



## EFFECTIVE PEDAGOGICAL APPROACHES FOR PRESCHOOL LEARNERS

*Fayzullayeva Qunduzoy Maqsudbek Qizi*

*Uzbekistan State World Languages University, a student*

**Annotation.** *This article explores effective pedagogical approaches for preschool learners, emphasizing play-based learning, storytelling, songs, and interactive methods. It highlights Total Physical Response (TPR), visual aids, and culturally responsive teaching as key strategies in language acquisition. The study also examines the impact of learner-centered environments and explicit instruction in fostering cognitive and social growth.*

**Key Words:** *Preschool education, language acquisition, play-based learning, storytelling, Total Physical Response, visual aids, early childhood development.*

### Introduction

Effective pedagogical approaches in preschool education are pivotal in shaping children's cognitive, social, and emotional development. A prominent method is the child-centered approach, which emphasizes tailoring educational experiences to individual children's interests and developmental stages. This strategy fosters autonomy and intrinsic motivation, allowing children to actively engage in their learning processes. Arabboyeva highlights the significance of this approach in Uzbekistan's preschool system, noting its role in promoting active learning and emotional development (Arabboyeva M. D., 2024, pp. 172-6).

Teaching English to pre-school learners, particularly six-year-old children, requires pedagogical approaches that align with their cognitive, social, and linguistic development. Various studies emphasize the importance of play-based learning, storytelling, songs, and interactive methods in fostering language



acquisition among young learners. These approaches enhance engagement and motivation while providing a natural learning environment.

*Play-based learning* has been widely recognized as an effective strategy for early childhood education, including language acquisition. According to Vygotsky's (Vygotsky, L. S., 1978) socio-cultural theory, children learn best through social interaction and play. In the context of English language learning, play allows children to practice vocabulary and communication skills in a low-pressure environment. Research by Pinter (Pinter, A., 2017) highlights that structured and free play activities, such as role-playing and language games, support vocabulary retention and improve pronunciation. Through play, children develop language, problem-solving skills, and social competencies. Ergasheva (2024) discusses the integration of play-based education in Uzbekistan, emphasizing its effectiveness in fostering cognitive and social growth.

### **Main body**

Practical applications of play-based learning in language development include activities like “*sign spotters*”, where children recognize letters on road signs during car rides, and clapping and counting syllables in words, which enhances phonemic awareness. Another engaging activity is “*chop it up*”, where children break down simple words into individual sounds using physical motions, aiding in phonics and spelling skills ([https://www.theguardian.com/commentisfree/2025/mar/20/clap-and-count-chop-it-up-how-to-boost-your-childs-literacy-in-playful-ways?CMP=share\\_btn\\_url](https://www.theguardian.com/commentisfree/2025/mar/20/clap-and-count-chop-it-up-how-to-boost-your-childs-literacy-in-playful-ways?CMP=share_btn_url)). These methods are not only educational but also enjoyable, encouraging ongoing learning and interaction.

The National Literacy Trust emphasizes that play is fundamental to young children's language development. Through play, children can express their thoughts, ideas, and feelings, building essential communication skills. Imaginative play, such as role-playing different characters, allows children to imitate language and behaviors they observe, giving them confidence to use new vocabulary in



everyday situations (<https://literacytrust.org.uk/blog/the-power-of-play-to-boost-early-language/#:~:text=Play%20enables%20children%>). Outdoor play also provides rich opportunities for language development, as children often communicate differently when outside—using freer, louder voices—and are eager to share and talk about their discoveries.

