

## Techniques for Learning English for Children

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### ABSTRACT

The article deals the modern teaching through games in kindergarten. Nowadays kindergarten children are too smart, to teach them the English language it is significant to use various types of techniques and methods. The most common techniques used in teaching English in kindergarten such as songs, chants, puppets, flashcards, and games will be described in greater detail.

**KEYWORDS:** techniques, teaching, kindergarten, songs, chants, puppets, flashcards, games

### Introduction

Teaching language to young learners is considered the most difficult task. Not all of the teachers can teach language to children English language learning techniques in the kindergarten focus on tapping into children's natural curiosity and ability to absorb language-related information. The following are some effective techniques for teaching English to children at this stage:

**Literature review. Learning through play:** Games are an excellent way to engage children in learning English. Use play activities, such as memory games, songs, stories, and puzzles, to get children to associate language with fun and actively participate. Play-based learning helps children develop social skills, language, and numeracy skills. Children who learn through play take initiative, have focused attention, and are motivated to learn. Play is an important source for children's active participation, motivation, and learning. These studies draw upon the common dimensions of play and learning to integrate play and learning in a goal-oriented preschool setting where there is room for children's creativity, choices, initiatives, and reflections. Pramling Samuelsson calls this approach 'playing-learning child' and 'playing-learning pedagogy'<sup>1</sup>. According to Siraj-Blatchford and MacLead-Brudenell, the first step of play starts with children's exploration of the materials in their environment. While children are acting on materials and changing the environment, they experience the various possibilities of play offered in their environment.<sup>2</sup> Play-based learning provides opportunities for children to develop a sense of the world around them through inquiry, exploration, interaction, and problem-solving. Through play, children engage with the people, places, and objects around them to form their understanding of the world and how they fit into

it. Play helps to develop a child's knowledge and skills, and prepares them for a lifetime of learning both in school and beyond.

**Discussion and result. Repetition and routines:** Children learn best through repetition, so create daily routines that include elements of English, such as songs or greetings in English at the beginning of class. Repeat basic vocabulary and structures in different contexts to reinforce learning. Repetition: By predictably using the same words, your child will have increased exposure to them, which will support the development of their understanding. Routine: Using the same words in the same way over and over again makes things predictable for your child. Why is repetition important in kindergarten? "Repetition is the First Principle Of all Learning"<sup>3</sup>. Why are routines important in kindergarten? Routines build self-confidence, curiosity, social skills, self-control, communication skills, and more. How does repetition help children learn? In general, the benefits of repetition for developing little ones are split into two areas: They are learning more each time. This is good for development and comprehension. The feeling of mastery brings them comfort and improves their self-confidence. Repetition comes in many forms. Repetition is when a word, phrase, or statement is repeated several times to emphasize and develop a certain idea. For example, "That is a very, very, very big balloon!"

**Visual stimuli:** Visual Stimulation is engaging a child visually to help in his brain development. Visual stimuli exert more influence on emotional perception than auditory stimuli, and there are gender and age differences in emotional reactivity when the neuropsychophysiology of the emotions is examined via the verification of the visual and auditory effects of positive and negative emotions. Using visuals assists children in knowing exactly what is expected of them or what is about to happen. Visuals also create opportunities for children to make choices, make requests, comment, and be active communicators. Children make connections and learn a lot about the world through their eyes and they will rely on their visual skills to recognize familiar people, make discoveries about their environment, and keep themselves safe<sup>4</sup>. Use picture cards, pictures, posters, and other visual resources to associate English words with their visual representations. In the first few years of life, the development of vision vastly supports the development of new concepts and an understanding of the

<sup>1</sup> Pramling Samuelsson, I., and M. Asplund Carlsson. 2008. "The Playing Learning Child: Towards a Pedagogy of Early Childhood." *Scandinavian Journal of Educational Research* 52 (6): 623-641

<sup>2</sup> Siraj-Blatchford, J., and I. MacLead-Brudenell. 2003. *Supporting Science Design and Technology in Early Years*. Buckingham: Open University Press.

<sup>3</sup>Robert F. Bruner. University of Virginia - Darden ... Bruner, Robert F., Repetition is the First Principle of All Learning (August 17, 2001).

