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**GRADUATION PAPER**

**on the theme: “Organizing teaching English to Pre-school children”**

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## INTRODUCTION

Since the early years of independence, the government has made education a national priority, providing free compulsory education for all children and adopting the EFA goals as its national targets for educational improvement. The Law on Education was revised to more explicitly advocate for the rights of the child and affirm its commitment to providing free compulsory education for all children. The law also addresses the need for pre-school and child protection.[32]

Access to early childhood care and education (ECCE) remains a concern. Only about 20% of children aged 3-5 are attending pre-school, which is below the pre-independence level, although the government estimates that 50% will be enrolled as a result of a newly passed resolution. Similarly, children are often enrolling in school at ages beyond the minimum starting age. These figures show that Uzbekistan is currently behind on EFA Goal 1 - expanding access to ECCE - although the government is making progress. Preschool is now included in the government's welfare program to make children more school-ready.

Teaching foreign languages in Uzbekistan has become very important since the first days of the Independence of our country which pays much attention to the rising of education level of people, their intellectual growth. As our First President I.A.Karimov said: “Only a truly educated person can highly value human dignity, preserve national values, enhance national self-consciousness, selflessly fight to be able to live in a free society so that our independent nation would assume its due and authoritative place in the world community.”[2, 31]

Educational system is regulated by the Law of the Republic of Uzbekistan “On education” and consists of: pre-school education; general secondary; secondary special and vocational; undergraduate, graduate education; in-service training and re-training of human resources; extracurricular education.

Pre-school education is meant to form a healthy and developed personality of a child, prepare for systematic education.

Pre-school education is provided by state-run and non-state tuition-fee based children's pre-school institutions.

Pre-school educational institutions offer general educational curricula of pre-school education with various foci and provide care, supervision, health improvement, upbringing and education of children under 7.

Contemporary pre-school education in Uzbekistan is a primary link in the system of continuous education and is built on the principles of catering to the needs of parents and child's personality, underpinning of intellectual, creative, aesthetic, and physical development of a personality, boosting the interests and motives of systematic education.

As of early 2005, pre-school education system in the country consisted of 6,603 institutions of various forms and types encompassing 575,100 children or 18.4 percent of children at the age of 1-6.[32]

In order to ensure continuity of pre-school and primary education, 193 "school- kindergarten" complexes were established, and under this organizations opened 73 household- based kindergartens hosting 1,249 children.

The majority of teachers found the concepts that underpin the communicative approach attractive and the activities that were considered effective in motivating students to use English in interactions resembling real communication outside the classroom. English trainers all over the world have been engaged in similar debates in staff rooms and in solitude searching at the end of a day of teaching.

Sometimes it can feel as if teachers are caught in a perpetual cycle of questioning the effectiveness of anything teachers try in classrooms. Teachers are motivated to look for the best language teaching method that will provide students with the English language skills they need.

The theme of the graduation work is **"Organizing teaching English to Pre-school children"**. The graduation work discusses the problems of teaching foreign languages to pre-school children.

**Actuality of the theme:** the problem of organizing English lessons for young learners, using effective methods, technologies and teaching aids in teaching pre-school children.

**The aim of the work:** develop future foreign language teaching and discuss theoretical basis of organizing English lessons to pre-school children and to create a work of practical usage that can serve as a source of methodological instructions for English lessons.

According to the objective, **the following tasks are determined:**

- clarify the terms relating to the theme;
- identify opportunities, which support pre-school children learning abilities;
- clarify the methods of organizing teaching to young learners;
- identify didactic principles of teaching young children.

**The object of the graduation work:** the process of teaching English to young learners.

**The subject of the graduation work:** organizing teaching English at Pre-school establishments and the methods, activities which must be done in order to make the learners comprehend the information in the most productive way. Much attention should be paid to methods of organizing teaching English for young learners.

**Scientific novelty of the work:**

- Identifying the didactic principles of teaching English to young learners.
- Defining the importance of using methods of organizing teaching at the pre-school establishments.
- Defining the effective ways and strategies of organizing teaching English to Pre-school children.

**Practical value of the graduation work** consists of developed framework for teaching EFL and clarified methods of teaching English at Pre-school establishments. The results of the research can be used in organizing teaching English to pre-school children.

**Theoretical value of the research work** deals with theoretical basis of the theme and it will be useful basic formation for future research works at schools, lyceums, colleges and universities.

**Methods of the graduation paper:** Historical analyzing method, Comparative method, Componential method and Innovative methods.

**Methodology of the graduation paper:** As a methodology of the graduation paper we apart, firstly, the first President of Uzbekistan I.A.Karimov's works; and also the works of the scientists in Uzbekistan as U.Hashimov, J.Jalolov, G.Makhkamova, S.Saydaliyev, Sh.S.Alimov, foreign scientists J. Piaget, L.Vygotsky, N.Chomsky, L.Cameron and others.

**Field of application:** The material of the work will be useful for young teachers at Pre-school establishments.

**The structure of the research work** consists of Introduction, two chapters, conclusion and bibliography.

Introduction includes the description of the research problem and its actuality, purpose, tasks, research stages, methodology, theoretical novelty and practical value.

The first chapter is devoted to study the materials on factors of motivation in teaching young learners, didactic principles, aims and forms of organizing teaching.

The second chapter includes to study the methods of organizing teaching English to pre-school children. Here you can find some useful techniques of teaching English to young learners.

In the conclusion the results of the research are summarized. Bibliography includes the used literature on the theme of the research.

# **CHAPTER I THEORETICAL BASIS OF ORGANIZING TEACHING ENGLISH AT PRE-SCHOOL ESTABLISHMENTS**

## **1.1. Factors of motivation in teaching young children.**

When preparing an English course for preschool children, it is important to know who preschool children are and to be aware of their characteristics.

Preschool children are very specific language learners and they differ in behaviour, development and response to teaching methods to older learners. Teachers should understand the way of their thinking and follow their specific needs.[5, 11]

There are several definitions explaining the term preschool child in the context of the learning a foreign language. The term usually refers to a very young learner corresponding to the children at the age of three to six, usually attending a kindergarten . The most accurate definition is provided by Reilly and Ward who defines very young learners as children “who have not yet started compulsory schooling and have not yet started to read. It means children between age of three and six. The children may be attending kindergarten and they can learn English at school as the part of the school curriculum or during private lessons outside the school.

Authors’ definitions of young learners differ in terms of the age of children. Scott and Ytreberg divide children into two groups, where the five to seven year olds form the first group, the eight to ten year olds the second. The first group is then considered the very first level, the beginners.[32]

Two groups of learners are also identified in the book English for Primary Teachers by Slattery and Willis who name children under seven years very young learners, older ones young learners. Rixon then defines young learners as children who are five years old to twelve years old, when at the age of eleven to twelve children begin to change in their approaches to learning a foreign language.[12, 54]

## Characteristics of preschool child

Although the average age of a very young learner has been defined, it is a big difference between children who are three years old and those who are six, even older. Every child is different and develops in a different way and pace.

Because of that, Phillips points out that it is the maturity of children that is more important than their age. She also mentions a lot of factors that can influence how mature they are, including culture, environment, expectations or their parents.[27, 13]

Nevertheless, teachers should be aware of some specific characteristics of preschool children as they can significantly affect the learning process. The following characteristics can be considered as characteristics of the average preschool child.[28, 41]

Firstly, the most obvious is the children's demand for individual attention. Children at this age try to get the teacher's attention as much as possible by using various means, e.g. talking to them, touching them or hugging them. Secondly, they are not able to pay attention for a long time and they get bored easily. It is assumed that they have a very short attention span.

This fact should be taken into account when designing a course and preparing activities for children of this age. Teachers should use short activities that vary according to the pace, e.g. moving followed by calming activity such as drawing or crafts. Finally, it is important to realize that children need more time for absorbing language, and so it may take longer before they actually start producing something. At this point it is important for teachers not to force them to speak and rather allow them to speak in their mother tongue.

This period is known as the silent period and it may even happen that children do not say anything in the lessons, but start speaking or saying something in the target language at home . Teachers should accept it as a normal thing, since children have the right for it, and realize that even if "small children are not actually saying anything; they will still be taking it in". Therefore, two different

kinds of skills have to be distinguished - receptive skills and productive skills.[6, 13]

During the preschool period, the focus is mainly on receptive skills (sometimes known as passive skills) i.e. listening, because children do not need to produce the language, they receive and understand it with the help of their teacher.

On the other hand, the main productive or active skill during the preschool period is speaking. A lot of activities include both receptive and productive skills e.g. listening results in speaking, which means receptive skills into productive skills ("Receptive skills"). Children are usually able to produce words by doing repetitive songs, rhymes, games, and plenty of choral work. However, when children do not want to produce anything, it is their right to remain silent without teachers putting pressure on them.[8, 35]

English is one of important subjects in Uzbekistan from secondary school to university. It's an essential stage for children in secondary schools to acquire pronunciation and memorize basic vocabularies. Many young learners know nothing about English when they begin to learn it in schools. English learning takes them to a broader world and this will mean special to the children both in ways and in mind.[32]

They are interested in the "strange" thing, but they also feel a little fear about it. This uncertain feeling may be easy settled if the teacher has various teaching methods. The priority for English teachers is to arouse children's interest in studying English, because an interest in a language is known as a key to being motivated to learn.

Young children's attention can be easy taken, but it is difficult to keep it throughout the whole class. Then the teacher should have the ability and enthusiasm to design different activities that children enjoy to attract their attention. Using games and activities to practice vocabulary increases children's ability to memorize words, encourages their interaction, and enhances their motivation. Moreover, using games for young learners is one of strategies to make funny learning.[10, 8]

According to psychology researchers, children's attention last for different time: - around age 5 to 7, they can pay attention for 10 to 15 minutes;

- age between 7 and 10 can pay attention for about 20 minutes;
- age between 10 and 12 last for about 25 minutes; and the time of attention of those older than 12 may reach to 30 minutes.

A famous psychologist Piaget protested that movement produces "thought". Movement is the beginning of learning. Cognitive frame is built up step by step whose joint is the movement but not the consciousness. Moreover, some psychologists claim that children should learn through play.[28, 15]

Play is an activity performed for its own sake, highly motivated, often involving fantasy and characterized by intense involvement and concentration. In play, children explore and learn about their world. Play is sometimes called the child's work because it is such a significant mode of learning. The essence of play is that it grows from within the child or group of children who engage in it. It is a creative expression of their thoughts and dealings, based in their own life experiences. Play is the most important mode children have for clarifying and integrating all their experiences, both in and out of school.

An English teacher should try to use external stimuli to facilitate students' inner motivation transformed into their inner desire. If a student has positive attitude towards English, he will has a strong motivation to grasp this language, and this will help him to be markedly successful.

Five to seven year olds as the young language learners are depicted by Scott and Ytreberg . For a start, they sensitize teachers about typical activities that 5-7 aged children can do. Drawing on their viewpoint, children can:[26, 18]

- talk about what they are doing,
- tell you about what they have done or heard,
- plan activities,
- argue for something and tell you why they think what they think,
- use logical reasoning,
- use their vivid imaginations,

- use a wide range of intonation patterns in their mother tongue,
- understand direct human interactions.

The above are only initial cues that help teachers to plan their teaching activities, however, they do not suffice. There are lots of other characteristics of the young language learner. Some major of them are outlined here, too.

Pre-school learners do not always understand the rules, despite being both aware of their existence and their willingness to obey them. Children are able to make use of language skills “long before they are aware of them”[13, 34] Importantly, children’s main source of understanding the world takes place by means of their senses - touch, sight, hearing, taste, and smell.

