

## **TEACHING ENGLISH SPEAKING SKILLS IN EARLY CHILDHOOD.**

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### **Abstract**

Childhood is a vital period for developing fundamental speech skills in a foreign language. Children aged 3 to 7 naturally acquire phonological, lexical, and communicative patterns when subjected to rich and significant language input. This article explores effective approaches to teaching English speaking to preschoolers, with a particular focus on play-based interaction, multimodal learning, and emotional involvement. The study combines contemporary research and practical classroom practices, demonstrating that consistent engagement, communication routines, and age-appropriate activities significantly boost children's verbal skills and confidence.

### **Key Words**

early childhood education, English speaking skills, preschool language learning, communicative approach, play-based learning, multimodal input

## **INTRODUCTION**

In modern preschool education, developing English language skills in early childhood has become a key priority, as global communication is increasingly requiring early linguistic training. Young children learn languages differently from adults: they rely more on mimicry, emotional links, sensory experiences, and meaningful relationships than direct instructions. Therefore, the development of oral English skills in preschool educational institutions should be based on natural interaction integrated into gameplay and daily activities. Research indicates that young children naturally assimilate phonetic rules, rhythm, intonation, and basic vocabulary through songs, stories, and collaborative exercises during the learning process. Thus, designing an environment that supports spontaneous speech and playful experimentation with language becomes central to successful early learning.

### **Methods**

The methodological focus of this paper is based on a qualitative synthesis of pedagogical literature, observational insights from preschool English classrooms, and analysis of widely used communicative practices in early childhood settings. Sources include case studies from multilingual preschools, reports on early language acquisition, teacher reflections, and practical frameworks recommended by early childhood education specialists. The study explores how various learning strategies - storytelling, song programs, role-playing games, and controlled interactions - contribute to the development of children's speech abilities. Attention is also paid to the educational environment that supports the development of oral speech, the interaction of the teacher and the child, and methods of reasoning.

### **Results**

The results show that preschool learners achieve significant progress in English speaking through instruction that includes short, repetitive, and emotionally engaging activities. Children who encounter micro-relationships such as daily greetings, simple questions, verbal communication, and

classroom speech begin to develop understandable phrases within weeks. Exercises such as moving songs help to master rhythm and pronunciation, while storytelling helps to preserve vocabulary and develop narrative thinking. Role-playing scenarios allow children to test sentence structures in meaningful contexts and encourage abrupt use of language. It has been found that the combination of visual aids, gestures, real objects, and actions increases understanding and trust, which often leads to voluntary speech attempts.

### **Discussion**

The results demonstrate the importance of a communicative and play-based approach in early English language teaching. Students learn more effectively when they use language as a tool for self-expression, discussion, and discovery rather than as a subject. A comprehensive approach that combines visual, auditory, and kinesthetic sources of information meets the developmental needs of preschoolers and enhances their pronunciation and comprehension. The teacher's support is crucial as it ensures consistent language learning and encourages participation by modeling the language, expanding vocabulary, and maintaining an engaging daily routine.

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