Storytelling is another effective method for teaching English to pre-school learners. Research suggests that stories provide contextualized language input, helping children understand and remember new words and phrases. Storytelling also stimulates imagination and cognitive development while reinforcing listening and comprehension skills. Cameron (2001) argues that incorporating repetitive and rhythmic patterns in stories aids language retention, making them an essential tool for pre-school educators. There are some practical implementation examples of storytelling in teaching English to preschool learners:

- 1. Interactive storytelling with props and puppets:** Using puppets, toys, or visual props while narrating a story helps children engage with the content and improves comprehension. For example, when telling the story of *The Very Hungry Caterpillar*, the teacher can use felt cutouts of the caterpillar and different fruits. As the story progresses, children can place the correct food items next to the caterpillar, reinforcing vocabulary such as “apple”, “pear”, and “plum” while also grasping the concept of sequencing.
- 2. Role-playing and dramatization:** Encouraging children to act out parts of a story can make learning interactive and memorable. After reading *Goldilocks and the Three Bears*, children can take turns playing different roles, using phrases like “This porridge is too hot!” or “Who’s been sitting in my chair?” This approach improves speaking skills, confidence, and social interaction while making language learning fun.
- 3. Story retelling with picture cards:** Teachers can use illustrated flashcards depicting key moments from a story. After narrating *Little Red Riding Hood*, the



teacher can mix up picture cards and ask children to place them in the correct order while retelling parts of the story in simple English. This activity reinforces sequencing, listening comprehension, and new vocabulary.

4. **Sound and rhythm-based storytelling:** Since repetitive and rhythmic patterns aid retention (Cameron, L., 2001. — p. 64), stories like *Brown Bear, Brown Bear, What Do You See?* can be accompanied by rhythmic clapping or simple actions for each phrase. Children can chant along with the teacher, reinforcing new words through movement and sound patterns.
5. **Digital storytelling with animated videos:** Incorporating digital storytelling tools like animated story apps (e.g., *StoryWeaver* or *Book Creator*) allows preschoolers to engage with stories through colorful visuals and interactive elements. Teachers can pause the video at key moments, ask prediction questions, and encourage learners to describe what they see, improving their ability to form sentences.
6. **Personalized storytelling with children's names:** Creating personalized stories where children's names appear as characters can make storytelling more relatable and engaging. For example, a teacher could tell a simple story like, "One day, Emma found a magic hat. She put it on and said, 'Abracadabra!' Suddenly, she could fly!" This encourages participation and reinforces sentence structures in a meaningful way.

Songs and rhymes have also been proven to facilitate English language learning among young children. Murphey (1992) states that music and rhythm enhance memory and pronunciation, making learning enjoyable and effective. Songs provide natural repetition, which is crucial for language acquisition. According to Shin and Crandall (2014), action songs that involve movement help in associating words with meanings, reinforcing comprehension. Practical implementation of using *songs and rhymes* in preschool English language learning can take various engaging and interactive forms:



1. **Morning routine songs** – Teachers can integrate simple English songs into daily routines. For example, starting the class with the “*Hello Song*” (e.g., *Hello, Hello! Can you clap your hands?*), where children greet each other using different expressions like “Good morning” and “How are you?” This repetition helps reinforce greetings and common phrases in an engaging way.
2. **Action songs for vocabulary building** – Using songs that incorporate movement helps children associate words with actions. For example, “*Head, Shoulders, Knees, and Toes*” teaches body parts, while “*If you're happy and you know it*” introduces emotions. When children physically respond to the words (touching their heads or clapping their hands), they reinforce meaning through multisensory learning.
3. **Phonics and alphabet learning with songs** – Rhyming songs such as “*The ABC Song*” or “*Phonics Song*” introduce letter sounds and improve pronunciation. Singing “B is for ball, b-b-ball” allows children to connect letters with objects, making phonetic learning fun and memorable.
4. **Story-based songs for contextual learning** – Teachers can use rhyming songs to narrate simple stories, such as “*The Wheels on the Bus*” or “*Old MacDonald Had a Farm*”, where children repeat and act out parts of the song. This helps with sentence structures and word associations in a meaningful context.
5. **Sing-and-respond games** – Activities like “*What’s the weather like today?*” (sung to a familiar tune) encourage interaction. Teachers can ask, “What’s the weather like today?” and children respond by singing, “*It’s sunny and bright today!*” This approach engages children in spontaneous speaking practice.
6. **Lullabies and soothing songs for listening comprehension** – Playing slow, repetitive songs such as “*Twinkle, Twinkle, Little Star*” helps children focus on pronunciation and intonation while developing listening comprehension skills. Teachers can encourage them to sing along or fill in missing words from the lyrics.