As the researchers stress “The physical world is dominant at all times”. Pre-schoolers’ attention and concentration span is relatively short. When it comes to spending time on playing, young children frequently play and work on their own, but in the company of others and “they can be very reluctant to share”[27, 22]

The latter view may be bound up with the fact that kindergarten children are quite selfcentred and see things only from their own perspective. However, it must be remembered that their reluctance to co-play with others may result from not understanding the rules of a game or play - “They do not always understand what we want them to do”[11, 43]

Young children are not capable of deciding for themselves what to learn. Another crucial property is that they learn best when they are enjoying themselves, as well as when they are enthusiastic and positive about learning. The teacher achieves the better results, the more able he/she is to praise children for achievements, even small and seemingly trivial. Scott and Ytreberg underline this significance in such a manner - “It is important to praise them if they are to keep their enthusiasm and feel successful from the beginning. If we label children failures, then they believe us”[24, 78]

Another very instructive framework of guidelines for teaching a foreign language to kindergarten children is provided by Komorowska.[32] She puts an emphasis on children’s concrete thinking operations and mechanic memory. Their

abstract thinking and logical memory are not enough developed yet (these qualities appear in the adolescence). For the teacher, these essentials entail a variety of points that must be taken into consideration. Among those that Komorowska enumerates, the most crucial are (own translation):[32]

- teaching and learning have to be connected with concrete objects and situations that can be found within the child's sight;
- teaching is focused on simple names of people, objects, phenomena;
- formal grammatical rules must not be taught, therefore, explaining of grammatical terms is useless, and even harmful;
- teaching must be organized on the basis of frequent repetition and revision of vocabulary;
- repeating different words should be attractive and stimulating, for instance, by means of songs, short poems for children, and the like;
- frequent changes of activities are indispensable;
- a wide diversity of stimuli for maintaining child's attention is necessary, e.g. image, sound, movement, games, plays, painting, watching video;
- language-based fun and play must prevail over other forms of teaching;
- teaching should aim at physical movement, e.g. clapping, jumping;
- language activity of the child should correspond with other actions, such as painting, colouring, cutting paper, gluing, moving, and the like;
- children need varying forms for expressing themselves - theatre, drama, art, music, dance.

*Is learning a foreign language good for kids at a young age?*

In general terms, the younger someone's mind is, the easier it is to learn a second -or even third- language. If you are thinking about teaching your children a foreign language, find out more about what considerations you should keep in mind.

Learning a foreign and new language involves an obvious amount of effort for anyone, either a child or an adult, but the younger you are the easier it is – after all, do you remember learning to speak English?[23, 31]

When considering teaching your children a foreign language, it is important to think about the benefits that knowing and gaining this skill might bring to your kids in the future. At a career-wise level, professionals able to communicate in a second or third language are always more desirable since they can embrace additional responsibilities and [job opportunities](#).

In this sense, you may want to think about languages that could be more useful to know in the future. For instance, English is nowadays the main language for business at a global level, which is why families all around the world are prioritising English as one of the best languages to learn.

Studies suggest that at a cognitive and academic level, [children learning an additional language](#) are more creative, better at solving complex problems and usually score higher on standardised tests. Once children know a second language, it is easier for them to understand further languages structures, which is why experts say that every new language learnt is easier than the one before.[15, 98]

At a personal level, the more languages a person speaks, the better access he or she will have to different people and resources from other countries and cultures. Additionally, it helps children to better understand other cultures, expressions and styles of communication. This can encourage children to appreciate how big the world is and will open their mind greatly – which is always a good thing.

Finally, children that are advanced or fluent in a foreign language will feel especially satisfied when practising it abroad. Discovering that they are able to communicate with foreign people will boost their self esteem, autonomy and confidence.

### *The younger, the better?*

When kids are still babies, their mind is being constructed and structured every day in order to understand the stimulus that they get from the world around them. Experts say that children who learn a language before their teenage years are more likely than older learners to achieve native-like pronunciation. Furthermore,

research has found that kids have an innate ability to acquire the rules of any language – an ability that disappears by adulthood.[31, 56]

Although children's minds are known for being "like a sponge" which absorbs everything, it is recommended to give them enough time to acquire and fully understand one language before introducing another one. Otherwise, they might go through a confused time in which they won't actually know how to express themselves.

Anyhow, it is an obvious fact that the more years committed to learning a language and the more use of it made, the greater the proficiency that will be achieved.

The word "motivation" is typically defined as the forces that account for the arousal, selection, direction, and continuation of behaviour. Actually, it is often used to describe certain sorts of behaviour. A student who studies hard and tries for top grades may be described as being "highly motivated", while his/her friend may say that he is "finding it hard to get motivated". Such statements imply that motivation has a major influence on our behaviour.[16, 82]

Motivation can be defined as a concept used to describe the factors within an individual which arouse, maintain and channel behaviour towards a goal. Another way to say this is that motivation is goal-directed behaviour.

Motivation of children at preschool age is not very difficult, but very important, though.[25, 31] Pinter stresses the importance of motivation when leaning a new language, since it is a natural part of growing up. Parents are usually those who want their children to learn languages, not children themselves.[32]

Because of that, learning should be enjoyable for children, based on playing games and should take place in a pleasant atmosphere. When children are motivated, they gain positive attitude to the target language and it makes the learning easier and more productive. Harmer mentions the role of a teacher as one of the major factors in the children's motivation . The more children like their teacher, the more they are motivated.[25, 39]

“The youngest age groups are motivated by positive attitudes to English and the learning context. This means that they want to learn English because they enjoy the activities and the comfortable atmosphere in class. Very young children also say that they like English because they like the teacher.[21, 17]

There are several aids teachers can use to motivate the children, especially puppets and fluffy toys. Reilly and Ward are promoters of using puppets, which understand only English, and consider it a very good method for reduction of children’s fear and restraint. What is more, in ESL or EFL classes teachers can wear something special e.g. hat, cap, apron so as the children can realize there is the time for English.[22, 76]

Children can be motivated by external stimuli like class decoration, colourful pictures, attractive toys and tools. Very important is also permanent positive evaluation, encouragement to better and better results as well as praises, alternatively small rewards such as pictures, cookies or stamps. The best and most effective way how to motivate preschool children is presenting new stimulating activities, which results from children’s desire for cognition, their natural curiosity and need for activity.[20, 49]

Motivation for learning English at preschool age can be summarized into four steps:

1. setting up a pleasant and supportive environment,
2. showing positive attitudes to learning,
3. including stimulating activities and maintaining cooperation between children,
4. turning evaluation and feedback into positive experience.

Preschool-aged children's style of thinking and learning can best be described as "what you see is what you get," or reasoning based on the way things look. Preschoolers rely heavily on the literal appearance of things as a means of understanding the world around them. For example, if a child breaks her graham cracker into four pieces while her brother breaks his in half, she thinks that she has more graham cracker than her brother because she has four pieces and he only has

two pieces. Similarly, a child may begin a friendship with another child because of something appealing that the other child has, such as a pretty dress or a new toy.

Preschool children love to play, especially when their play activities involve make-believe. This special type of play, known as pretend play, is particularly important for young children's development. As children's thinking skills improve during the preschool years, they can remember and tell stories that follow a sequence of events and make sense to others.[18, 36]

As you know, attracting students' attention to the lesson is not easy at all. Especially, to the young children, it requires the teacher to apply the effective ways to motivating them. The short list below will layout some helpful techniques to encourage pupils to learn English.

#### *1) Asking students to work in pairs or groups*

Sometimes, working individual seems to be bored and unhelpful. Therefore, the teacher should give students chances to work in pairs or groups to help them get the best results. Obviously, they can share their ideas, opinions to contribute to the task. It also assists them to enhance their team work as well as communicating ability.[19,3]

#### *2) Role play*

A short play will generate interest and active atmosphere when students participate in it. That makes them know their roles and responsibilities and try to act as well as possible. It is no doubt that role play motivated students in this case.

#### *3) Using realia, flash card, stories and songs*

This is the fact that the abstraction things are always difficult to understand for children. Therefore, the teacher should try to make them more specific and understandable and memorable. And, using the realia, flash card, stories and songs are the most techniques which the teacher uses to convey the knowledge. Besides, thank to this, students are stimulated to develop their strengths.

#### *4) Using visual material*

Today, science technology develops dramatically and become more and more convenient. Students have more chances to learn in convenient rooms with the

modern equipments such as computer, projector, smart board, etc. These tools help the teacher to support students with real and direct evidences to illustrate the content of the lesson. They really raise children's discovery ability. As the result, the periods become more animated and attractive.[14, 17]

#### *5) Giving students high mark or bonus*

Children are really fond of getting high marks and progressive compliments from their teacher. They are considered as the evidences of how they have done well. Therefore, students will try to perform well if they want to get the high marks. Through it, teacher supports students with motivation to help them obtain the best result. In conclusion, there are many ways to motivate students in learning English. The teacher should base on the real condition in the class to choose the most suitable motivation method to apply to the lesson.

There are many other ways to motivate your students and you won't have to keep a stash of "prizes" in your classroom to do it.[30, 21]

#### *Be More Than Just a Teacher*

No matter what your class demographics are, there is one sure way to motivate your class into participating: Get them interested in you as their teacher and the interest in your subject matter and class activities will soon follow.

You are not just a teacher, you are a person too. Sometimes children tend to have the mentality that teachers are just teachers. They exist in school and nowhere else. However, if you let them see you as a person and not just a teacher, you might see a change in how they react to your class and class activities. If they respect you, they will respect the class and be motivated to participate in whatever it is you have for them to do. Of course, that is so much easier said than done. Here are some things you should think about when trying to figure out how to show your human side:

#### *Keep Yourself Motivated*

Think back to what classes you like best and why. If the teacher was bored and didn't make the subject interesting, then the children often didn't like the class either. To keep yourself motivated, change your activities to things that you are

excited about. If you're not excited and motivated about the activities you have planned for your students, it's time to get some new ones.

*Be an Individual*

Don't be afraid to talk about your interests outside of school. Look for commonalities between you and your students and capitalize on them. For example, if you like the same types of music as a lot of your students, bring in some CD's and let them listen to music when they are working on projects. Make sure the words are in English so that the children can take in some English language into their subconscious.[32]

*Have fun and be silly*

Talk in a crazy voice or be daft and make them wonder what you'll be up to next. Some teachers frown upon the idea of playing the clown and having fun because they think it is time-wasting and that it is not their role to be an entertainer. If it is not in your personality to be a big kid, then you cannot fake it, and that is OK.

If you use fun games and ideas your classes will still be enjoyable. However if you are a big kid at heart then you will find that joining in, playing with the children and generally acting up and being enthusiastic will come naturally to you and is all part of the fun of teaching. It is not clowning around for the sake of it, it serves to keep a fun and happy learning environment, and this alone can motivate your students. If your children can laugh with you, and if they LIKE you, they'll be interested in what you're doing up there in front of the class.[33]

*Encourage*

When you're frustrated with your class because they don't seem interested in participating, it's quite easy to forget that even when they do something small, you need to keep encouraging and to stay positive. The number one way to demotivate children is to have a negative or neutral attitude. If the children do not feel encouraged and good about learning then they will not feel motivated to learn.

### *Make your students Active Learners*

Think back to when you were in school. Did you like to sit at a desk and listen to the teacher drone on and on. This type of passive learning is BORING and demotivating. Active learning doesn't mean the children need to be physically active throughout the class period – it just means that you design your class period around having them actively participate in the learning process. There are lots of things you can do:

#### *Play Games*

Implement games that have the same outcome that you might have them reach by doing a worksheet. For example, if you might normally give them a worksheet to write the correct verb next to the picture illustrating the action, have them instead practice their verbs by doing the action for the word you say or the word on a card that you hold up. Likewise, you could do the action and have them write down the word. You may access free samples of fun classroom games in the resource box below.[7, 29]

When you play games, you can use points and competition as a motivator, but not for kids under six who may find the competition too stressful. For them, just playing the game is motivating enough. You can also sometimes award extra credit, but use it sparingly so that it remains "extra" and a special reward. Also if you use it too much, children can have so much extra credit that it sways the actual grades too much.

