

EARLY ENGLISH LANGUAGE INSTRUCTION IN PRESCHOOL INSTITUTIONS OF UZBEKISTAN: CHALLENGES AND PEDAGOGICAL STRATEGIES

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Abstract

In this study, the current state of preschool education in Uzbekistan, which is in the process of implementing reforms in the field of education, was studied. The study outlines the primary obstacles faced in establishing English as the primary medium of instruction in preschool settings and elucidates effective pedagogical strategies that promote children's communicative development. The research results emphasize the importance of game-based teaching, teacher training, and multidisciplinary methods for the development of the meaningful impact of language in early childhood.

Key words: early English learning, preschool education, Uzbekistan, communicative competence, play-based approach, teacher professional development

INTRODUCTION

Recent modifications to Uzbekistan's educational system demonstrate the nation's desire to ensure that children acquire foreign languages as early as feasible. Age-appropriate methods and qualified specialists are becoming more and more necessary as preschools begin to provide structured English classes. Early infancy is a critical time for language acquisition because of children's heightened aural sensitivity, skill in mimicking, and natural curiosity. However, in order to effectively utilize English in preschool, instructors must understand how young children learn and the issues that many preschools face.

Methods

This thesis includes information from research on early foreign language instruction, national educational policy documents, and direct observations of Uzbek preschool classes. A qualitative content analysis approach was used to identify recurring themes in teacher needs, instructional practices, and child engagement. The methodological research underscores efficacious strategies for children aged 3 to 7, encompassing

multi-sensory learning, Total Physical Response (TPR), narrative methodologies, and activity-oriented routines. Results

The investigation came to a number of significant findings, including the following:

1. At all times, educators are not receiving sufficient preparation. The ability to teach English at an early age is not a skill that is possessed by every kindergarten teacher, especially those who are located in more remote places.
2. People often like play-based activities more since they teach something. Children's English comprehension and learning skills increase when they attend to visual stories, perform fun songs, see puppet shows, and play activities.
3. The resources that people have access to are very different from each other. Some preschools employ digital tools and image books, while others just use things that they create on the spot.
4. Children benefit from routine-based exposure. Putting English words into everyday activities like lining up, saying hello, and snack time helps kids learn the language organically.
5. Family involvement strengthens learning. When parents reinforce songs and simple phrases at home, children demonstrate faster communicative development and improved confidence.

Discussion

The results show that Uzbekistan's preschools might be a good place to start teaching English to young children, but they still need help all the time. Teachers need to be able to provide learning environments that are safe, fun, and good for children in order for language programs to work. Kids are more likely to learn well when they can play and use all of their senses. One reason for this might be because these tactics let kids learn organically instead of having to remember things. It could be hard to keep courses consistent with one another because of the problems that are already there, especially those that have to do with teacher training and uneven access to resources. It is also very important to offer professional development programs that focus on creating new activities, running an English class, and teaching English to kids in a way that puts the child first. Preschools that don't have a lot of money may be able to employ low-cost digital tools like audio lessons and visual flashcards that work on mobile devices to make money. It is the involvement between teachers and families that has the most significant impact on performance, and it is this engagement that guarantees that children are exposed to English in environments outside of school. The fact that this comprehensive support system helps the country's bigger educational goals and offers

a good foundation for elementary schools to start teaching children how to speak English is a significant factor.

Conclusion

Early English instruction in Uzbekistan's preschools is both necessary and promising. When children are taught using approaches that are developmentally appropriate, centered on play, and include several senses, they demonstrate an early development of linguistic abilities as well as a strong sense of motivation. If the educational system is to continue to expand, it is imperative that it continue to put money into the training of educators and easily available materials. As a result of their efforts, the provision of education in the English language at the preschool level will play a substantial role in the promotion of progress in linguistic abilities and intellectual development among the upcoming generation.

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