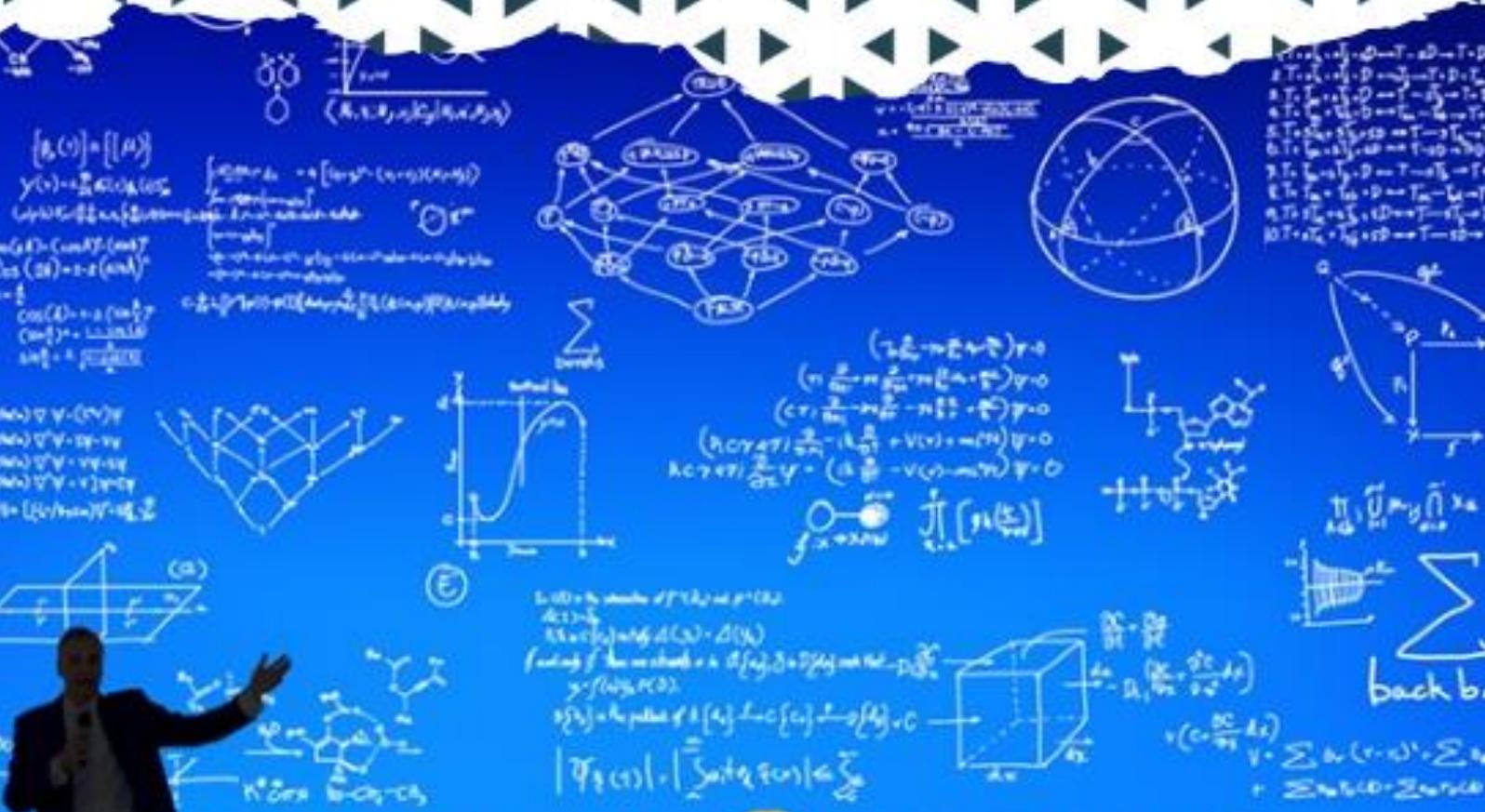




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GOALS AND OBJECTIVES OF TEACHING ENGLISH AND PRESCHOOL EDUCATIONAL INSTITUTIONS

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Annotation: This article explores the main goals and objectives of teaching English in preschool educational institutions, emphasizing the importance of early language acquisition in a child's cognitive and emotional development. The study outlines how introducing English at an early age helps foster curiosity, creativity, and communication skills through play-based and interactive learning activities. It highlights the necessity of creating a positive language environment where children can naturally absorb sounds, words, and basic structures of English. The author discusses pedagogical approaches such as the communicative, game-based, and audiovisual methods, which are essential for maintaining motivation and engagement among preschoolers. Moreover, the article stresses the role of teachers in modeling correct pronunciation, encouraging participation, and using visual aids and songs to enhance retention. The research concludes that well-structured English teaching programs at the preschool level lay a solid foundation for future language learning, shaping not only linguistic competence but also broader cognitive and social abilities.

Key words: Preschool education, English teaching, early language learning, communicative approach, play-based learning, motivation, language environment, teacher role, audiovisual methods, linguistic competence.