By integrating these activities, teachers make English learning fun, interactive, and memorable, reinforcing vocabulary, pronunciation, and comprehension through natural, engaging repetition.

Interactive and multimodal teaching methods, including *Total Physical Response (TPR)*, have been widely recommended for young learners. TPR, developed by Asher (1969), involves combining physical actions with language input, which enhances understanding and memory. Studies by García-Sánchez (2020) indicate that this method is particularly beneficial for pre-school learners as it reduces anxiety and allows them to respond to language cues physically before verbalizing. Practical implementation examples of interactive and multimodal teaching methods (TPR) for preschool learners:

1. **Action-based storytelling:** Teachers can integrate TPR into storytelling by assigning physical actions to key words in a story. For example, while reading *The Very Hungry Caterpillar*, children can pretend to munch food by moving their hands to their mouths when they hear the word "eat" or curl up like a cocoon when the caterpillar is "sleeping." This approach reinforces vocabulary comprehension and engages children physically in the learning process.
2. **Simon Says with a language twist:** A classic game like "Simon Says" can be adapted to teach new vocabulary. Instead of just saying, "*Simon says touch your nose*," teachers can introduce English words related to animals, body parts, or actions. For instance, "*Simon says hop like a rabbit*" or "*Simon says wave goodbye*" encourages children to associate movement with meaning, reinforcing language acquisition in an enjoyable way ([https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson/articles/total-physical-response-tpr?utm\\_](https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson/articles/total-physical-response-tpr?utm_)).
3. **Action songs and chants:** Songs like *Head, Shoulders, Knees, and Toes* or *If You're Happy and You Know It* incorporate movement with words, making it easier for children to remember new vocabulary. Studies have shown that



integrating gestures and music helps improve memory retention and pronunciation.

4. **Classroom instructions with gestures:** Teachers can use TPR techniques during daily routines by pairing verbal instructions with gestures. For example, when saying, "*Stand up*," they can raise their hands; for "*Sit down*," they can lower their hands. Over time, children will recognize the instructions through actions before fully verbalizing them.
5. **Interactive role-playing:** Young learners can act out everyday scenarios, such as going to the market or visiting a doctor. A teacher might say, "*Pick up the apple and put it in your basket*," prompting students to physically perform the action while learning vocabulary related to food and shopping.
6. **Obstacle course with commands:** Teachers can create an obstacle course where children must follow verbal instructions to move through different stations, such as "*Jump over the red circle*," "*Crawl under the table*," or "*Spin like a ballerina*." This not only develops listening skills but also strengthens coordination and comprehension.
7. **Animal actions game:** Children can imitate animal movements while learning related vocabulary. For example, when the teacher says, "*Fly like a butterfly*," students flap their arms; for "*Slither like a snake*," they wiggle their bodies. This method makes learning dynamic and fun.

By incorporating these interactive and multimodal techniques into the preschool classroom, educators can enhance engagement, memory retention, and language acquisition in a natural and enjoyable way.

Additionally, visual aids and realia play a crucial role in supporting English language instruction. Young learners rely heavily on visual input to comprehend new vocabulary. Studies by Brewster, Ellis, and Girard (2002) suggest that using flashcards, puppets, and real-life objects makes learning more concrete and relatable for pre-schoolers. These materials also help in developing associative



learning, where children link words to objects and actions naturally. By incorporating visual aids and realia in preschool English instruction, teachers create an engaging, interactive, and memorable learning experience that aligns with young learners' natural way of acquiring language as for example with:

**1. Flashcards for vocabulary building:** Teachers can use flashcards with images of common objects (e.g., animals, fruits, household items) to introduce new words. For example, during a lesson on animals, the teacher displays a flashcard of a cat while saying "cat" aloud. To reinforce learning, children can engage in a matching activity where they pair flashcards with toy animals. This method helps in strengthening word-object associations and improving memory retention.