#### *Get Them Moving*

Movement is a vital component to motivating children. The best way to prevent children from zoning out is to get them up out of their seats at least once each class period. Even if you just require them to come up to you instead of you going to them for help, the movement can help get them out of the trance that they sometimes get from sitting in one spot too long. Grouping the children for study projects and activities helps as well. If you can, let them move the desks around or sit on the floor to change things up as well. Many games involve movement without the children needing to leave their seats, such as miming, moving certain

body parts and passing things around as part of a game or race. Therefore even teachers with large classes and no space to move can use this technique, albeit to a more limited degree.[33]

### *Get Their Hands "Dirty"*

Well, not literally, but the more hands-on activities you can do the better they will learn and the more likely they will stay interested in the activity. If you're talking about the words to describe fruit, have each student bring in a piece of fruit and use the fruits in games.

It is much more motivating and effective to be handling real objects, or learning with pictures than copying down lists of words from the board. If you are discussing how to put a sentence together, have them construct their own sentences (alone or with a partner) and write them on the chalkboard. You can also intentionally make mistakes to encourage them to look for the "right" way. If you do this you should warn the children so that they are on the look out for your deliberate errors, otherwise you could do more harm than good.[9, 35]

### *Stick to a Schedule*

Creating a schedule for your students help them know what to expect in the class and will help them stay organized as well which will lower the frustration level for children who sometimes struggle in school. It is very difficult for frustrated children to stay motivated. If they know that every Friday is a vocabulary quiz, then they won't have to wonder on Thursday if they were supposed to study last night. If they have weekly assignments due on every Wednesday, then you don't have to spend the majority of the class time reminding them that the weekly assignment is due. This schedule should be clearly explained to the children as well as posted in the classroom.[22, 17]

You can also have a mini-schedule that outlines how each class period will go. For example, each class period you might do vocabulary exercises and games for 15 minutes and then move on to the main activity of the day. It also helps children if you post a daily "plan" on the chalkboard so they know what will be expected of them each day when they walk into the classroom.

### *Variety is the Spice of Life!*

With that all said, it's also important to change things up within the schedule. For example, if you spend the first 10 or 15 minutes each day doing vocabulary activities, make sure you vary these activities so they don't get boring and stay motivated. If you see that the children of one class don't respond to an activity, avoid it in the future and stick to the ones they like. It's also important to realize that some groups of children will be motivated by certain activities that the next group of children will literally detest. For example, one group might really like role playing activities while another group would rather have a tooth pulled.

Another way to create variety is to keep changing the pace. Play a game that wakes the children up and follow it with a calm game so that the students do not get too excited. Then play a fast game so the children do not become so calm that they start to become restless and misbehave or drift off.

### *Give Them Options*

If you spend long periods of time with your class, or if you have a mixed ability class and have to split your teaching time between groups, then the following ideas may help when the children have some free or unsupervised time in your class. Having a collection of fun learning activities for them can motivate children that like to waste time and be a time-filler for children that like to make trouble.[33]

Get a variety of activities for the children such as educational board games, crossword puzzles, sudoku puzzles, art projects... anything that they can learn something from that they would also find fun. For older kids, you can make a competition to complete a packet of activities to get extra credit points or put them on a team to be the first to complete a series of tasks.

If you have a facility where you can send children to watch a film in English that would be most beneficial. Otherwise have suitable English reading material such as comics, or teenage magazines about cars, music and topics appropriate for the age of your pupils. If discipline is a problem then the children will have to

work individually at their desks in silence, but at least they will be engaged in the activity.[21, 14]

So, there you have it. There are lots of ways you can motivate your students to WANT to learn and to pay attention without bribing them with tangible gifts that become more important to them than learning the material.

### **Tips from the Top Motivating Young Learners**

#### Planning for motivation

The secret of good motivation is planning. Remember the old saying: 'If you fail to plan, you should plan for failure.'

- Plan for the learners' activities, not for the teacher's activities.
- Plan for an average of 5 minutes for each activity.
- Remember that children can't sit still being passive for more than two or three minutes.
- Activities where children are actively involved can be longer than five minutes.
- Be careful to sequence the activities so children do not become overexcited or excessively bored.
- Stirrers are activities that excite children. Any activities that involve singing or moving around the classroom will be stirrers.
- Settlers are activities that calm children down. Most 'paper and pencil' activities - writing, copying, colouring, drawing - will be settlers.
- Don't imagine you can have a quiet classroom by using only settlers. The children will quickly become frustrated and de-motivated.
- Remember to balance head-up activities and head-down activities. Head-up activities are when children are looking at the teacher, the board or at other children. Head-down activities are when children have their eyes on a book or a piece of paper.
- Remember to balance individual, pair, small group and whole class activities. Children need to learn to operate in many different social situations.
- Finally, plan for time. Remember that in a large class, distributing papers, cards, coloured pencils or books takes time. Think carefully about how you will

organise these administrative things because they can turn a good plan into an unsuccessful lesson.[33]

- Share your plans with the children. Tell them what they are going to do during each lesson. You will get better co-operation.

If we get our planning right, this can go quite a long way to helping us become successful Young Learner teachers. We hope that this article has given you a flavour of what is a very important area - one which we will come back to and deal with in more depth later in the course. But there are several other ways in which we can help to generate high levels of motivation in our young learner classrooms. Here are just a few of our suggestions:

#### *Giving Praise*

Young learners really respond well to praise when they have done something well, or made an effort to try something new or something that they find particularly challenging. If you can reward this then you will see motivation levels increase. One way to achieve this is through a Star chart. It is really simple and easy to set up.

Draw up a chart with all your students' names down one side. Explain to students how you are going to award stars and what you are going to award them for. At the end of each activity or task, or at relevant points during the class, mark a smiley face or a star on the chart for your special performers. Remember to reward with consistency, while taking time to support those who may not be able to achieve quite so well. Getting a star can really be a great motivator for younger learners - you'll see the results in beaming faces and renewed efforts in future activities.[19, 33]

#### *Reinforce and Repeat with Fun Activities*

Young learners like familiarity, so if you find a popular game or activity that your youngsters enjoy, don't be afraid to use it frequently. For example, you can use a game format to revise new vocabulary and/or grammar from the previous lesson. This will help to ensure that there is some continuation from lesson to lesson, and you will be able to see if students have learnt the work.

### *Vary your material*

Even though students do like familiar activities, it is still important to vary your material. After all, students will get bored with doing the same type of activity day in day out. So use a variety of different materials: TV/video programmes for visual stimulation, games for active participation, an overhead projector to display something or tape recorder to tape your younger learners speaking English. Alternatively, use colourful images from the internet or use paints and colouring pens/pencils to get students doing interesting activities in English. Try to introduce new ways of doing things - in this way you will be able to re-present material or learning points that you have covered before in a way that seems new and exciting for your students.[32]

### *Be consistent in your Approach*

At this age, students like secure surroundings - and routines can help the learning process. As with the idea in number above, think about ending your lessons with something which is familiar to them. This will let them know that the lesson is coming to an end - indeed it may give them that final push and lead to you leaving on a positive note. Some ideas that we have used before including finishing lessons with a song, or if they have been really well behaved and tried hard to learn what you have been teaching, you might choose to reward students with a favourite game.

It is also important for you to be consistent. If the lesson aim has been achieved, let them know that you are pleased with their progress. Praise is a wonderful stimulator and can really help to encourage your young learners.

Again, these are just a few ideas and later in the course you will find more, when we take a closer look at material for these students. However, it is now time to turn our attention to our 'older' young learners, so find out if we can see what makes teens tick![24, 87]

## 1.2. Didactic principles of teaching young children.

Principle is defined as a guide to action, in our case to teaching. Methodology of teaching English is based on the fundamental principles of Didactics. They are the following: scientific approach in teaching, accessibility, durability, conscious approach, activity, visualization and individual approach to instruction, systematic practice. Except for the basic didactic principles Methodology of teaching English uses specific principles that are applied in teaching a foreign language. Let's consider them.[32]

### *The Principle of Conscious Approach*

It is one of the leading principles because conscious learning plays an important role in language acquisition, enlarges intellectual capacities of learners, and helps to understand new concepts and express new ideas in the target language. This principle also implies comprehension of linguistic phenomena by the learner through the medium of vernacular and the arrangement in sentence patterns graded in difficulties with the emphasis on some essential points. The principle of conscious approach ensures purposeful perception and comprehension of the material, its creative absorption, and retrieval of information from the learner with a certain degree of automacy.

In FLT it is sometimes reasonable to help learners assimilate language rules rather than wait until they deduce these rules through speech activity. The teacher's task is not to put this hard work on the learner's shoulders but to facilitate the process of rule learning and to practise it in real-life situations.

The conscious approach to FLT implies the use of the vernacular when it helps pupils to better understand certain grammar rules. The acquisition of a FL means the transition to thinking in a second language. For this it is necessary to acquire the ability of establishing direct associations between concepts and their means of expression in the target language. Visual aids and verbal context are of invariable help in establishing the link between what the learner says, sees, reads, and infers the meaning.[33]

Initially, when the pupil learns a FL the words of this language are often associated with the words of the mother tongue. However, thanks to constant practice the intermediate link with the vernacular fades and FL words come into a pupil's consciousness directly in connection with the concepts they express.

Mastery of a foreign language means formulating one's thoughts in this language.

Thus, we may conclude that to master a FL pupils must have a lot of practice in four skills: listening, speaking, reading and writing. As to the mother tongue, we cannot eliminate it completely. We should use it sparingly as a means of teaching whenever it helps pupils acquire knowledge and reach the goal in the shortest way, i.e. developing necessary habits and skills.

Caution should be exercised in transferring pronunciation habits and grammar structures of one language on to another. In studying pupils often make mistakes in word order, grammar tense-forms and prosodic organization of an utterance. The best way to overcome interference is some comparison of language phenomena showing similarities, distinctive features, areas of similarities and digression, as well as constant practice that helps overcome interference in developing pupils' habits and skills.

### *The Principle of Activity*

The didactic *principle of activity* presupposes a constant accumulation of knowledge and active participation of learners in the process of instruction. In TEFL we usually differentiate between intellectual, emotional and speech activities, which, if taken together, ensure favourable conditions to master the language. The intellectual activity can be obtained through guesswork, problem-solving questions, reading texts with their subsequent interpretation, etc. The emotional activity takes place when the pupils are pleased with the work they perform, when they like to learn a FL, and like the way of teaching. Speech activity appears during oral communication and is largely due to the intellectual and emotional activity which "feeds" it. To enhance the activity it is necessary to intensify the learning activity of the pupils. Group, choral, and collective work

(discussion of a book, role-playing, holding a press conference, etc) can achieve this.[11, 47]

In FLT the principle of activity is realized through the following provisions:

1. The pupils must be taught to think from the outset not in the mother tongue but in the foreign language.
2. In the early stages and on, the approach to FLT should be primarily oral.
3. The pupils must, whenever it is possible, speak and act, perform actions, and at the same time comment on them. The Total Physical Response Method could be recommended here.
4. Throughout the whole course of instruction, the inductive approach should be adopted: practice precedes theory, since theory is active if put to practical use.
5. Group and choral procedures should be encouraged since they enable all pupils to participate actively in the class-work.

Apart from the above-mentioned techniques the teacher will resort to the general didactic guidelines to ensure activity:

1. The teacher must not correct a pupil's mistake if the pupil can do it himself.
2. During individual interrogation the teacher should address the questions not to the individual pupils but to the whole class to capture their attention and to ensure their active participation.
3. The teacher should comment on the pupil's marks and always find words of praise rather than find fault with them.
4. Prepare the pupils for independent learning.
5. Activeness is largely dependent upon interest. So, the learners' interest should be sustained by telling them about manifold possibilities that open up before them as a result of studying the language.

