

THE USE OF A LEARNER-CENTERED APPROACH IN THE FORMATION AND IMPROVEMENT OF THE ENGLISH VOCABULARY OF PRESCHOOLERS

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Annotation

This article is devoted to the ways and means of forming the vocabulary of the English language among pupils of preschool educational institutions using a learner-centered approach.

Keywords: English, preschoolers, outdoor games, illustrative material, interests, abilities of children, student-centered approach.

Solving existing problems of educating the younger generation as a comprehensively developed personality, bringing the effectiveness of education to modern world requirements, improving the education system taking into account national, universal human values, creating modern programs and teaching aids based on the principles of Uzbek traditions, national identity, culture and rich history is a pressing problem of our time in Uzbekistan. This requires not only the material provision of preschool educational institutions, but also the revision of educational and didactic tools, harmonization of their content and software. We all know that despite the high demand for learning foreign languages, there is still a high demand in preschool educational institutions for teaching aids, curricula, teaching technologies, as well as for highly qualified specialists. To determine the current state of foreign language teaching, methods and means of teaching English vocabulary to preschool children, the level of use of domestic teaching aids in a foreign language, we conducted a survey among teachers of foreign language in preschool institutions. Due to the fact that the survey was conducted in online format, it was attended by 56 teachers of English preschool education from all over the Republic.

The results of our survey showed that all children studying in preschool institutions are interested in learning a foreign language. But unfortunately, teachers of English in preschools are not satisfied with the textbooks created by domestic methodologists. For this reason they have to prepare the material for each lesson on their own. In turn it takes a lot of time for teachers, and printing out teaching material



for every lesson at their own expense is even more of a burden on the shoulders of the teacher and discourages creative approach to their lessons. Only 10.7% of 100% of teachers use instructional materials that have been created in this country.

We fully share the opinion of the teachers who participated in our survey and believe that in order to improve the quality of teaching a foreign language, the number of students in a group should not exceed 12-13. Why in schools, lyceums, higher educational institutions foreign language classes are held in small groups of up to 13 people, while in preschool institutions, where due to their age children make more noise, shouting, learning through moving games, the number of children in a group is 25 people? Sholpo I.L. states that, "lessons with a group of 25 people prove to be ineffective, and even 15 people in a group is a serious challenge for a teacher."¹ He recommends organizing English language groups in kindergartens consisting of five to eight people, as in such groups the teacher can organize joint activities and a common conversation with the children. However, taking into account the fact that preschoolers are often sick during the cold season and often miss classes, the total number of children in each group can be up to ten.² As a result of the experience of E.I. Negnevitskaya, which held classes in English in a group of five to fifteen people, as well as an experiment by I.L. Sholpo in groups of seven to ten people showed that "with such a number of children the duration of the lesson of thirty-five to forty-five minutes (depending on age) does not make children tired and they still have that reluctance to leave, to complete the lesson, which is, as absolutely rightly believed Z.Y.Futerman, necessary for effective learning. It is important only to change the type of activity every five minutes, moving from a moving game to a conversation at a round table; then - to dance, charging; after that to singing a song, etc."³⁴⁵⁶

¹ Сивокос Е.П. Обучение английскому языку детей дошкольного возраста средствами игры в учреждении дополнительного образования детей: Учебно методическое пособие / <https://nsportal.ru/detskiy-sad/raznoe/2013/01/26/kvalifikatsionnaya-rabota-na-temu-obuchenie-angliyskomu-yazyku-detey>, 2019. -18 с.

² Шолпо И.Л. Как научить дошкольника говорить по-английски: Учебное пособие по методике преподавания английского языка для педагогических вузов, колледжей / И.Л. Шолпо. – СПб., 2009.

³ Мозговая Н.Ю. Педагог дополнительного образования в сфере дошкольного иноязычного образования: статья в сборнике трудов конференции., В мире научных открытий / <https://www.elibrary.ru/item.asp?id=23229680>, 2013. – 85 с.

⁴ Негневицкая Е.И. Иностраный язык для самых маленьких: вчера, сегодня, завтра Е.И. Негневицкая // Иностраные языки в школе – 2007. - №6. – С. 20-26.

⁵ Негневицкая Е.И. Язык и дети / Е.И. Негневицкая, А.М. Шахнарович. – М., 2001.

⁶ Футерман З.Я. Иностраный язык в детском саду / З.Я. Футерман. – Киев, 2004.



