

TEACHING ENGLISH TO KINDERGARTEN LEARNERS

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Abstract:

This research dedicated to help readers to make teaching more effective, by attending to learning and the inner mental of learners, by than understanding how classroom activities and teacher decisions can create or limit children opportunities for learning English language. In this article the aim of teaching English language to kindergarten learners, the development of Uzbekistan education system were discussed, Uzbekistan education system include teaching English language to kindergarten learners from early years. They begin to poses some knowledge which is related to English language approximately from 3-4 year old. There are some options, models and methods of teaching English to young learners. I will be focusing on the work of research who have significantly contributed to this area of investigation.

Keywords: kindergarten learners, language teaching, young learners, study, starting.

As I am future English teacher the Uzbekistan education system has been promoting foreign language studies especially for English language studies. Back than, students start to learning foriegn language in the 5th grade st the school. Nowadays, the national curriculm introduces the first foriegn language at he age of 3-4 in kindergarten. All the teachers of English in kindergarten has a several methods to teach students Ministry of preschool education

Most Uzbekistan preschools choose English language as the first or the second foriegn language untill attending schools. The kindergarten learners have some English language knowledge. By this way more and more preschools help to English teachers at school. So, they do not faced some challenges while they are learning English language as the first or the second foriegn language at school. During the preschool years foriagen language studies are allocated 2, maximum 3 hours a week for expanding or improving linguistics competencies.



There are many reasons for starting to teaching English language from early age . As the concept „Teaching English language to kindergarten learners" suggests, age plays crucial role in what we teach and how we teach it, since a kindergarten learner class is different from an adult or a teenager class in terms of the learners. Language learning needs language competences emphasized and the cognitive skills addressed specialists have in mind and expect the gaining some additional years for the learning of English as the most important international language will take learners to higher levels of competence in its use. Language researchers and educationalists point out that the younger children are the less difficulty they have with the second language acquisition because of the greater plasticity of their neuronal circuits. Early learning of second language is also hoped to pave the way for more intercultural understanding and facilitate the later learning of a third or fourth language. Studies have proved that learning English at an early age helps students grasp their mother tongue better, simultaneously enabling them to acquire remarkable proficiency on their second language. The implementation of English teaching in kindergarten may also become a useful means for the younger generation to understand a deeper knowledge of religious and cultures in the world. [4;136-139] Young children are not like other students their needs are unique and kindergarten teacher should be aware of this. It is important that instructor could be one of the first adults a young child has interacted outside of his or her own family. The separation from their parents in the beginning can be difficult and a teacher must help them through this transition. A child can become very attached to you as a substitute for their parents, or they may see you completely. Great teachers are adaptable to the emotional reactions of their students. When it comes to your students with children, this can be one of the first times they interact with children their age. A teacher's role often becomes that of mediator when children have problems sharing or learning how to get along. Furthermore, teachers in early education need to be creative and adaptive. They must think outside their own mature perspective and be able to place themselves in their students' shoes. Lessons in kindergarten classrooms are very hands on. They involve arts and crafts, storytelling, exercises, educational games and more. You need to be fast on your feet and highly adaptable to continuously come up with new ways to guide children through their learning stage. [5]

Classrooms are very important while teaching English language to kindergarten learners. The typical traditional classroom has desk in rows facing the teachers and the board. This set-up is neither learner centred nor does it encourage all learners to participate equally. Learners seated at the back or in corners are likely to feel less involved. Seating arrangements particularly affect learners who are less active or interested learners.

In some communities, girls are not expected to speak out. Those social expectations may prevent girls from actively participating, especially, when those girls are seated in the corner or at the back. Many preschools are limited in their infrastructure and furniture. Furthermore, overcrowded classrooms are more difficult to set up for effective learning. Regardless of this girls and boys should be mixed, their participation encouraged, and their specific needs and interests should be considered.[3;32]

The children's environment is favourable to learning English. Their families encourage them to learn the language, either because they consider it to be proficient in a global language, because they have order relatives who study English. They also listen to modern international and English music intensively, and those days dancing songs are in English. So children are curious about what the lyrics mean. In addition, most pupils in their home have computers and other things which are belong to their parents. So they are exposed to lots of information or games in English with the help of their parents.[2;105-106]

Thanks to technological developments people are able to reach every people around the world, get knowledge about the events in the world easily, and they expose foreign languages much more than ever via TV, games, social networks and etc. This makes foreign language teaching and learning inevitable for us. English language has been arguably accepted as the lingua franca, and also it has become one of the symbols of our time, like globalization, economic integration, networking and the internet.

Encouragement and praise is very important for kindergarten learners. Research by Carol Dweck Ph.D professor of Columbia University (now Stanford), reinforced the notion that too much praise is in fact, not always good for children. For over 10 years, Psychologist Carol Dweck and his team studied the effect of praise on students in a dozen New York kindergartens. Her seminal work - a series of experiments on



400 fifth grades found that children praised for being smart or talented to choose easier tasks in the future.

Children who are praised quickly learn pursue only those activities and pursuits that continue to make look smart or talented. Further they easily become approval junkies rather than developing and internalized self-esteem, they learn depend on others to evaluate their worth, and often become paralyzed when that is not forthcoming.

From the parents perspective, over-praised is sometimes a way of perpetuating their children's dependence on them and on their approval. Encouragement as appraisal to praise, allows children a greater degree of control over their world, and an internalized locus of self-worth, children who are encouraged for their efforts come to see themselves in greater control of their success. They are more willing to take risks that will allow them to continue learning and improving. [1;35]

To conclude: In my opinion working with kindergarten learners is more challenging but their enthusiastic, inventive and playful has won me over. Therefore I will try to organize my classroom atmosphere with English as pleasant as possible even if I am aware of the fact there is always room for improvement.

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