The afore-mentioned on the principle of activity makes it possible to suggest the following:[25, 5]

1. Heuristic approach to FLT will stimulate the learners' intellectual activity.
2. The learners' interest should be sustained by proper organization of instruction, the use of purposeful teaching materials to arouse the pupils' positive motivation.

3. Both individual and collective forms of work should be used to ensure the pupils' activity and collective spirit.

### *The Principle of Differentiated and Integrated Instruction*

Every type of speech activity is characterized by its own set of grammar structures, rules and lexical material. Consequently, we should differentiate between teaching speaking and writing; teaching listening comprehension and speaking; teaching reading and writing; teaching prepared and unprepared speech, etc. The realization of this principle is reflected in Instructional Methodological Sets (IMS) which furnish “software” for each type of activity. To acquire skills in reading, readers and periodicals are used. To acquire grammar skills – books on grammar, reference guidebooks and guides to patterns and usage are recommended.[24, 67]

Psychological investigations confirm the idea of interrelation and interaction between types of activity, and these relations are of a deep-seated character. Consequently, all types of speech activity should be regarded as interrelated parts of communicative process and taken into account while forming the learner's communicative competence.

*To realize the principle of differentiated and integrated approach, the following teaching strategies could be recommended:*

1. In teaching listening comprehension provide conditions suitable to hearing recorded materials or make the learners take you for a “foreign-language-native-speaker”. Conduct your lesson in English and resort to the mother tongue only in case of extreme necessity.
2. In teaching speaking, mind that the pupils' speech is correct, logical, developed, variable and relevant to the topic of discussion. Use phrase openers (gambits), elliptical sentences.
3. In teaching reading differentiate between such teaching strategies as reading aloud, silent reading, expressive reading, etc. Help the learners with the clues to guess the meaning, to make inferences and to draw conclusions.

4. Teach the pupils to use writing as a means and aims of FLT, i.e. to assimilate teaching materials and master speaking and reading.

The teaching process can also be done in integrated way – all types of activity – listening, speaking, reading and writing are developed simultaneously with regard to their interaction.[10, 17]

### *The Principle of Visuality*

The *principle of visuality* or ostensive principle is realized in direct and visual modes of semantizing or explaining meanings, i.e. in the demonstration and naming by the teacher of objects, pictures and actions wherefrom the learners infer the meanings of words and expressions used. Visuality in methodology of FLT creates favourable conditions for sensual perceptions and brings another reality in instructive and educative process. The *principle of visuality* is considered to be one of the main methodological principles especially now that the instruction pursues practical aims. The implementation of visual aids develops the learners' habits of speech and enhances the emotional influence of visual perception. Most teachers see the need for making use of oral and visual aids in one form or another to help the pupils through imagination to an experience beyond the reach of the classroom.

*Visuality as applied in FLT is of two kinds:*

1. material or ostensive, consisting of the demonstration of objects and actions;
2. graphic, consisting of pictures, tables, diagrams, charts, etc.[32]

### *The basic principles of teaching English to Children* *The ability to understand*

Children understand basic meanings of their native language significantly before they are able to express themselves. Teaching a foreign language to young children is derived from the same principle. Children react to certain instigators expressed in a foreign language without having to form any sort of message. Foreign languages are acquired just as naturally as their native language; children understand the sense of the statement as a whole. The teacher continues to stimulate and motivate by using gestures, pictures, puppets and miming etc.

### ***The use of games and movement***

Methods of experiential and cooperative learning via games and such activities, which are based on the direct experience of children, support children's curiosity and desire to discover. The greatest motivation to communicate is often created while playing games. We create suitable conditions for teaching when the games are fun and exciting and are created so that they enable all children to participate. Movement is an important tool of non-verbal communication and creating a relaxed learning environment.[12, 57]

#### ***Indirect learning***

Language is not separable from the reality children are experiencing. They like to imitate voices from songs and scenes from stories, and also imitate characters and people in terms of their manners of expression. They enjoy fairytales, rhymes, riddles, and new sounds that they can discover in themselves. In this form, children engage the same part of their minds, which they use to develop their mother tongue. It is an indirect form of learning and also one of the the most effective.

#### ***Developing imagination***

Children live scenes and stories to the maximum. Teachers help to create a relaxed fairytale like environment. The well-developed children's fantasy enables children to work with stories, fairytales or songs in a foreign language just as in their mother tongue.

#### ***Activation of all senses***

Cognitive development of children is based on engaging all senses. The mother tongue is acquired by the child via multi-sense motivational factors, which is the same way that we have to approach teaching young learners foreign language skills. In addition, when children are learning a language they practice manipulation activities, constructive and graphic activities, sense and psychomotor games and games with music and movement to music can be used.[13, 39]

### ***Alternating activities***

Children concentrate for short periods at a time, which is why learning has to be lively and a mix of games and movement. It is recommended to alternate activities every five to ten minutes, and to organise games, and stimulating or relaxing activities according to need. It is a good idea to use games often, which are familiar to children as it increases their self-confidence.

### ***Strengthening***

Children gain the necessary self-confidence through repetition. Children need to confirm the meaning of the message in the foreign language. It is necessary to realise that the process of absorbing a language before the child is capable of producing the language may be a lengthy one. The possible stress resulting from vocalisation of new language can be eliminated by repeating through songs and rhymes in groups or various fun forms of drills.[7, 32]

### ***Individual approach***

The teacher must devote as much individual attention as possible to each child. An important process of learning is encouraging and commending the children for their efforts. Teachers should foster all forms of individual communication and praise effort while correcting in a positive manner. Correction should not discourage the child's "have a go" mentality which the teacher is always trying to build by and harness.

### ***Principles of preschool teaching***

Teaching preschool children should be done in an enjoyable way, because it determines their attitude towards language learning. Children should feel safe and do not be afraid of participating in all activities and games. Teachers' task is to set up a friendly atmosphere and prepare activities suitable for them - i.e. a lot of games, songs, chants. It is worth devoting time to lesson planning, it is not always an easy task though. According to Henova, when teaching preschool children and preparing lessons for them, several principles have to be followed:[25, 7]

- adapt activities according to current situation and atmosphere in the classroom,

- revise and repeat everything children have already learnt, it gives them sense of security and develops their self-confidence,
- change activities very quickly, calming activities are followed by motoric, creative etc.,
- do not include grammar and grammar rules, children do not understand them,
- do not be angry when children use their mother tongue, but encourage them to use the target language,
- use authentic songs, rhymes, poems, stories,
- use gestures, mimes and non-verbal expressions that children understand easily,
- make the lesson entertaining, use fantasy to develop natural curiosity of children,
- do not force children to participate if they do not want,
- use familiar topics based on children' experience, family and home,
- repeat activities and games children know and like

### **Principles of early foreign language teaching**

Even though the main principles of early foreign language teaching do not greatly differ from the principles of language learning in general, some tenets are unique or especially important when the learners are young. Children's cognitive abilities, memory development, attention span and linguistic abilities all have an effect on the learning and should, therefore, be taken into account when planning early language teaching. Next, the main principles, which were also the basis for planning and organizing the language shower for the pre-school pupils in the present study, are introduced.[22, 96]

Usually, the main goal of early foreign language teaching is to make the children aware of foreign languages, raise their interest in exploring and learning them and build a good basis for language learning in the future. The focus of the early foreign language teaching should be primarily on meaningful communication, the spoken language and pronunciation, rather than the written form and grammatical rules of the language (*Lauren 2008: 67*). The teaching should concentrate primarily on comprehension and not so much on production of

the target language. Consequently, children should be offered as much input as possible in the foreign language, for example through teacher's speech, songs and rhymes. Besides, even though children should also be encouraged to use the foreign language during the teaching, they should be able to express themselves in their mother language, when they do not feel comfortable speaking the foreign language.[32]

However, it is valuable to make the children familiar with the sound system and practice the pronunciation, since the young children are more capable of learning the phonological features than older learners.

Early language teaching should be organized so that it enhances the children's natural curiosity and motivation to learn new things. The activities should be age-appropriate and integrated into meaningful contexts that are part of the everyday life of the children. For example, games and playful situations are good ways to teach languages for young learners, because play is a natural medium of learning for pre-school children and can create situations in which the language is acquired spontaneously.[33]

Moreover, it is important that the activities are diverse, so that the children can learn with all their senses, through seeing, hearing and movement.

In addition to providing visual materials and possibilities to listen the language as much as possible, it is important to activate the children with many kinesthetic activities, because as Pica points out, especially the children learn best by doing and therefore profit from activities that include movement. Even though the activities should be varied, repetition and routines are also important for young children, since they will make the learning situation more comfortable and enhance learning of the most important phrases.[32]

Teachers have a central role in early foreign language teaching programs. The good practice of early foreign language teaching requires that teachers organizing it have both pedagogical and language skills as well as general knowledge of early foreign language learning. (European Commission 2011: 17-18.) Moreover, to ensure success in foreign language learning, one important factor is the continuity

and co-operation between preprimary and primary school teachers. The primary school teachers should be aware of pupils' earlier experiences and knowledge of foreign languages, and not expect that every pupil would start language learning from the same level. However, this is not always the case and it might happen that the primary school teachers do not know if the pupils have learned foreign languages earlier. If the earlier knowledge of the pupils is not acknowledged and they have to start from the beginning even though they would know the basics of the language already, their motivation might suffer, which undermines the benefits of an early start. Therefore, the early foreign language programs should also include cooperation between the pre-primary and primary schools to find ways towards more effective language teaching.[20, 54]

### 1.3. Aims and forms of organizing teaching

Aims are the first most important consideration in any teaching. The teacher should know exactly what his pupils are expected to achieve in learning his subject, what changes he can bring about in his pupils at the end of the course, at the year term, month, week, and each particular lesson i.e. he should know the aims and objectives of foreign language teaching in schools.

The aims of foreign language teaching are threefold: ***Practical, Educational, and Cultural.***

***Practical*** - pupils acquire habits and skills in using a foreign language;

***Educational*** -They develop their mental abilities and intelligence in the process of learning the foreign language;

***Cultural*** -pupils extend their knowledge of the world in which they live.

***Practical aims*** are consequent on the basic function of language, which is to serve as a means of communication. International intercourse is realized directly, through the spoken language or indirectly, through the written language, i.e. through printed, or hand - or type written texts. Therefore the school programs set forth the following practical requirements: the instruction must be such as to

ensure that the graduates can converse in the foreign language on simple everyday subjects, using the speech material dealt with in the course, can read and understand without a dictionary an easy text in foreign language, and with the occasional use of a dictionary a text presenting moderate difficulties and can express in written form simple thoughts(wrote a short letter).[32]

The foreign language as a school subject differs from other subjects of the school curriculum. Whereas the teaching, for instance of history is mostly connected with the imparting of historical laws and facts which pupils are to learn and the mother tongue leads to the mastery of the language as a system so that pupils will be able to use it more effectively in oral and written language, the teaching of a foreign language should result in pupils' gaining one more code for receiving conveying information; same purpose as the native language: to use it as a means of communication. The practical aims in teaching a language are four in number: hearing, speaking, reading and writing.

In foreign language learning all forms of work must be in close interrelation, otherwise it is impossible to master the language. However, attention should be given mainly to practice in hearing, speaking, and reading. Thus pupils must achieve a level in their knowledge of the language, which will enable them to further develop it at an institute or in their practical work.[32]

***Educational aims.*** Learning a second language is of great educational value. Through a new language we can gain an insight into the way in which words express thoughts, and so achieve greater clarity and precision in our own communications. When learning a foreign language the pupil understands better how language functions and this brings him to a greater awareness of the functioning of his own language.

Since large is connected with thinking through foreign language study we can develop the pupil's intellect. Teaching a foreign language helps the teacher develop the pupils' voluntary and involuntary memory, his imaginative abilities, and will power.

Teaching a foreign language contributes to the linguistic education of the pupil, the latter extends his knowledge of phonic, graphic, structural, and semantic aspects of language through contrastive analysis of language phenomena. In teaching a foreign language the teacher is called upon to inculcate in pupils the scientific outlook, to prepare the young people for an active participation in production and other types of socially useful activities.

