



**METHODICAL SKILLS IN TEACHING ENGLISH TO
PRESCHOOL CHILDREN**

*Andijan State Institute of Foreign Languages Faculty of English Language
and Literature, Foreign Language Department*

*Scientific Supervisor: **Diyorakhon Shamsuddinova***

*Student: **Mamatkarimova Mohimbonu***

2025

Abstract: *This article explores effective methodological approaches to teaching English to preschool children. It emphasizes the importance of age-appropriate strategies such as the use of visual aids, songs, Total Physical Response (TPR), storytelling, and interactive games. The paper outlines how these techniques align with the cognitive and emotional development of young learners and highlights the teacher's critical role in fostering a supportive and engaging language environment.*

Keywords: *Preschool education, English language teaching, early childhood learning, teaching methods, Total Physical Response, storytelling, visual aids, language games*

Main Part

1. Introduction

Teaching English to preschool-aged children (typically aged 3 to 6) is a unique challenge that demands creativity, patience, and specific pedagogical strategies. Unlike older students, preschoolers learn primarily through sensory experience, movement, and play. Understanding their developmental stage is essential for planning effective lessons.

2. Understanding the Learners

Young children have short attention spans and require constant stimulation. Their learning is closely tied to play and imitation. This means lessons should be filled



with activities that involve visuals, songs, stories, and movement to maintain engagement and encourage participation.

3. Key Methodical Skills

3.1 Use of Visual Aids and Realia

Flashcards, colorful books, toys, and real-life objects help create associations between words and concepts. These tools also support visual memory, which is dominant in young learners.

3.2 Songs, Rhymes, and Chants

Music is an excellent tool for teaching pronunciation, rhythm, and vocabulary. Repetition through songs makes it easier for children to remember phrases and enjoy the learning process.

3.3 Total Physical Response (TPR)

This kinesthetic approach links actions with language. For example, when teaching the word “jump,” the teacher and students perform the action. This connection between language and body movement aids understanding and retention.

3.4 Storytelling and Role-play

Stories provide context and emotional connection. Teachers can use puppets or props and invite children to act out simple parts of the story. This promotes both comprehension and active language use.

3.5 Games and Interactive Activities

Interactive games like “Simon Says” or vocabulary bingo are not only fun but also reinforce vocabulary and sentence structures. Games support memory, motivation, and social interaction.

3.6 Positive Reinforcement

Reward systems such as stickers or verbal praise motivate children and build confidence. Positive reinforcement encourages children to participate without fear of making mistakes.

4. The Teacher’s Role

The teacher is a guide, motivator, and role model. A warm and positive approach builds trust. Teachers should speak clearly, use gestures, and frequently



repeat key language patterns. Maintaining a consistent classroom routine provides comfort and helps children feel secure.

5. Conclusion

Teaching English to preschoolers requires a balance of structure, creativity, and sensitivity to children's developmental needs. Methodical techniques like TPR, visual aids, storytelling, and play-based learning can make language acquisition both effective and enjoyable. When teachers create a fun, immersive environment, they lay the foundation for future language success.

REFERENCES

1. Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge University Press.
2. Brewster, J., Ellis, G., & Girard, D. (2002). The Primary English Teacher's Guide. Penguin English.
3. Slattery, M., & Willis, J. (2001). English for Primary Teachers: A Handbook of Activities & Classroom Language. Oxford University Press.
4. Asher, J. J. (1977). Learning Another Language Through Actions: The Complete Teacher's Guidebook. Sky Oaks Productions.
5. Pinter, A. (2006). Teaching Young Language Learners. Oxford University Press.