**2. Puppet-assisted storytelling:** Puppets can be used to enhance listening and speaking skills by making storytelling sessions more interactive. For instance, a teacher using a teddy bear puppet can introduce itself by saying, "Hello, I am Teddy! I like apples." Children can then respond and participate in a dialogue, practicing simple phrases such as "Hello, Teddy!" or "I like bananas." This approach fosters engagement, encourages turn-taking in conversations, and boosts confidence in speaking English.







- 3. Using real objects (realia) in theme-based lessons:** In a lesson about food, the teacher can bring real fruits and vegetables instead of just showing pictures. Children can touch, smell, and even taste the items while learning their names in English. Activities like a "shopping role-play" where students pick up an apple and say, "I want an apple, please," help connect language learning with real-life experiences, making it more meaningful and enjoyable.



**4. Interactive labeling around the classroom:**

Teachers can label classroom objects (e.g., door, chair, table, window) with corresponding words. During a "find and touch" game, the teacher says, "Touch the window," and students run to the labeled

object. This hands-on method strengthens word recognition and reinforces vocabulary through movement and association.

- 5. Acting out verbs with real objects:** To teach action verbs, teachers can use real objects combined with movement-based learning. For example, giving a ball to a child and saying, "Throw the ball!" or handing a book and saying, "Open the book!" allows learners to physically engage with the words. This method is effective





for kinesthetic learners who benefit from hands-on experiences.

- 6. Weather chart with real-life observation:** Instead of only teaching weather vocabulary through pictures, teachers can take students outside to observe the



sky. Holding up a sun cutout while pointing at the sun and saying, "It is sunny today!" helps children make direct associations between words and their meanings. They can then place realia (cotton for clouds, a small bottle of water for rain) on a weather chart, reinforcing their understanding through multisensory learning.

While structured teaching approaches are valuable, research emphasizes the importance of a *learner-centered environment* where children actively participate in the learning process. Piaget's (1951) constructivist theory suggests that children learn through exploration and interaction with their surroundings. For six-year-olds, activities such as hands-on projects, interactive storytelling, and collaborative tasks encourage engagement and deeper language processing (Nunan, 2011).

Culturally responsive teaching practices are also essential, especially in diverse societies. Integrating national cultural awareness into the curriculum helps children develop a sense of identity and belonging. Muxtorova and Xursanova (2024) explore strategies for embedding cultural content in preschool settings, such as storytelling and cultural celebrations, to enhance cultural understanding and empathy among young learners. Practical implementation examples:



**1. Storytelling with local folktales:** Teachers can incorporate traditional stories,



myths, and folktales from different cultures into classroom activities. For example, in Uzbekistan, stories like "*Alpomish*" or "*Nasreddin Hodja*" can be used to teach moral values and language skills simultaneously. Children can participate by acting out parts of the story, drawing scenes, or retelling the story in their own words.

**2. Cultural celebration days:** Schools can organize events where children

experience different cultural traditions, such as *Navruz in Central Asia* or *New year in Russia*. Activities can include dressing in traditional clothing, tasting cultural foods, and learning simple phrases from different languages spoken in the community.



**3. Multilingual learning corners:**

Creating a classroom corner with books, posters, and labels in multiple languages spoken by the children in the class fosters an inclusive environment. For example, in a diverse classroom where children speak *Uzbek*, *Russian*, and *English*, having *bilingual storybooks* and greeting charts in each language helps validate all linguistic backgrounds.

**4. Music and dance integration:** Teachers can introduce songs and dances from different cultures to engage children in language learning. Singing nursery rhymes in multiple languages or teaching simple traditional dances, such as the





Uzbek *Lazgi*, can be a fun way to enhance language skills while celebrating cultural heritage.

Explicit instruction, characterized by clear, direct teaching methods, has been identified as particularly effective in improving literacy and numeracy skills among preschoolers. In language learning, the adoption of explicit instruction has led to significant improvements in educational outcomes, especially among disadvantaged students. This approach involves clear explanations, demonstrations, and repetitive practice, ensuring foundational skills are solidly established. For example:

- 1. Phonics-based reading instruction:** Teachers can use systematic phonics programs where children learn letter sounds through direct instruction before blending them into words. For example, the teacher might explicitly teach the “b” sound, show how it connects with “a” and “t” to form “bat”, and then encourage children to read similar words.