***Cultural aims.*** The cultural aims mentioned in the school programs of foreign language imply the following tasks widening the pupil's general and philological outlook developing their powers of abstract thinking, cultivating their sense of beauty and their appreciation of art. The reading of texts (English) is acquainting the pupils' with the life and culture of the English - speaking nations, and with their manners and customs, will contribute to the mental growth of the pupils. Later the ability of reading English and American authors in the original and texts in the English language reflecting the culture of the countries where that language is spoken will like wise serve the pupils as a means of attaining a higher general educational level.

Foreign language teaching should promote pupils' general educational and cultural growth by increasing their knowledge about foreign countries and by acquainting them with progressive traditions of the people whose language the pupil gains a deeper insight into the nature and functioning of language of language as a social phenomenon.

The aims of the course for pre-school children may be divided into linguistic and non- linguistic aims, corresponding to the children's individual needs and their developmental levels. Linguistic aims include areas such as children's comprehension, speaking and vocabulary, whereas non-linguistic aims are more connected with what the teacher wants to achieve.

#### *Linguistic aims*

- be able to understand and follow the classroom language and instructions,
- be able to understand the language in familiar activities and games,
- learn basic vocabulary and phrases according to the given topics,

- start answering, describing, asking basic vocabulary and phrases,
- be able to name basic things,
- become active in communicating (depends on the silent period of each child).

*Non-linguistic aims*

- create friendly atmosphere,
- build a good relationship with children,
- cooperate with parents,
- get the children interested in learning and establish their positive attitude to learning languages,
- motivate the children and explain the importance of English,
- build the children's cultural awareness,
- choose and include appropriate activities and materials according to the children's needs, giving opportunities to explore various topics,
- use different methods so as the children can experience a wide range of activities,
- encourage the children to be active and remove shyness and fear of learning.[33]

Language development then results from doing natural and meaningful language-acquisition activities, which involves participating, sharing and cooperating. TPR activities, drawing and actions like running, jumping and dancing may support physical development. Cognitive development benefits most from activities in which children make decisions and solve problems. I aim to design all activities properly addressing children's differences and enabling each child to develop their abilities to the maximum.

According to the Framework Educational Plan for Preschool Education there are six key competences that are aimed to be developed in the course:

- learning competency - the children are able to make decisions and organize their own learning,
- communication competency - the children are able to listen to someone else,

- problem-solving competency - the children are able to suggest a solution of some problems,
- social and personal competency - the children are able to communicate with others and behave with respect,
- civil and professional competency - the children are aware of the importance of education.[32]

### *Classroom management*

Organization of the learning process plays an important role, since it determines the course of the lessons and increases children's concentration and perception. Furthermore, organization helps children to feel secure and content.

“Once children feel secure and content in the classroom, they can be encouraged to become independent and adventurous in the learning of the language. Security is not an attitude or an ability, but it is essential if we want our pupils to get the maximum out of the language lessons.”[23, 41]

However, it is not always easy to organize a group of preschool children. They are not used to sitting at the desks for a long time, as they lose their attention very quickly. They prefer running around the classroom and enjoying themselves. Teachers need to be flexible and prepared for unexpected things, because it may happen that something e.g. an activity is not going well and so it is necessary to change it as soon as possible . It is usually better to include something the children like and turn back to the original activity later or the next lesson.[14, 19]

First of all, teachers should consider the organization of the classroom so as it can be suitable for children at this age. It should be spacy enough for doing activities like dancing, moving and active games, but safe at the same time. Classrooms should be coloured and decorated for children to feel well in a friendly atmosphere. Desks are not necessary, it is always better to seat the children on a carpet (or cushions) in a circle facing the teacher for easy communication.[32]

When doing some art and craft activities, children can sit at the desks or work on the floor as well. It is necessary to change not only activities but also their organisation in the classroom. Apart from traditional places for learning, Hennova

suggests using less common ones like different parts of the classroom or going outside, depending on a particular activity the teacher is planning to do.[25, 71]

Reilly and Ward point out that “children of this age are not used to pair or group work and the activities will generally be whole class, choral-type work led by the teacher or done on an individual basis”. [32] Nevertheless, some activities may be done individually, especially art and craft. If there is a mix ability class, it seems necessary to divide the children into groups according to their abilities and developmental age.

Finally, it is inevitable to set up some class routines. It is thought that without routines and rules children tend to be anxious, stressed and it can have a negative impact on their learning . Classroom routines can include starting and ending of the lesson with the same song, saying or chant; giving orders; sitting at the table when drawing; using particular phrases for greetings etc.

Sometimes it happens that children do not want to cooperate or are not willing to join the group. There are a lot of possible reasons; they may be tired, anxious or hungry. Teachers should not force them to participate, but wait until they want to join in.[16, 43]

Another problem can appear when teachers include competitions. There is usually a winner and a loser, which can stress children who are not very successful. Although it can be a great fun, Scott and Ytreberg advise teachers not to use competitions as it usually leads to division of good and bad learners. “Language learning is a situation where everyone can win“, and so organised competitions as well as physical rewards and prizes should be avoided.[32]

## CHAPTER II METHODS OF ORGANIZING TEACHING ENGLISH TO PRE-SCHOOL CHILDREN

### 2.1. Communication in early childhood

Preschool children learn can learn a foreign language without really trying, they soak it up like a sponge! However you as the teacher must facilitate the learning process and really make it happen. To do that you need to know how to engage the little ones. Here are some of the social and personal developments you can expect to see in 3 to 5 years olds:

- Has growing confidence personally and in the world
- Has good imagination and likes to imitate adult roles, likes new and different activities
- Is anxious to please and dependent on approval, love and praise
- Is vigorous, full of energy and generally has an inability to sit still
- Learns to share, take turns and accept rules
- Has trouble concentrating and can mess around distracting other children

ESL Games for Preschool & Kindergarten Children are ideal resources for dealing with the helter-skelter turbulence of young children at different stages of personal development who are full of energy and enthusiasm.

#### **The following results you can expect:**

##### *1. RAPID PROGRESSION ACROSS ALL LEVELS*

Exhaustive research has shown that Games Stories and Songs are the most effective way to teach young English language learners, because they absorb a language rather than learning it. Learning English vocabulary in a playful context has been shown to give significant results in remembering and using words actively with understanding especially if repeated often: the more English is heard, the more likely the preschooler will acquire it.

Shelley's ESL Games and Stories are full of interactive playful ideas in a natural learning context, with plenty of repetition done in a fun way.[32]

## *2. MORE CONTROL IN THE GROUP OR CLASSROOM*

Any class on any one day, can be a mixed bag of children with different abilities, mood changes or attention spans. By chopping and changing the activity, with Shelley's coordinated Games and Story books with the CD Songs, the vocabulary learning moment is not lost but presented in a different way.[33]

Games have enough variety to chop and change the activity mixing up active participation to listening from excitable games to quiet ones, thereby reassuring the insecure, encouraging the timid yet stretching those children willing to learn. Having such a variety of choice at your fingertips puts you ahead of the game. You can anticipate changes with confidence having a battery of activities to suit the mood or the occasion and keep your preschoolers engaged.

## *3. IMPROVED COOPERATION WITH OTHER CHILDREN*

Learning English through ESL Games takes advantage of their blossoming imagination, their enjoyment of new and different activities and introduces some discipline in a fun way. Preschoolers now have to learn the benefit of taking turns, sharing and accepting rules in a constructive and not a competitive way, which can lead to tantrums, stress....and chaos. ESL Games provide the ideal focal point for them to learn how to happily interact and cooperate with other children.

Words combined with action are recalled and remembered quicker, as children learn words best in a meaningful context. Games make learning fun so your class and children are willing participants and not just there because they have to be. With over 100 ESL Games to choose from you will never be stuck for an idea.

## *4. IMPROVED TEACHER-CHILD RELATIONSHIP*

Preschoolers want to please, and eagerly seek approval and praise from the new adult in their lives. Games require an active involvement from you the teacher and that interaction with the children is so important . Why? Research tells us that a close relationship between a teacher and her school children gives significantly superior results in learning and language development.[26, 31]

Creating a relaxed and friendly atmosphere where you are actively involved with your charges through ESL Games will make your life easier and the lessons more enjoyable and productive.

Children who have the opportunity to pick up a second language while they are still young appear to use the same innate language-learning strategies throughout life when learning other languages. Picking up third, fourth, or even more languages is easier than picking up the second.

Young children who acquire language rather than consciously learn it, as older children and adults have to, are more likely to have better pronunciation and feel for the language and culture. When monolingual children reach puberty and become more self-conscious, their ability to pick up language diminishes and they feel they have to consciously study English through grammar-based programmes. The age at which this change occurs depends greatly on the individual child's developmental levels as well as the expectations of their society.[23, 87]

### **Stages in picking up English**

Spoken language comes naturally before reading and writing.

#### *Silent period*

When babies learn their home language, there is a 'silent period', when they look and listen and may communicate through facial expression or gestures before they begin to speak. When young children learn English, there may be a similar 'silent period' when communication and understanding may take place before they actually speak any English words

During this time parents should not force children to take part in spoken dialogue by making them repeat words. Spoken dialogues should be one-sided, the adult's talk providing useful opportunities for the child to pick up language. Where the adult uses parentese (an adjusted form of speech) to facilitate learning, the child can use many of the same strategies they used in learning their home language.[32]

### *Beginning to talk*

After some time, depending on the frequency of English sessions, each child (girls often more quickly than boys) begins to say single words ( cat, 'house') or ready-made short phrases ('What's that?', 'It's my book', I can't, 'That's a car', 'Time to go home') in dialogues or as unexpected statements. The child has memorised them, imitating the pronunciation exactly without realising that some may consist of more than one word. This stage continues for some time as the child picks up more language, using it as a short cut to dialogue before they are ready to create their own phrases.

### *Building up English language*

Gradually children build up phrases consisting of a single memorised word to which they add words from their vocabulary ('a dog', 'a brown dog', 'a brown and black dog) or a single memorised language to which they add their own input (That's my chair! 'Time to play). Depending on the frequency of exposure to English and the quality of the experience, children gradually begin to create whole sentences.[27, 65]

### *Understanding*

Understanding is always greater than speaking and young children's ability to comprehend should not be underestimated, as they are used to understanding their home language from a variety of context clues. Though they may not understand everything they hear in their home language, children grasp the gist—that is they understand a few important words and decipher the rest using different clues to interpret the meaning. With encouragement they soon transfer their 'gist' understanding skills to interpret meaning in English.

### *Frustration*

After the initial novelty of English sessions, some young children, especially boys, become frustrated by their inability to express their thoughts in English. Others want to speak quickly in English as they can in their home language. Frustration can often be overcome by providing children with 'performance' pieces

like 7 can count to 12 in English' or very simple rhymes, which consist of ready-made phrases.

### *Mistakes*

Children should not be told they have made a mistake because any correction immediately demotivates. Mistakes may be part of the process of working out the grammar rules of English or they may be a fault in pronunciation. I goed' soon becomes 'went if the child hears the adult repeat back 'yes, you went; or if the adult hears 'zee bus' and repeats back 'the bus'. [32]

As in learning their home language, if children have an opportunity to hear the adult repeat the same piece of language correctly, they will self-correct in their own time.

### *Gender differences*

Boys' brains develop differently from girls' and this affects how boys pick up language and use it. Sometimes mixed classes make little provision for boys, who may be overshadowed by girls' natural ability to use language. If young boys are to reach their potential, they need some different language experiences with girls and their achievements should not be compared with those of girls.

### *Language-learning environments*

Young children find it is more difficult to pick up English if they are not provided with the right type of experiences, accompanied by adult support using 'parentese' techniques.

