

TEACHING ENGLISH FOR KINDERGARTEN

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Abstract : *The article explores the use of contemporary teaching methods, particularly through the use of games, in kindergarten settings. Given the advanced capabilities of modern kindergarten children, it is essential to employ a diverse range of techniques and approaches to effectively teach them the English language.*

Key words: *children kindergarten plays, activities,*

INTRODUCTION

The most effective approach to teaching English to kindergarten students is by incorporating play-based learning. This method is supported by various factors such as different types of intelligence, Total Physical Response (TPR), and the concept of intrinsic motivation. To begin, let's delve into the theory of intrinsic motivation.

Intrinsic motivation

Intrinsic motivation involves individuals being driven to engage in activities due to internal factors rather than external rewards. For preschool children, the benefits of learning a second language may not be apparent, as they are still focused on mastering their first language. Therefore, it is crucial to inspire them to participate in classroom activities. Furthermore, Children are more encouraging playful and physically engaging tasks can enhance enjoyment and willingness to join in.

Teaching English to young learners is often seen as a complex task, with both teaching and learning activities presenting significant challenges and stress. According to Halliwell emphasizes the importance of thorough planning in teaching young learners, highlighting the need to consider various factors such as the students' and teachers' needs within the school environment.

Activity-based learning, also known as total physical response (TPR), posits that movement triggers neural connections and engages mental faculties not typically activated during passive learning. Consequently, children exhibit greater curiosity when exposed to activities like music, games, and physical responses, enhancing their ability to learn and retain knowledge. In practical terms, TPR proves indispensable in English instruction for kindergarteners. Explore my stories and TPR lesson plans for an easier and more enjoyable teaching experience.

Examples of total physical response activities include forming alphabet shapes using one's body, mimicking various weather conditions with body movements and props, and using vocalizations, body gestures, and props to depict vocabulary or convey meaning.

A more engaging and interactive vocabulary activity involves turning a simple picture-naming exercise into an exciting total physical response game. By setting the scene as a pirate adventure where children have lost their treasure overboard, they can dive down to retrieve the "treasure" (pictures). As the facilitator, you can demonstrate by mimicking diving motions and picking up a picture, then asking the children to name it or naming it yourself depending on the activity focus.

To add more drama, you can dim the lights when the children dive down and brighten them when they resurface, enhancing the immersive experience. This creative approach not only reinforces vocabulary retention but also fosters imagination and physical engagement in learning.

When teaching ESL to preschool students, repetition and immersion are essential for effective learning. Instead of monotonously repeating words and meanings, engage the children in interactive activities like games, songs, and stories. By incorporating these fun elements into the lessons, students can absorb new vocabulary and concepts naturally through exposure. Sitting through repetitive drills can lead to disinterest and unruly behavior, but interactive activities can make learning enjoyable and effective. For more engaging teaching ideas, consider exploring resources like a book of fun games tailored for teaching English to kindergarten students.

Relax, play ,games ,

Teaching English to kindergarten students involves incorporating games, play, movement, and songs to create a fun and positive learning environment. Utilizing these interactive elements helps students relax and learn without the pressure of competition or fear of making mistakes.(Brown 2001)

By incorporating games into English language learning for kindergarten students, teachers can cater to different types of intelligences as identified by Gardner. For example:

1. Linguistic Intelligence: Games that involve storytelling, rhyming, or word play can appeal to students with a strong linguistic intelligence.

2. Logical-Mathematical Intelligence: Games that require problem-solving, pattern recognition, or strategic thinking can engage students with a logical-mathematical intelligence.

3. Bodily-Kinesthetic Intelligence: Movement-based games, role-playing activities, or physical tasks can benefit students with a strong bodily-kinesthetic intelligence.

4. Musical Intelligence: Songs, chants, and rhythm-based activities can be effective for students with a musical intelligence.

5. Interpersonal Intelligence: Games that involve teamwork, collaboration, or social interaction can support students with strong interpersonal intelligence.

6. Intrapersonal Intelligence: Activities that encourage self-reflection, goal-setting, or independent exploration can be beneficial for students with intrapersonal intelligence.

By incorporating a variety of games and activities that target different intelligences, teachers can create a more inclusive and engaging learning experience for kindergarten students learning English.

Fun English learning games and activities like "Fish Me A Word" can be an engaging way for children to practice vocabulary. To set up the game, children can create fish-shaped cards with words written on them, decorate them, and attach a paper clip to each. They can then use a makeshift fishing rod with a magnet to "catch" the words. This interactive activity not only reinforces vocabulary but also makes learning enjoyable for young learners.

Place 12 paper fish on the floor and ask your child to use the fishing rod to catch a paper fish with a specific word that you will spell out.

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