<sup>4</sup>Urban Child Institute. (2012). The Importance of Stimulating a Child's Vision. Available: <http://www.urbanchildinstitute.org/articles/research-to-policy/research/the-importance-of-stimulating-a-childs-vision>.

world around them, and visual skills are often closely linked to areas of development such as cognition, memory, and recognition. Pre-school children usually have well-developed hand-eye coordination and can use their new skills to support them in many different activities such as playing games, climbing, drawing, and everyday routines. Also, at this stage, your child may be recognizing shapes and letters, and may even begin to read some simple or familiar words in their environment, all of which are supported by their visual skills.

**Use of gestures and facial expressions:** Among all the non-verbal cues – Gestures and facial expressions are two important aspects of non-verbal communication that play an important role in classroom management and language acquisition. It is the way where people listen and speak to each other and helps to understand what the other person is trying to say. We often use gestures and facial expressions to convey meaning. For example, if anyone seeks to know the direction of any place, we often move our hands and voice to deliver information<sup>5</sup>. Gestures and facial expressions are part of your nonverbal communication, which can complement, reinforce, or contradict your verbal communication. Children's gesture use predicts their storytelling abilities later on. Children with expressive language delays have greater language gains when their parents use gestures and words at the same time during interactions with their children. It mostly includes gestures, facial expressions, body movements, posture, pitch of voice, and some others. Nonverbal communication skills are cues that send various types of information or express certain attitudes and feelings without relying on written or spoken words. They involve using body language to send certain messages and can include gestures, facial expressions, and eye contact, among others. Gestures may be linked more closely to the social situations in which they are used, while facial expressions seem to be linked to the emotional state of being.

**Songs and rhymes:** Nursery rhymes and songs are wonderful! Not just because they are fun and engaging for young children, but because they can make a real difference to children's language and literacy. Nursery rhymes provide a unique learning context for preschoolers concerning their emergent literacy and musical development<sup>6</sup>. Research suggests that children who have a good understanding of rhyme do better in their literacy than children who have poor skills in this area. Kids love these fun preschool rhyming songs. Perfect for circle time and transitions, these songs will help your kids hear and produce rhyming words. Songs and rhymes are powerful tools for teaching English to children. Use songs with simple, catchy lyrics to introduce vocabulary, grammatical structures, and pronunciation in a fun way. These fun songs are great rhyming activities for circle time, Storytime, brain breaks, transitions, or morning meetings. "The Color Game Song (Here is another fun rhyming song by Jim Gill. This one combines rhyming with colors, body parts, and movement.)", "I want to rhyme (This

song from Move to Learn MS is a fun one that will also get kids moving. The song will help kids listen for the ending of each word.)", "Down by the Bay (This is one of my favorite rhyming songs. This version is by The Learning Station. You can also use my free printable rhyming picture cards to add some additional verses.)" In listening skills, the nursery rhymes songs considerably enhanced the students' English listening skills. It shows that nursery rhyme songs are one of the most effective media for enhancing the listening skills of young learners because young learners are enthusiastic about learning English while singing nursery rhyme songs.

**Multisensory learning:** Multisensory learning is understood as a learning practice, which incorporates various information channels belonging to different senses, such as visual, auditory, olfactory, etc.<sup>7</sup>. By teaching through multiple senses, teachers are ensuring that students who learn through visual stimulation, auditory stimulation, and movement are all being addressed and reached<sup>8</sup>. Take advantage of different senses and learning channels. Incorporates tactile activities, such as object manipulation or construction games, to stimulate active participation and reinforce learning through hands-on experience. Multisensory techniques that involve using the sense of touch are called tactile methods. Tactile methods include strategies such as Sand trays, raised line paper, textured objects, finger paints, and puzzles to improve fine motor skills. Modeling materials such as clay and sculpting materials.

**Conclusion.** In conclusion, we can say that a learner's age is an important factor in establishing suitable methods of teaching for each age group has its features and characteristics. They understand the overall meaning of information they receive even if they do not understand individual words. That is the ability they use also in learning their mother tongue. They learn with all their senses at once. The best way to know and understand something is by touching, smelling, and exploring it. They learn from what they can see and hear and, above everything else, by having a chance to touch it and interact with it.

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<sup>5</sup>Gower, R., Phillips, D., & Walters, S. (1995). Chapter 1: Approaching Teaching Practice. In *Teaching Practice Handbook* (pp. 1–7). UK: Macmillan Publishers Limited.

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