- Young children need to feel secure and know that there is some obvious reason for using English.
- Activities need to be linked to some interesting everyday activity about which they already know, e.g. sharing an English picture book, saying a rhyme in English, having an 'English' snack.
- Activities are accompanied by adult language giving a running commentary about what

is going on and dialogues using adjusted parentese language. [8, 39]

- English sessions are fun and interesting, concentrating on concepts children have already understood in their home language.

In this way children are not learning two things, a new concept as well as new language, but merely learning the English to talk about something they already know.

- Activities are backed up by specific objects, where possible, as this helps understanding and increases general interest.

Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One of the rules that applies here is: slowly and steadily, through constant revision and recycling.[21, 17]

Furthermore, we should always strive to achieve a positive and relaxed atmosphere in our young learners' classroom, as this proved a decisive factor in achieving maximum results. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhymes students' speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above-mentioned tools into our teaching practice, we try to keep in mind that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible.[5, 19]

### **Shadowing a Tape or a CD**

Many textbooks for young learners offer shorter texts written as comics, introducing characters learners can relate to and through which they get to know the language, the culture and the people of a certain country. Instead of simply following the text (with books either open or closed), we can divide the class into various parts or teams (e.g. A and B, depending on the number of roles in the comics) and then the learners read with the tape.

Choral reading has always proved a lot of fun and children are excellent at imitating, thus producing brilliant copies of the original. Do not forget to change

roles after the text has been read a few times. Further on, as you see learners getting familiar with the topic and vocabulary, make them work in pairs. If they want to, they can also perform in front of the class – keep in mind that at an early age they are mostly extroverts and love showing off their English.

However, there may be students who are terrified of being exposed, some are in the so-called silent phase – never force these students to speak in front of the whole class. Instead, give them some other role – e.g. they "act" as a ringing phone in the comics, appear as the voice of a dog or the like. I can tell from my own experience that this does bring results and eventually also these students come out of their shell and express themselves in English. Needless to say, each and every attempt should be accompanied by our approval and appraisal, the same being the case with other speaking activities the learners are involved into. Do encourage them constantly as this builds their motivation and self-awareness.

### **Learning the Dialogues**

Textbooks are usually filled with situation dialogues, helping the students learn language in real-life situations, therefore offering them the tool which opens many doors to various subjects. But learning these dialogues by heart is a definite no-no. It is much better and far more useful to substitute the words so that they are true to students and their world. Thus each student uses his/her own variation, there is an obvious transition from pure imitation to conscious changing, which speeds up remembering and offers varied communicative opportunities.[29, 25]

By imitating, sharing and discussing students benefit – modeling, understanding and picking it up seem to be natural. Through imitating, interacting and internalizing the process is later on understood explicitly on a higher level, by practising social phrases in everyday situations the learners are building a basis on top of which new information is to be added from lesson to lesson. Note: with young learners, grammatical points should be taught implicitly only, after they are 11 and up, the explicit approach can be used as well.

## **Songs, Poems, Rhymes and Chants**

Throughout our English lessons students are learning to speak, express ideas, share opinions and exchange information. Using songs, poems, rhymes and chants is a wonderful way of making students sing/talk and at the same time (unconsciously) work at their grammar, vocabulary, pronunciation. Try to include the above-mentioned activities by providing learners with those that require total physical response, shortly known as "TPR". Year by year, children get highly enthusiastic about songs like: "Row, Row, Row Your Boat" and "Head, Shoulders, Knees and Toes") where (excessive) body movements are required. Confidence and motivation are built through the process.[32]

Sometimes new lyrics can be added to traditional songs, making things a bit different and out of the expected. e.g. "Row, row, row your boat" can easily be changed into "Fly, fly, fly your plane" the movements change accordingly and so does the rest of the lyrics. It is basically the teachers' call what and how to change the song, and it is always welcomed by the learners.

After telling them the new lyrics is your own invention, maybe they can try and come up with another version as a part of their home assignment (trust me: even parents get involved in the process and the list of newly written songs has become endless and a true inspiration when a bit bored with the originals). Note: There never seems to be enough activities in class – they are a great tool in satisfying different learner types: visual, aural and kinesthetic, further expanding positive opportunities for the varied classroom.[18, 45]

### **2.2. Techniques of teaching English to young children**

Although it is known that children are quick to learn words, preschool children can find it problematic as they still cannot read and write. Therefore, teachers should be aware of suitable methods for teaching vocabulary. Phillips points out that "vocabulary is best learnt when the meaning of the words is illustrated, for example by pictures, actions or real objects".[27, 60]

Then children fix the words in their minds easily, because they can connect them to a particular context and it helps them to establish their relationship with the words. It means that they do not just learn the word, but put it into practice.

An invaluable way of introducing and revising vocabulary is definitely flashcards (picture cards). Using flashcards help children relate words and images. It can be used to drill structures, too. Flashcards can illustrate individual words (nouns, verbs, adjectives), but also topics, situations or functions.[26, 34]

Flashcards should be colourful and bright so as they can attract children's attention. What is more, children can colour them themselves during the lesson if they want. There are a of flashcards activities that teachers can include. However, teachers should not depend only on flashcards as children get bored of them easily. It is also a good idea to teach vocabulary with the help of real objects like toys, tools (kitchen), small models, pieces of fruit and vegetables, pieces of clothes etc., depending on the topic. Finally, it is suggested teaching vocabulary in groups of related words (word families) and creating so-called mind maps.

Learning structures is slower. Children tend to learn structures holistically i.e. they learn them as single items rather than separate parts. For example the phrase I've got is learnt as a single item I've got. Therefore, it is recommended to repeat the same structure many times in different contexts, using variety of vocabulary.

#### *Using rhymes, songs and chants*

Rhymes, songs and chants can be categorised into listen and repeat activities. These activities are aimed to get the feel for the language - the sound, the stress, rhythm and the intonation. When they are combined with movements, pictures or object, they also help children establish the link between words and meaning.

Music and rhythm are essential parts of language learning, especially for young learners who usually enjoy singing songs and reciting chants. Reilly and Ward stress the importance of songs, chants and rhymes for the following reasons:[32]

- “it helps children's language development, and also their physical development when used with dancing and miming,

- it extends children's vocabulary beyond the limited range of their own day-to-day experiences,
- it encourages children to explore the sounds of words, the use of imagery enriches their perception of the world and their ability to express what they feel,
- it improves children's pronunciation, especially because of the fact that young children are excellent mimics.”[21, 19]

Children are able to repeat and learn new songs, chants, and rhymes quite easily and the biggest advantage is that they „will happily repeat the same structure, even the same words, over and over again without getting bored“. Nevertheless, when introducing new rhymes, songs or chants, teachers should follow several rules - choose them for a suitable language content of children, speak slowly and clearly, introduce and teach new words (usually before), alternatively provide translation in the mother tongue, and repeat in chorus until the children are able to complete the rhyme by themselves. What is more, rhymes may be supported by pictures, illustrations or flash cards.[30, 51]

#### Rhymes

“Rhymes are repetitive, they have natural rhythm and they have element of fun, of playing with the language.”[32] Rhymes are familiar to children as they usually like them in their mother tongue. By rhymes a new language can be learnt very easily . There is an example of famous English rhyme:

“Rain, rain go away,  
Come again another day.  
Little Johnny wants to play.”

#### Songs

Songs are usually very rich in language and they are good for extending children's vocabulary. On the other hand, they are considered more difficult in transferring language from them. Some songs are good for doing actions, some are better only for singing and the best is when the song is good for both. Teachers should select songs carefully - they should not be too difficult. Older children then

appreciate popular songs more. Songs can be also used as background music, for example during art and craft activities.[26, 7]

### Chants

“A chant is like a song without music, or a poem with a very marked rhythm.”. It is a good idea to invent own chants (and songs as well), rewrite popular chants in own words or add some things that are true for a particular group of children.

### Using stories

“Time and time again educationalists and psychologists have shown that stories have a vital role to play in the child’s development, and, not least, in the development of language.”[9, 38]

As follows from above, stories play an important part in children’s growing up. A famous teacher, author and storyteller Andrew Wright points out that stories offer a major and constant source of language experience for children; they are motivating and rich in language experience.

Storytelling is not only a kind of entertainment and fun but it also helps children think about the world from different perspectives; they learn to listen to other people, they can share their experience with peers, or they can get to know different cultures or opinions.

In addition, Brewster, Ellis and Girand mention that storytelling helps to develop different learning strategies such as listening for general meaning, predicting, guessing meaning and hypothesising; and it provokes a shared response of laughter, sadness, excitement and anticipation which can encourage social and emotional development. Finally, listening to stories helps children become aware of rhythm, intonation and pronunciation. Wright summarizes the main reasons for using storytelling:[32]

- motivation (children generally like stories and they will be willing to listen to them),
- meaning (children want to find the meaning/point in the story; once they have it, they rewarded through their ability to understand and are motivated for another one),

- language awareness (stories help children become aware of the general ‘feel’ and sound of the foreign language),
- stimulus for speaking (it encourages children to speak, express likes and dislikes and exchange ideas),
- communication (it helps children be able to communicate and builds up the sense of awareness of others),
- general curriculum (stories can be used to develop the children’s awareness of knowledge from other subjects/branches e.g. culture, science).

Storytelling can be used as a starting point for other activities i.e. listening, speaking, reading and writing, and so there are two ways how storytelling can be used - as passive or productive. With preschool children, storytelling is mainly a passive activity. It means that children are listening to a story, and at the same time practising the ability to hold the meaning in mind and trying to understand and get the point.[28, 17]

Teachers usually check whether children have understood by various activities e.g. sequencing, recognizing, but children do not need to produce anything. On the other hand, productive storytelling is when children themselves tell stories and so practice oral skills. With older learners (who can already read and write), storytelling can be followed by various reading and writing activities.

There are several rules, teachers should follow during storytelling:

- look at children, keep eye contact and find out whether children understand,
- use gestures, miming, body language,
- repeat important parts,
- rephrase difficult phrases,
- use pictures, drawings and visual aids (puppets, toys),
- point to pictures, talk about them with children,
- let children guess that is coming next.[32]

#### Using drama

Drama plays an important role at preschool age, since children love playing and pretending they are someone else; girls usually act out roles of princesses, teachers,

mothers, singers and boys astronauts, policemen, firemen, etc. Children also spend a lot of time playing with an imaginary friend, or sometimes being dinosaurs or other kinds of animals and creatures. Because of that, drama will undoubtedly have an advantage for language learning. Phillips points out that “drama encourages children to speak and gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expressions.”[27, 62]. What is more, drama can be used as a useful aid during or after singing a song or telling a story.

Through drama activities children understand better as they can experience real situations and memorise some important structures as well. Memorising then usually leads to success.

Teachers can tell a fairytale story and then encourage children to act out and extend the story and thus develop their fantasy play and vocabulary. Scott and Ytreberg use the term role play for pretending to be someone else. Role play can be structured, which is more suitable for young children, or more open.[32]

When teachers interact with young second- language learners they automatically use a variety of techniques to help get their message across. These include (1) using lots of nonverbal communication, (2) keeping the message simple, (3) talking about the here and now, (4) emphasizing the important words in a sentence, (5) combining gestures with talk, and (6) repeating certain key words in a sentence. One teacher has characterized this type of communication as “toddler talk” or the kind of communication that a teacher would use with preverbal children. Using this kind of communication with second-language learners helps them begin to understand what is being said in the new language.[13, 39]

### **2.3. The role of plays in the life of children**

Nowadays, game is considered the main children’s activity. Furthermore, it is the main source of getting to know something and a way of satisfying yourself .

