

MODERN METHODS OF TEACHING FOREIGN LANGUAGES

Pulatova Moxigulxon Ilxomjon qizi

Student of Andijan state foreign language institute

Supervisor; Egamberdiyeva Irodaxon

Teacher of Andijan state foreign language institute

Annotation: This article discusses how to effectively conduct the process of teaching foreign languages, particularly in preschool and primary education, using modern technologies and engaging, simple methods that are suitable for children. It also highlights the methodological tools currently applied in our country to improve the quality of education.

Keywords: preschool education, primary education, method, methodology, game, modern technology, foreign languages.

It is well known that language proficiency has become a requirement of our time. Regardless of one's profession—be it a teacher, architect, doctor, or entrepreneur—knowledge of foreign languages is becoming essential in every field. In particular, English, which is becoming a global language, can be seen in almost every aspect of life. There are several reasons for this. For instance, almost all programming languages and applications of computers, phones, and other technologies are created in English. Moreover, a large number of official documents are conducted in English around the world.

Therefore, in our country, many reforms have been implemented in the field of education, especially in foreign language teaching, and they are yielding positive results. Previously, English was taught from the 5th grade, but now it is taught not only from primary school but even in preschool institutions—i.e., in kindergartens—through games, making it more engaging for young children. As a proverb in our culture says, "Knowledge gained in youth is like a pattern engraved on stone." Preschool and primary school students have strong memory capabilities. This is the exact period when they are most receptive to information, and what they learn at this stage remains with them for life.

However, in teaching younger children, the teacher's methodology and approach play a crucial role. The teacher must be able to engage the student and teach in an accessible way. Since young children tend to have short attention spans, keeping them focused can be challenging. Therefore, educators and teachers need to use the following methods:

WORKING THROUGH VISUAL AIDS, POSTERS, AND BOOKS

In rural areas, primary school students often grow up far from an English-speaking environment, and their thinking remains abstract. Their learning process is heavily reliant on emotions. For this reason, in teaching English to preschool-aged children, teachers use simple methods that make full use of the surrounding objects, flashcards, and other teaching materials.

For example, when teaching words like “banana” and “apple,” teachers can show real fruits and at the same time introduce color-related vocabulary. In order to organize engaging lessons, they teach the use of objects in the classroom in a foreign language.

Of course, the teacher’s methodology plays a significant role in using such tools. For instance, when teaching specific vocabulary, the teacher first shows the object and encourages the child to say the word. Then, students repeat the pronunciation, and to reinforce the word, the teacher uses flashcards with pictures and makes them repeat the word again. To teach vocabulary, teachers define the content of the text and, to capture students’ attention, pronounce the words together with the children and draw pictures of the words on the board to make the lesson more engaging.

In the process of learning a foreign language, children begin to develop listening, speaking, reading, and writing skills in that language. At the same time, their worldviews expand, and their memory, thinking, and logical abilities are enhanced. Young learners primarily acquire language through hearing and speaking. Listening serves as the foundation for speech development. If a child listens carefully to the teacher’s speech, they will imitate their pronunciation, tone, and rhythm. These factors help them master the language more quickly and naturally.

TEACHING THROUGH GAMES AND SONGS

It is important to remember that children love playing. Especially at a young age, their world revolves around games. That’s why incorporating playful activities into foreign language lessons significantly increases interest and effectiveness. Through games, students are actively involved, their attention is focused, and they absorb vocabulary and structures unconsciously, without stress or pressure. One effective method is the “Simon Says” game, which helps students learn imperative commands in English. For example, commands such as “Sit down,” “Stand up,” “Clap your hands,” “Touch your nose,” and so on are learned through movement and fun.

Songs are also powerful tools for teaching vocabulary, pronunciation, and sentence patterns. Children love repeating catchy tunes, and repeating them helps reinforce language learning. Songs also improve listening skills and make students more confident in speaking.

USING DIGITAL TECHNOLOGIES

Modern digital tools have become an integral part of language teaching. Various online platforms, apps, and educational games—such as YouTube Kids, Lingokids, ABCmouse, and interactive whiteboards—are widely used in preschool and primary education. With these tools, teachers can present information in a more colorful, engaging, and child-friendly way.

For example, animated videos and cartoons in English are particularly useful in developing listening and comprehension skills. Children not only hear native pronunciation but also see how words are used in context, helping them better understand meaning.

CONCLUSION

In conclusion, teaching foreign languages to preschool and primary school students using modern and engaging methods greatly enhances the learning process. Methods such as visual aids, games, songs, and digital tools make lessons more effective and enjoyable. Teachers must be creative, patient, and skillful in choosing methods suitable for young learners. It is only through such tailored approaches that students can build a strong foundation in foreign languages, especially English.

Moreover, fostering interaction between the teacher and learners plays a crucial role. The teacher's speech acts as a model and a communicative bridge, helping to create a positive classroom environment where learners feel safe to express themselves. Encouraging communication through everyday classroom language, praise, and interactive tasks lays the groundwork for strong oral skills.

Ultimately, the success of language instruction at early stages depends not only on the materials used but also on the teacher's enthusiasm, professional competence, and ability to adapt methods to students' needs. With consistent, thoughtful, and student-centered approaches, young learners can develop a solid linguistic foundation that supports further learning in later stages.

REFERENCES:

1. Brewster, J., Ellis, G., & Girard, D. (2002). *The Primary English Teacher's Guide*. Penguin English.
2. Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
3. Pinter, A. (2006). *Teaching Young Language Learners*. Oxford University Press.
4. Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for Language Learning* (3rd ed.). Cambridge University Press.
5. Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson Education.

6. Brown, H. D. (2007). Principles of Language Learning and Teaching (5th ed.). Pearson Longman.
7. Moon, J. (2000). Children Learning English: A Guidebook for English Language Teachers. Macmillan Education.
8. Linse, C. T., & Nunan, D. (2005). Practical English Language Teaching: Young Learners. McGraw-Hill.