- 2. Step-by-step writing practice:** In early writing instruction, teachers can demonstrate how to form letters correctly by modeling on a board, having students trace letters, and gradually allowing them to write independently. Repetitive practice ensures mastery of handwriting and letter recognition.



**3. Daily vocabulary building with visual aids:** Teachers can introduce new vocabulary words daily using picture cards, real-life objects, and clear explanations. For instance, when teaching food-

related words, showing real fruits and vegetables, naming them, and having children repeat them can reinforce learning.

**4. Sentence framing with structured drills:** To improve sentence-building skills, teachers can use sentence frames where children fill in missing words. For example, a teacher might start with, "I see a \_\_\_\_," and children complete the sentence with words like "cat," "dog," or "tree." This helps develop sentence structure and fluency.

## Conclusion

In total, effective pedagogical approaches for teaching English to pre-school learners, particularly six-year-olds, involve play-based learning, storytelling, songs, interactive methods, and the use of visual aids. These methods align with children's cognitive and linguistic development, making language learning a natural and enjoyable process. Further research and practical applications continue to refine these strategies to ensure young learners acquire English effectively.

## The List of Used Literatures

1. Arabboyeva Mubinabonu Doniyor kızı. "SCIENTIFIC METHODS OF PRESCHOOL PEDAGOGY: THE SYSTEM OF PRESCHOOL ORGANIZATION IN UZBEKISTAN ". ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, vol. 60, no. 2, Dec. 2024, pp. 172-6, <https://scientific-jl.org/obr/article/view/7594>.
2. Asher, J. The Total Physical Response Approach to Second Language Learning. // The Modern Language Journal, 53(1), 1969. — pp. 3–17.





3. Cameron, L. Teaching Languages to Young Learners. — Cambridge University Press, 2001.
4. García-Sánchez, S. The Impact of TPR on Young English Learners: A Case Study. // Language Learning Journal, 48(4), 2020. — pp. 401–418.
5. Murphey, T. Music and Song. — Oxford University Press, 1992. — 140 p.
6. Muxtorova Zarrina Sultonovna, and Xursanova Sabina Sanjarovna. “FACILITATING THE DEVELOPMENT OF NATIONAL CULTURAL AWARENESS IN PRESCHOOL EDUCATION: STRATEGIES AND APPROACHES”. Uzbek Scholar Journal, vol. 27, Apr. 2024, pp. 39-43, <https://uzbekscholar.com/index.php/uzs/article/view/902>.
7. Shin, J. K., and J. A. Crandall. 2014. Teaching young learners English: From theory to practice. Boston: National Geographic Learning/Cengage Learning. —. eds. 2015. Welcome to our world. Boston: National Geographic Learning/Cengage Learning
8. Pinter, A. Teaching Young Language Learners. — Oxford University Press, 2017. — 272 p
9. Vygotsky, L. S. Mind in Society: The Development of Higher Psychological Processes. — Harvard University Press, 1978. — 159 p.
10. SCIENTIFIC METHODS OF PRE-SCHOOL PEDAGOGICS: THE SYSTEM OF PRESCHOOL ORGANIZATION IN UZBEKISTAN. (2024). Modern Education and Development, 15(5), 198-216. <https://scientific-jl.org/mod/article/view/4779>
11. [https://www.theguardian.com/commentisfree/2025/mar/20/clap-and-count-chop-it-up-how-to-boost-your-childs-literacy-in-playful-ways?CMP=share\\_btn\\_url](https://www.theguardian.com/commentisfree/2025/mar/20/clap-and-count-chop-it-up-how-to-boost-your-childs-literacy-in-playful-ways?CMP=share_btn_url)
12. <https://literacytrust.org.uk/blog/the-power-of-play-to-boost-early-language/#:~:text=Play%20enables%20children%20to%20practice,acquiring%20and%20encouraging%20language%20development.>
13. [https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson/articles/total-physical-response-tptr?utm\\_](https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson/articles/total-physical-response-tptr?utm_)