Moreover, we found that children have difficulties with memorizing new vocabulary and its pronunciation. Learned words in most cases remain in the passive vocabulary and are not used in speech. The reason for all this is the use of the teacher centered approach in the lessons, where the teacher is the center of the learning process. By using this traditional approach in early childhood education, preschoolers do not have the opportunity to spell, answer questions, and actively participate in the learning process. Teachers like to use this method because children are quiet while using it, teachers feel comfortable, confident, and responsible for the classroom. The students always know where to focus their attention - on the teacher. But when this method is used in preschools, all responsibility and success in mastering the learning material will rest on the shoulders of the teacher and depend on his or her competence. Students in this method work alone, missing out on opportunities to share their discoveries with their peers and the important and valuable skill of collaboration is not encouraged by the teacher. Students have less opportunity to develop communication and critical thinking skills, which are the main goal of foreign language learning. We, on the other hand, suggest that foreign language teachers in preschools use the Learner-centered approach (person-centered approach). Unlike the previous teaching method, the Learner-centered approach allows students to develop cooperative and communicative skills. Learner-centered education is an educational system that places the child at the center of the educational process and represents the highest value.⁷ Supporting the use of personality-centered approach in the education of preschoolers S.A. Smirnov reflects the technology of joint creativity, the creation of conditions for maximum development and confidence in their abilities. He presents the following principles of the person-centered approach to teaching preschool children.⁸

Preschoolers tend to be more interested in learning when they can interact with each other and actively participate in their own education. With this method, children can work individually as well as interact with others as part of the learning process. Because of difficulties such as noise or chaos, many teachers refuse to use this method, thereby reducing the effectiveness and quality of what children learn.

⁷ Подласый И.М. Продуктивная педагогика. – М., 2007.

⁸Смирнов С.А., Котова И.Б. Педагогика: педагогические теории, системы, технологии. – М., 2007.



Having analyzed the annual curricula of foreign language teachers in preschool institutions, we found out that in them for mastering one topic children are given only 1-2 lessons, subsequent topics and tasks are not connected with each other, which makes memorization of lexical units difficult for preschool children. In most cases, at each lesson, children do the same kind of exercises in the form of coloring or naming pictures on a card. By performing these tasks, children do not get a further opportunity to use the new words they have learned in speech, which is the reason for their poor memorization. We believe that for successful mastering of new lexical units, new words should be fixed during 6-7 lessons, and the tasks of each lesson should differ from each other. The main type of activity for a preschooler is play activity. On this basis, the teacher must also organize the learning process in play activity. If in the first lesson, children learn and name new words using colorful cards, realities, then in subsequent lessons to consolidate the material, they can perform tasks that include gluing, drawing, sculpting, coloring, movement, logic games, singing songs, finding the right version of the attached, creative tasks, audio tasks, listening to stories and stories that include new words. As a final lesson, the teacher can organize a theatrical performance with the participation of children, in which preschoolers can use new words in their speech. With this type of lesson planning, the success of mastering new vocabulary will be maximized. Games that can be used in English classes with preschool children I.L. Scholpo classifies into competitive, situational artistic and rhythmic-musical.⁹

He categorizes role-playing games, modeling situations of communication on this or that occasion as situational. He divides them into games of reproductive character when children reproduce a typical, standard dialogue, applying it to this or that situation and improvisational games demanding application and modification of various models. The intermediate moment when an element of improvisation is introduced into the reproductive game can (and should) occur.

I.L. Scholpo refers most of the games that promote the assimilation of grammar and vocabulary to competitive games. The winner of such a game is the student who has a better command of the language material. These games may include a variety of board and print games with linguistic tasks, "auctions", crossword puzzles, teamwork games, etc.

⁹ Шолпо И.Л. Как научить дошкольника говорить по-английски: Учебное пособие по методике преподавания английского языка для педагогических вузов, колледжей / И.Л. Шолпо. – СПб., 2009



Traditional games such as songs, dances and roundelays, where participants must choose a partner, the author refers to the rhythm and music games. Thanks to the rhythm-music games preschoolers not only learn communication skills, but also immerse themselves in a foreign language atmosphere, improve phonetic, vocabulary and grammar skills.

Another type of play is creative/artistic play. This type of play is divided into three types. The first type of creative play is dramatization. In it, the child plays a small role-play, skits in a foreign language. The second type of creative play is a pictorial game. Pictorial play may include applique, origami, graphic dictation, etc. The third type of creative play is a word-creative game. It can include the collective composing of small stories, selection of rhymes, etc.

Between situational improvisational games and creative dramatization, there is such an activity as improvisation on the theme of a well-known fairy tale already played in a settled form.¹⁰

Organization of the educational process, using the above-mentioned educational games and increasing not the quantity, but the quality of the taught topics will certainly have a positive impact on the assimilation of the taught material.

We all know about the influence of the native language on the studied foreign language. Given the variety of word order, intonation, accents in the word, the absence of some sounds of the foreign language in the native language, sometimes it is difficult for us to pronounce words correctly. However, if teachers of a foreign language have the opportunity to correct their speech using modern dictionary apps, allowing you to hear the correct pronunciation of words, look at the transcription of the word, listening to songs and movies in a foreign language, preschoolers do not have this opportunity. The teacher and his speech is for him the benchmark, to which they must be equal. That's in the early stages of learning children quickly absorb new material, they are peculiar imitation, which helps, on a subconscious level, postpone the newly acquired knowledge. In teaching children a foreign language, it is necessary to remember that "the psychological and pedagogical concept on which the teaching of foreign languages in different countries, based on the existing until

