answer than "Who's jumping over the dog?"

Ask for elaboration. If the response you get is just a single word or perhaps a phrase, ask more questions to get them to elaborate. For instance, if the child says "boy jumping", then you can ask, "What's the boy jumping over?"

Model longer phrases when necessary. If the child then says "the dog" you can put the sentence together. "Oh, I see the boy's jumping over the dog on the sidewalk". "Why is he doing that?" Clearly there's much, much

more to language stimulation than this, but these little tips will be useful no matter what language development activity you do.

Storytelling and language development. One of my favorite language development activities involves storytelling. Even children with very limited language skills can enjoy building and telling a story. For children who are not delayed in their language acquisition, the more advanced forms of this activity can be great for stimulating imagination and even greater language skills.

In both cases, we found storytelling to be an activity that the children soon loved.

We often used wordless picture books for these types of activities but, being a student, I also often resorted to creating my own materials based upon my tight budget. The example I provide here is exactly that—homemade. You're free to use it of course, but you can probably develop your own for even better results!

Starting out with storytelling

In the example I provide here, I put together a series of pictures. They can be on flash cards, taken from magazines, or whatever. In my example, I took an hour or so to photograph some things. I made sure that I included some action or activity in my shots.

There are a variety of things you can do with these photographs or pictures.

For a child that isn't expressing themselves, it might be more appropriate to have them begin by pointing out items in the pictures as you describe them. Hearing a story, hearing connected speech is important for children who aren't yet talking.

For those with some expressive ability, a start can be made by simply having them name the subject of the picture or perhaps describing the pictures/stating what the character is doing.

A task that is a bit more advanced cognitively, is to ask the child to caption the photograph or to describe what a character within the picture is thinking.

Summary of Chapter II

Developing preschool education is an important part of the education system of Uzbekistan. With the lack of inspection, control, suitable materials, funds, and curricula reflecting all the changes that have occurred, preschool education quality has declined. On the primary school level, the new language orientation has caused major problems. New curriculum, new programs, and new teachers speaking Uzbek are limited. The quality of education differs depending on the location of the kindergarten or school. Urban kindergartens and schools traditionally have better teachers and financial support than the rural ones because parents have more influence. Moreover, new graduates of the pedagogical institutes prefer to settle in the cities with more cultural amenities. The highest-ranking graduates tend to select city schools. Less academically successful graduates go to rural schools; thus continuing a downward spiral.

On the basis of the analysis of pedagogical technologies conducted by Selevko, we can distinguish

the following innovative technologies that are used in the system of preschool education:

- Game technology;
- Problem-based education technology;
- Development of educational technologies;
- Alternative technology; computer technology.

Additionally, in order to develop the ways of preschool education we have taken into account the level, age, circumstance of the preschoolers to achieve our goals. The role of preschool education plays one of the most important in our society today. Therefore, we should learn the activities which are useful in learning foreign languages at preschools.

Preschool effects on child development can be far-reaching. The value of preschool education is immense. Therefore, parents need to be careful while selecting a suitable preschool for their kid. Moreover, it is the first time that their kid will be away from them and the comfort zone of the house. Therefore, preschool should feel like a second home away from home where the kid can feel relaxed and happy. Certain

considerations that may be kept in mind while selecting a preschool are as follows⁵⁶:

Step 1: Choose a Location and Schedule

Step 2: Verify the License

Step 3: Check Credentials of the Teaching Staff

Step 4: Enquire About Curriculum

Step 5: Feedback and Scheduled Visits.

Parents by providing good preschool education to their child can do a great service not only to the child but also to the society at large. Preschool education can provide an edge to the kids due to which they are more likely to perform academically well and enjoy school life.

⁵⁶ Robinson, P., Mourao, S. & Kang, N. J. (2015). English learning areas in pre-primary classrooms: An investigation of their effectiveness. London: British Council. p. 134.

CONCLUSION

From the research, we can conclude that it is obvious now that teaching of English in kindergardens is not an easy task. Training with children itself is a complex activity which involves almost all sort of activities such as drawing, painting, playing sports games, teaching alphabets and behaving correctly etc. Language is something children acquire as they grow and learn. The best way to develop language is through interaction.

The way to interact with children is to spend time with them and the best learning opportunities are found during play.

We can conclude that the key to language development is interaction and along with interaction comes encouragement. Here are a few tips to help encourage children as they develop language.

- Pay attention to your child when they are talking to you
- Praise good speech and vocabulary
- Help with new words by repeating them

- Add onto phrases or words and boost vocabulary (For example – Your child says “my ball” and you say “yes, your ball is a big ball”)
- Never make fun of mistakes – correct gently by repeating the sentence correctly
- Use TV and screens sparingly
- Check your child for ear infections
- Talk about what you are doing as you go about daily chores
- Be a good role model

The rate children learn new words is amazing. They are like little sponges soaking up every word they hear.

It is a joy to be part of their language learning experience as a parent, teacher or at least, a member of social world today.

On the basis of the analysis of pedagogical technologies conducted by Selevko, we can distinguish the following innovative technologies that are used in the system of preschool education:

- Game technology;

- Problem-based education technology;
- Development of educational technologies;
- Alternative technology; computer technology.

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- Step 1: Choose a Location and Schedule
- Step 2: Verify the License
- Step 3: Check Credentials of the Teaching Staff
- Step 4: Enquire About Curriculum

⁵⁷ Robinson, P., Mourao, S. & Kang, N. J. (2015). English learning areas in pre-primary classrooms: An investigation of their effectiveness. London: British Council. p. 134.

- Step 5: Feedback and Scheduled Visits.

Besides, we can state that preschool education is an early childhood program that aims at educating kids of 3 to 5 years of age, by combining learning with fun with the help of playful and creative methods. A preschool is also called pre-primary, play way or kindergarten. The benefits of preschool education are listed below⁵⁸:

1. Gain Social Skills
2. Learning Through Play
3. Boost Creativity
4. Promote Motor Skills
5. Readies the kid for Elementary School

Preschool education prepares the child for the coming years of learning and school life. It is an excellent way of generating awareness among toddlers of a life apart from the comfort and security of their homes and parents by providing them with an appropriate conducive environment where they can

⁵⁸ Pinter, A. (2006). Teaching young language learners. Oxford: Oxford University Press. p. 81.

explore new things in a playful and creative manner. A kid gets accustomed to a set routine which helps ease his transition process to elementary school life.

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