Game's variety, which is characteristics for children's age, is probably related with the fact that it discharges the function of learning. When playing games, the point is not only to achieve some external results, but it is primarily about doing an activity as such. Lojova adds that it is not the result that satisfies children, but the process of playing. Through game, children get information and learn to do various skills completely spontaneously and voluntarily, according to their own pace and abilities.[32]

As it was noted earlier, children generally love games and playing. Beyond all, learning foreign languages cannot do without games; moreover games play an important role there. Phillips emphasises the importance of games in the language classroom by saying that "games help children to see learning English as enjoyable and rewarding. Playing games in the classroom develops the ability to co-operate, to compete without being aggressive, and to be a good loser." [27, 65]

Games have a positive impact on children and so playing brings mainly advantages to the language classroom. The lessons are not monotonous, because games add variety to the range of learning situations and the pace of the lesson is changed. Children are also more motivated and usually willing to participate in all activities and not afraid of speaking. Thanks to games, children do not get bored so quickly and their attention span is improved, as well as their memory and listening skills are developing. In addition, the positive atmosphere is established and children usually enjoy lessons and have fun.[32]

Although it is necessary to include games in the lessons, it is not always easy to find the right games for a particular group of children. There are a lot of games available and teacher's task is to choose the ones that are the most appropriate for his/her learners. Games have to be enjoyable, they should motivate children but at the same time, they have to be easy for the children.

Teachers should also prepare games that can be played by everyone and does not cause any harm. However, it may happen that some children do not want to participate (they may feel tired or they just do not like the game). Teachers should

not force them to take part, but rather let them observe until they are ready for joining others.

When preparing games for children, Khan further suggests considering games that are played in their mother tongue and trying to incorporate them in the target languages. Such games will be easily understood and similar levels (cognitive, physical and emotional) will be developed.[30, 24]

Dunn points out that preschool children like games with an element of luck and do not approve of games that depend on cleverness. Such games have usually the same winners and other players have never chance to stand comparison with them. Thus, teachers have to include both types of games and so satisfy everyone. Furthermore, children can have difficulty with losing and behave aggressively. Because of that, it is necessary to give everyone a chance to be successful.[33]

There are a number of reasons that games deserve a place in the language classroom. First of all, they are fun, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest. Keeping students active is vital because teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process.

Second, games also play a big part in helping participants build relationships, and to feel equal. Playing games in the classroom can also help create a friendly and positive atmosphere where seat arrangement can differ from game to game, and thus cause diversity from the norm which can be extremely helpful in keeping an exciting learning environment.

Third, the reason most people want to learn a language is to be able to use it in real situations, for example when travelling. Games can be a very good way to practice this skill because they can easily be used to reenact various situations from real life and provide students with practice in their fluency. Also, by using games in the classroom the teacher is giving his students a bigger role, and he himself is stepping out of the frontline which is a positive thing because it allows students to

take on more responsibility. Also that allows students to do more on their own, and that can very well result in an increase in their confidence level.[33]

Fourth, language students need to be exposed to the language in a variety of situations, which is a need games can fulfill. Language students also need to be ready to take on the experience, keeping their minds open and being willing participants. Again, games make this possible.

Fifth, language students need to be emotionally involved, meaning they need to feel something while they are exposed to the language. Strong emotions, such as happiness, excitement, amusement and suspense allow students to feel positively about their learning situation and are therefore likely to have a positive effect on language learning.

Sixth, games are good for shy students and students with low confidence, and that applies specifically when playing takes place in smaller groups because then they get a chance to speak in front of fewer audience instead of having to express themselves in front of the whole class. Also it is sometimes easier to open up and forget the shyness when playing a game because the atmosphere is not as serious and more emphasis is put on fluency rather than grammatical correctness.

Seventh, games can be a good strategy when teaching various subjects because they are very likely to spark interest amongst students. They can be used with students of all ages, and when they are used with other teaching methods they create diversity which is ideal for school work.

A study that was undertaken in Iceland in 2006 shows clearly the need for diversity in schools. Many participants in that study complained about the lack of diversity, and that they wanted more of it in order for their learning to become more fun and progressive in their school.[33]

Finally, using games in the classroom is important because many children do not get enough opportunity to play during their free time, which can be traced to the rapid changes in our society. Cities are getting bigger and traffic is getting heavier which means that more and more parents are hesitant to let their children play outside. Also passive activities such as watching television, or the computer

screen are seen as being more exciting than actually physically playing, so today the sight of children playing various games in groups outside is becoming much more rare than it was 10, 15 or 20 years ago.

This is not a good development, and it can have several bad consequences for our society. One possible consequence is that the lack of movement can cause health problems because even though not all games are physical some certainly are. Another consequence this change might have is decreased social skills because, according to Piaget, children's games reflect society and that by playing games children learn many of society's rules and regulations.[28, 19]

Games that are used in teaching can be divided into categories in many different ways. One way of dividing educational games is by categorizing them into groups depending on their model. Ingvar Sigurgeirsson has divided games into the following categories: games for dividing larger groups into smaller groups, introduction-games, group games, physical games, scavenger hunt games, educational games, theoretical expression games, drawing- and coloring games, educational card games, word games, story games and question games.[32]

Another way of dividing educational games is by categorizing them into co-operative games and competitive games. Although competitive games can be a useful way to get some students interested and to maintain their focus, co-operative games, which revolve around working together towards reaching a specific goal, can be an excellent way to foster the skill of working with others. In co-operative games the emphasis is not on winning or losing, and as a result nobody should have to suffer trauma to his or her self confidence which could lead to better results in the learning process.[29, 94]

Educational games can be categorized in many other ways, for example dividing games into groups depending on which age group they fit could be convenient, also a division into writing-, reading-, speaking-, and listening games could be a good idea. Some games will always fit into many categories, which can make categorizing games a complex project.

### *Games for dividing larger groups into smaller groups*

Within the group: games for dividing larger group into smaller groups, there are games that can be used prior to some group activity in order to divide the whole group into smaller groups. A great game that fits into this category is the game “Group dividing by miming” and it goes like this: The teacher has prepared notes with a certain role written on them.

If the teacher wants to have 4 students in a group he has made 4 notes of each role, for example 4 notes that say “teacher” or “clown”. The second step is to give each student a note and remember to tell the students that they have to make sure that nobody besides them sees their note. Once everybody has gotten a note then they can begin acting out their roles and while they are doing so they must watch the others in order to figure out who is acting the same role as them. Once they have figured that out they will have created their groups. An activity like this can also be very good because it “breaks the ice” and prepares the students for the group work.[32]

### *Introduction games*

This category might include games like: “Searching for people” where students have to walk around the classroom and find students that have for example lived on a farm, been to Spain or eaten Mexican food and of course they would have to use the target language in order to get the necessary information.

Also a good game in this category is the game “Stating the names” where students sit in a circle and one by one they introduce themselves, but the only catch is that before saying their own name they always have to repeat the names of the students who have already introduced themselves, and as the game progresses it gets harder and harder for students to memorize all the names.[21, 65]

In order to make this game more fitting in a language classroom the teacher could ask the student to add something they like that starts with the same letter as their name, for example “my name is Anna and I love apples”. Another idea could be to have students add adjectives with the same letter as their names, for example “Sigga super” or “Anna awesome” and that way it teaches adjectives as well.

### *Group games*

An example of a group game is the game “Fruit basket” which emphasizes listening, memory and reflexes, all of which are good and necessary skills to possess. The rules of this game are that participants sit in a circle and they all get a name of a certain fruit to “be”. One participant does not have a chair and has to stand in the middle. He then calls out a name of a fruit, for example an orange, and then all the students who are oranges have to stand up and switch seats.

The one in the middle has to try and “steal” a seat while the others are switching and if he succeeds someone else will be left alone in the middle and gets the task of calling out the name of a new fruit. This game could easily be augmented to suit different situations or to train some other vocabulary just by using other categories of words, for example clothes, names of relatives, or different types of food instead of fruits.[32]

### *Physical games*

An example of a physical game is “Walking the line” where participants have to walk a line and perform various types of tasks at the same time, for example walking backwards, or balancing a book on their heads.

In order to make this game more fitting in a language classroom the teacher should give the instructions in the target language, for example “everybody has to walk backwards”. Another example of a physical game could be the game “Simon says”, where someone plays Simon and gives the others orders, for example “Simon says jump” or “Simon says clap your hands”. I categorize this game as a physical game because of the fact that the Simon’s orders are usually physical.

Activities like “Simon says” fits into a teaching method called Total Physical Response (TPR) in which languages is taught by allowing students to observe and take their time to understand the language before having to speak it. TPR is thought to be a good teaching method for learning a foreign language for two reasons. The first one is that it is thought to reduce the stress level of learning a language and therefore making the learning more enjoyable, and the second one is

that it resembles the learning of children's native language, where children are exposed to the language for many months before starting to talk.[19, 31]

#### *Scavenger hunt games*

Scavenger hunt games are especially fitting in the language classroom because the clues can be written in the target language, which forces the participants to read and fellow team members to listen and test their understanding. Also within the scavenger hunt could be puzzles, which the students would have to solve, such as crossword puzzles, word searches and/or questions. The possibilities are almost endless and teachers are only bound by the limits of their own creativity.

#### *Educational games*

The "mail game" where participants have to deliver "mail" and make sure it gets to the right places works as an excellent example of an educational game. For languages a good idea would be to work around a theme of a certain place, such as the home. The first thing the teacher has to do is to make the envelopes and the "mail". The envelopes should be labeled with a specific genre, which in this example would be "kitchen", "bedroom", "bathroom" etc.

The mail should then be letters with words on them that fit into specific envelopes, for example the word "knife" or the word "refrigerator" would match the envelope labeled "kitchen". Each student should then get a certain amount of "mail" that he has to write his name on and then get to work delivering. The first one to deliver all of his mail would win if it turned out he delivered correctly.[32]

#### *Theoretical expression games*

The game "who am I?" fits perfectly into the theoretical expression category. In this game the class is usually divided into two teams and then one by one students stand in front of the whole class and act out a specific profession, which the teacher has given them. The teams take turns in guessing or asking questions, but the actor can only reply to questions by answering yes or no. The scoring can then be managed in a way that one point would be given to a team that asks a question, which is replayed with a yes answer and 5 points would be given to the team that figures out who the actor is playing.[33]

### *Drawing- and coloring games*

An example of a game from the category: drawing- and coloring games can be a game called “drawing in a foreign language”. That game is very similar to the “who am I” game from the category above but the only difference is that the students have to draw on the blackboard instead of acting, and they could be working with other types of vocabulary than professions, for example nouns, verbs or adjectives.[32]

### *Educational card games*

One educational card game is Bingo, which is an excellent activity to use in language teaching because the teacher can draw words and the students only have pictures on their bingo cards or vice versa. That way the students have to understand the words to be able to match it to the right picture.

### *Word games*

Word games can be especially good for language teaching. Included here are crossword puzzles and word searches where students get the words in their native tongue but they are hidden in the word search and only match the crossword puzzle in the target language. Also it is easy asking students to use the target language in the game “Filling in a chart” where participants have to find, for example a country, a city, an animal, or a type of food.[18, 41]

### *Story games*

An excellent example of a game from the category: story games, is the game “to tell a story”. The participants sit in a circle and one of them gets the role of the story teller. The teacher whispers one word into the ear of each student and asks him or her to remember it. Then the storyteller begins telling a story and every now and then he stops and points at a student who then has to say the word the teacher has whispered to him. The storyteller then has to incorporate this word into the story, and that usually has amusing consequences. This game fits into language teaching perfectly because the story would be told in the target language and the words would also be in the target language.[33]

### *Question games*

A good game in the category: question games, is the game “riddles about European countries”. The students get divided into pairs and each pair gets assigned a specific country and the task of preparing a small riddle about it, such as “It has many horses, it is surrounded by sea, and there you cannot travel by train”

*Answer: Iceland*

After each pair has made their riddle they would be asked to come to the front of the class and ask the other pairs to solve the riddle. The other pairs then have to write down what they think the right answer is and when all pairs have asked their riddles all the answers are collected and the pair with the most correct answers wins.[33]

## **2.5. Methodological instructions on organizing teaching English**

Depending on what the drop off policy is in your preschool, you can use this activity to greet each student at the start of the day. Have your class line up outside the classroom and enter one at a time. As children enter, ask each a question or have a short casual conversation with each child. This will give each of your students individualized attention which is so necessary at that age and, if done consistently, will give you a good read on how comfortable your students are with some of the basics of English conversation.[32]

Use These 16 Great Ways to Start a Preschool English Class

### **Puppet Time**

Who doesn't love puppets? They are especially appealing to young students, and your class will love if you start the day with a puppet on your hand. If you choose to start the day with a regular classroom friend or mascot, let the puppet greet your students at your first circle time.