¹⁰ Нейман С.Ю. Перспективы развития системы непрерывного образования в новых социально-экономических условиях: монография / Нейман С.Ю., Буренкова С.В., Груенко С.Е., Дальке С.Г., Долгова Т.В., Кожевникова И.Ю., Охотникова Е.П., Певцова В.А., Сохрякова Е.С. Федеральное государственное бюджетное образовательное учреждение высшего профессионального образования Омский государственный институт сервиса (Омск), 2015. – 240 с.



recently, the theory of acquisition of the child language.¹¹ According to this theory, the child learns language as a result of imitating the speech of adults, imitative way without purposeful learning. Because of this, preschool children will consider even the incorrect speech of the teacher as correct and repeat after it. The teacher's mispronounced words will stay with the child until he or she grows up and become a "habit." Even after hearing and understanding incorrect pronunciation at a mature age, it will be very difficult for them to forget what they have learned and correct themselves. Given the importance of correct pronunciation, a foreign language teacher must work on himself. Before teaching new words to children, the teacher should make sure he or she has the correct pronunciation, using transcriptions or modern dictionaries. Moreover, the teacher should use more audio tasks, songs and videos in the classroom, through which students will be able to immerse themselves in a foreign language atmosphere, learn to listen to a foreign language and have the opportunity to hear clear foreign speech.

Moreover, before pronouncing a phrase, the teacher must be sure of its correctness, as well as do everything so that his speech was understood by preschoolers. In order to accomplish this, the following must be taken into account:

1) the expression that the teacher used in the first lesson, or the first time, must be used in the same form in the following lessons. It is not allowed to use a synonym, an analogue or translation of the expression in the native language in order to avoid difficulties in the perception and memorization of preschool children. For example, if the teacher used the phrase: jump please, the next time he/she should not replace it with: will you jump, no Aziz will jump, etc., but use the first form of the expression because it leads to interference of all the constructions.

Pronunciation of the same phrases in different ways can cause difficulties in understanding and memorizing by preschoolers, for this reason the teacher should try to use the phrases in the same way in each class. Moreover, the teacher, when working with preschool children, should slow down his or her pace of speech a little, making pauses where necessary and pronouncing words clearly and with expression.

2) The teacher should try to make the children understand not only the general meaning of the phrase she has said, but also be able to absorb and understand the meaning of each word-each part of the expression used.

¹¹ Ткаченко Р.Г., Роговская Б.И. Карлайл М.С. «О речи учителей на уроке»: Ж. «Иностранные языки в школе».



To achieve this, the teacher should say the new phrase clearly and expressively for two or three times, and then he or she can ask the children what the phrase might mean. For a better explanation, the teacher can use bright pictures, realities. The teacher can use colorful pictures, drawings, movements imitating the action of the expression or the realities of objects. If even after these explanations the preschooler cannot understand the meaning of the expression, it is possible to use the translation of the word in the native language, paying attention to the familiar to the children words and parts of the expression or to imagine with the children the situation in which the phrase can be used.¹²

As the last question of the survey, we asked preschool foreign language teachers to describe what, in their opinion, would contribute to the formation and improvement of vocabulary in the classroom, and what they would like to see in modern preschool educational institutions. Most teachers responded that creating new textbooks that meet current global requirements for teaching foreign languages, and that take into account Uzbek traditions and culture will make it easier to prepare teachers for the learning process and to conduct lessons at a high level. Also, opinions were expressed about holding seminars and workshops for teachers, where they can share knowledge with their colleagues and get new knowledge necessary to organize interesting lessons. Moreover, they admitted that the lack of a study room to conduct English classes is another obstacle to effective, quality lessons. They conditioned it on the fact that they use visual materials in the form of posters, drawings and banners to create a foreign-language atmosphere in English lessons. Moreover, in every lesson they use audio materials, watch educational cartoons in English with children, sing and dance together with the characters. But unfortunately not every room is equipped with the necessary multimedia equipment. For this reason, teachers have to carry posters, banners and speakers to every lesson.

Thus, the creation of new complex teaching aids based on the centuries-old experience of the leading countries of the world and taking into account the rich culture, traditions and identity of the Uzbek people, including a teacher's book with a step-by-step lesson planning and including didactic games, varied tasks, assessment sheets to evaluate and determine each student's progress, A teacher's book and a book for students, audio materials with songs and audio exercises, stories

¹² Ткаченко Р.Г., Роговская Б.И. Карлайл М.С. «О речи учителей на уроке»: Ж. «Иностранные языки в школе».



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and stories that include the lexical units learned in class, and colorful visual aids to help preschoolers build and improve their English vocabulary. As practical measures, we also propose to reduce the number of students in English classes by dividing the group into two and allocating rooms in each preschool educational institution for foreign language classes, which will be equipped with the necessary technical base. Moreover, the organization of the educational process in accordance with the State curriculum "First Step", the creation of a unified state curriculum for the English language for preschool educational institutions, paying more attention not to the quantity but to the quality of the topics based on the post-occupation and consolidation of the curriculum, the organization of lessons using a person-centered approach will certainly raise the English language in preschools to a new level.



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