Rules of Listening in Young Learner Classes

1. Although listening is a receptive skill, the students are not and should not be passive while listening; in other words, they should be engaged and/or work in the listening task actively.
2. The students should be engaged with different listening tasks according to their age, learning style, listening capacity and phonological awareness.
3. The language teachers should train the students to listen to the English sounds carefully.
4. The teachers should train the young learners to follow simple instructions to get them ready to develop other language skills.
5. Different listening tasks should be addressed in class:
  - & Listen & Do
  - & Listen & Draw
  - & Listen & Colour
  - & Listen & Mime
  - & Listen & Predict
  - & Listen & Respond
  - & Listen & Write (needs literacy)
  - & Listen & Identify (may need literacy)
  - & Listen & Match (may need literacy)
  - & Listen & Complete (needs literacy)
  - & Listen & Read (model for pronunciation)
6. The students should be given a different task each time they listen to the same text.
7. Input through tapes, videos or teacher modelling should be provided; the audio tools should be in good quality.
8. The teachers should be aware of the importance of familiarity (with the context, language, task, voice ...etc.), difficulty (what is expected as the output) and teacher's language (repeating, simplifying, and using gestures, intonation and formulaic expressions that help children to figure out the intended meaning)

9. It is important to embed listening into stories, games, routines, rhymes, songs. They may not understand every word, but they can understand the meaning from the context, visuals, and gestures as in real life.
10. Both bottom-up (requiring linguistic knowledge) and top-down (requiring world knowledge) listening should be addressed. [24, 56]

### **Rules of Speaking in Young Learner Classes**

1. Although it is a productive skill, the children may not feel ready to produce oral language, so teachers and parents should be patient.
2. Short practice activities can help students build productive language to use in discourse. Speaking starts with practicing drills, set phrases (junks and formulaic expressions), repeating models, so it is important to use such activities to make them familiar with repetitive language.
3. Children need experience of a range of discourse types to increase their skills, so the tasks designed for in-class use should be varied.
4. The teachers should take into account the developmental stages in L1, those in L2, and students' age to design the speaking activities.
5. Correcting each and every mistake is discouraging and they need help to acquire fluency.
6. Designing authentic activities, such as role-plays and dialogues based on real life conversations, motivates the students, so they willingly take the role of an imaginary person. However, the meaning and purpose of discourse needs to be made comprehensible to the learners.
7. The teachers should be aware of the problems young learners may have while articulating phonemes. It is important not to ignore the pronunciation, intonation and stress: Using tongue twisters, mirrors, imitating native speakers in movies can be some of the useful activities.
8. Speaking is not an individual skill; they need to be encouraged to practice in pairs and in groups.
9. A good speaking activity should involve all students not some of them.

10. When the class is noisy in a speaking activity, trying to shout over children is not a good idea: Using the lights, symbols or music may help.

*Recommendations for the Organization of the teaching of English in kindergarten*

From the very beginning of the training needed to develop a specific style of work with children in English, enter the rituals, the most common situations. Such ritual (salutations, goodbye, short charge, the use of English formulas of politeness) allow you to customize the children in the foreign language to communicate, to ease the transition into English show children what occupation began, ended that follow a certain stage.

The key to successful training is intensifying by the activities of children and their involvement in foreign language communication. You must continually re-order speech action (order of questions, downloads, articles, etc.) to children reacted to the meaning of words and not memorized sound mechanically. If you must do the leading games, active participants in different children at least once every child have provided training for speech.

To prevent fatigue, loss of interest in children, the teacher should every 5-7 minutes to play with classes, with verbs in English.

If classes are held in the kindergarten, with the whole group of children, a major difficulty: how to organize game to 5-7 people have played, and the rest followed closely by not distracting. It is important to give the teacher some recommendations:

- more frequently change leading to the rest of it was interesting watching the game: they understand that at any moment will be among players;

- to ask children to provide players with assistance if they cannot handle the game job;

- ask the children choir evaluate players (Yes, no, that's right, wrong);

- maximum " to adapt for the stage " situation that children watched with interest as it will end.

## CONCLUSION

Preschool children enter school with a wide range of literacy skills. By embracing differentiated instruction, you can build on their knowledge and create an instructional program that meets children where they are. Teaching emergent literacy in this manner supports developmentally appropriate practices because each child is encouraged to work at his or her level of comfort and pacing. This environment creates curious and active learners consistently engaged in activities and learning experiences in which they can feel successful

The preschool years are an active time for young children — their independence and initiative enable them to explore their world in new ways. Parents and teachers have the important task of giving children numerous and varied opportunities to promote their development during the preschool years, including physical development, thinking and learning, expressing feelings, awareness of self and others, and communication. Using the suggestions that have been offered will help to foster a positive, creative environment in which children can thrive.

Young learners in the communicative classroom should get as many speaking opportunities as possible and their speaking time should slowly but steadily rise so as to prepare them for various communicative situations. Keeping in mind that each classroom offers a wide range of learners differing in their abilities, knowledge, confidence, motivation and learning styles, a teacher should provide them with a proper environment that would help them develop their skills, independent of their basic characteristics and diversity.

Combining the approaches, varying the cognitive styles, mixing and matching various methods and tools – e.g. songs, games, chants, rhymes, dialogues, etc. – provide the students with maximum variety and (in turn) offers them plenty of opportunities to play an active part in communicative situations, ranging from simple imitation to conscious exchange and internalization of certain vocabulary items / pronunciation styles / grammatical points / communicative

techniques, at the same time building strategies that will help them later on when their knowledge of English has advanced and moved to a higher level.

Based on all of the information above it seems clear that games can and should be used as a teaching method when teaching languages. One reason why games could work well as a teaching method is because of the change that has occurred in teaching, where young learners have been becoming much more active in the whole learning process. Besides giving children a chance to be more active, games usually place the teacher in a background role, and therefore allow the young learners to take on more responsibility. It has also been made clear that games help create diversity. We have also learned that by creating diversity teachers are reaching out to a broader group of children and that is very important because children are individuals that differ from each other in so many ways.

Besides creating necessary diversity in the classroom and being a good method for teaching, we must not forget that games are fun and that helps get young learners active in their learning. I think we can all agree on the fact that no matter what teaching method is being used learning does not take place without the children participating in the learning process.

Aside from activating learners and creating diversity, games also create a comfortable and friendly atmosphere inside the classroom where young learners, especially shy children, might feel more comfortable in expressing themselves in the target language. Also games help young learners to get to know each other better, because many of them require more young learners interaction than other teaching methods might.

Games can also be used to help recreate various situations from real life and therefore make the learning more real and give the young learners a sense of what they are doing is relevant. Another benefit to using games in the classroom is that children do mature through games and through playing games they learn many of society's rules and regulations. In addition when using physical games, children would get a change to get a necessary work out that is often lacking today, due to rapid change in our society.

We have discovered that although games are supposed to be fun and easy there are certain things teachers need to keep in mind when using them inside the classroom. First of all the teacher needs to do everything in his or her power to make sure that all students have a good experience from playing the game. Also the teacher needs to keep in mind that not all games fit certain students and some cannot be played inside the classroom.

When selecting a game teachers need to ask themselves, “What are the goals am I trying to achieve by playing this game?” and they have to make sure that the game they choose is not too easy but at the same time not too difficult. If teachers believe a certain game might be too difficult for their students they need to be aware that they need to augment the game to make it more fitting. Finally, teachers need to make sure they explain all rules in detail, that during the game they do not interrupt the flow of the game and to plan some sort of a follow-up activity after the game.

We have discussed game categories and the complications that might follow categorizing games. Also we got to know one specific categorizing made by Ingvar Sigurgeirsson, where he divided games into the following categories: games for dividing larger groups into smaller groups, introduction-games, group games, physical games, savage hunt games, educational games, theoretical expression games, drawing- and coloring games, educational card games, word games, story games and question games. We took examples from almost every group and discussed how that particular game might be utilized in language teaching.

Also we have discussed the use of games in the four language skills: writing, reading, listening and speaking, and there were many valid reasons why using games might help train each specific skill. Writing games for example, help provide important immediate feedback that is usually lacking when students train their writing skills in a more traditional way. Listening games could offer an important and more exciting alternative from the boring listening activities that some of us remember from school. Games could make reading more fun and provide students with a reason to read, which is important because of how essential

the reading skill is. For example people need to know how to read in order to be able to learn how to write. When it came to speaking games were able to serve the very important job of helping young learners train their fluency.

Last but not least we have created 3 new games that we believe can be very beneficial in language teaching. We have linked them to what specific skill they practice and described them in detail, for example: their goals, which age group of students they suit, the necessary preparation and how long the game takes. We certainly intend to use them in our teaching in the future and we hope that someday they will be useful in other language classrooms too.

The purpose of this work is to reveal basic options, shared the idea of organizing the teaching of foreign languages to children of pre-school age.

Readiness of children to learn a foreign language is sentenced to five years. Teaching lessons need to take into account the age and individual patterns of linguistic abilities of children and their development. Training foreign language teachers should be understood as part of the overall development of the child's personality, connected to its sensory, physical, intellectual education.

Teaching a foreign language must be communicative in character, where a child learns a language as a means of communication, i.e. not just eat some individual words and speech patterns, but learning to construct expressions known models in accordance with emerging it communication needs. Communication in a foreign language must be motivated and focused.

Learning a foreign language in the kindergarten to the upbringing and development of children by subject-based and practical proficiency as a means of communication. Learning a foreign language called humanitarian and development of the child's personality. This is facilitated by the acquaintance with the culture of language; raising awareness of comity, benevolence; a person of a specific sex or age, and personality. Learning a foreign language should also make a contribution to the development of independent thinking, logic, memory, imagination of the child, his emotions, his linguistic-cognitive abilities

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**Internet resources:**

32. [www.google.ru](http://www.google.ru)
33. [www.onestopenglish.com](http://www.onestopenglish.com)

## APPENDIX

### Rhymes for Kids

#### *Numbers*

One, Two  
I go to school  
Three, Four  
I play outdoor  
Five, Six  
I read my books  
Seven, Eight  
I am never late  
Nine, Ten  
I sleep by then

#### *Birthday*

Hurrey, hurray a happy-happy birthday (3)  
A very happy birthday to you.  
From near ones and dear ones  
A very happy birthday (2)  
Form old friends and new friends  
A very happy birthday (2)  
Hurrey-hurrah a happy-happy birthday (3)

#### *Teapot*

I am a teapot  
Short and stout;  
This is my handle  
And this is my spout.

When the water's boiling  
Hear me shout;  
"just lift me up  
And pour me out."



### *Vegetables*

Tomatoes and Carrots  
Cabbage and Beans  
Look so yummy  
All red and green.

So little children  
Eat them everyday  
To make you grow  
Strong and smart.

### *To bed*

"to bed to bed!" said sleepy head.  
"Tarry a while", said slow  
"Put on the pan", said greely ann.  
"We'll sup be four we go"

If you sneeze on Monday, you sneeze for danger;  
Sneeze on a Tuesday, kiss a stranger;  
Sneeze on a Wednesday, sneeze for a letter;  
Sneeze on a Thursday, something better.  
Sneeze on a Friday, sneeze for sorrow;  
Sneeze on a Saturday, joy to-morrow.

I see the moon  
The moon sees me  
God bless the moon  
And God bless me