Introduction: In recent years, the importance of teaching foreign languages, especially English, in preschool educational institutions has gained increasing recognition worldwide. The early introduction of English is no longer considered an optional enrichment activity but rather a vital component of a child's overall education. As the world becomes more interconnected, the ability to communicate effectively in English is viewed as a key competency that supports future academic success and global participation. Preschool education, therefore, serves as the foundation where the first bricks of linguistic and communicative competence are laid. At this stage, children are naturally curious, receptive, and eager to imitate sounds, gestures, and words. These unique developmental characteristics make early childhood an ideal time to begin foreign language learning.

The primary goal of teaching English in preschool is not to achieve perfect grammar or complex vocabulary, but to expose children to the sound, rhythm, and melody of the language in a joyful, engaging, and meaningful way. The focus is on developing listening and speaking abilities through songs, games, short stories, rhymes, and interactive activities. Such an environment encourages children to experiment with language without fear of making mistakes. It helps them form positive attitudes toward language learning, which is crucial for continued success at later stages. The foundation built in preschool influences the child's motivation and confidence to learn English in primary school and beyond [1,312].

The methodology of teaching English in preschool differs fundamentally from that used with older learners. Preschoolers learn best through play, movement, and emotional interaction. Therefore, the methods applied must be tailored to their cognitive, psychological, and social characteristics. Teachers should employ game-based, communicative, and multisensory approaches that allow children to learn naturally and intuitively. Repetition, visual support, songs, and physical activities play a key role in reinforcing learning. The classroom atmosphere should be relaxed and filled with joy, where children feel safe to explore new sounds and expressions.

Another important aspect is the role of the teacher in guiding and facilitating the learning process. The teacher is not merely a transmitter of knowledge but a model, motivator, and organizer of the learning environment. Their enthusiasm, tone of voice, facial expressions, and gestures significantly influence how children perceive and respond to the language. Moreover, the teacher's ability to integrate English into daily routines such as greetings, classroom instructions, and simple dialogues helps make language use natural and continuous [2,272].

In preschool English teaching, the objectives are both linguistic and developmental. Linguistically, children are introduced to the basic sounds, words, and expressions of English. Developmentally, they learn to listen carefully, concentrate, cooperate, and express themselves. English lessons, when designed properly, contribute not only to linguistic growth but also to the development of memory, imagination, fine motor skills, and social behavior. Through interactive activities, children practice turn-taking, sharing, and teamwork, which are essential life skills.

The design of the curriculum and lesson content must consider children's limited attention span and the need for constant variation. Lessons should include short, dynamic segments that combine physical activity with listening and speaking practice. For example, a typical lesson may start with a greeting song, followed by a vocabulary game, a short story, and a creative activity such as drawing or role play. Such a sequence keeps children engaged and helps them associate English with positive emotions and fun.



The use of visual and audiovisual aids is another key component in teaching English to preschoolers. Flashcards, puppets, pictures, videos, and songs provide strong visual and auditory support that makes new words and expressions easier to understand and remember. Technology can also be used effectively in this process. Interactive whiteboards, educational apps, and multimedia presentations can transform abstract concepts into concrete experiences, catering to various learning styles. However, the use of technology should always serve pedagogical goals rather than becoming the main focus of the lesson [3,412].

Cultural exposure is an additional benefit of introducing English early. Language and culture are inseparable, and even simple classroom activities can introduce children to elements of English-speaking cultures songs, holidays, fairy tales, and customs. This not only broadens their worldview but also cultivates respect for diversity and curiosity about other ways of life. Through such exposure, children learn that language is a bridge between people, encouraging openness and tolerance.

Parental involvement also plays an essential role in the success of English teaching at the preschool level. Parents can support their children by showing interest in what they are learning, singing songs together, or watching simple English cartoons. The cooperation between teachers and parents ensures continuity between home and school, reinforcing the learning process and making it more meaningful for the child.

The process of teaching English in preschool settings must be carefully organized and supported by appropriate educational materials and methodological guidance. Teachers need proper training in early childhood pedagogy and foreign language methodology to manage the dual challenge of maintaining children's attention and facilitating language acquisition. Continuous professional development and methodological support are vital to ensure that preschool English instruction is effective and age-appropriate. In summary, the teaching of English in preschool educational institutions is a multifaceted process that combines linguistic, cognitive, emotional, and social dimensions. The main goal is not to teach children to read or write in English but to help them develop an awareness and enjoyment of the language through meaningful, playful experiences. Preschool English education lays the foundation for lifelong learning, equipping children with early communicative competence, curiosity, and confidence that will serve them well in the future. In the modern globalized world, where English functions as the international language of communication, science, and technology, providing children with early exposure to it represents an investment in their future. The earlier the exposure, the more natural and effective the learning process becomes. Preschool English programs that combine sound pedagogy, creativity, and emotional engagement are powerful tools for shaping open-minded, capable, and communicative young learners ready to thrive in a multilingual world.

Literature review: The teaching of English at the preschool level has been widely explored by scholars who emphasize its importance in early childhood education. Researchers such as Harmer (2015) and Brown (2007) argue that early exposure to a foreign language enhances not only linguistic skills but also cognitive flexibility, problem-solving ability, and memory. They stress that the preschool period is the most favorable stage for acquiring pronunciation and intonation patterns naturally, as children at this age possess a remarkable capacity to imitate sounds and absorb new information unconsciously [4,208].

Several studies highlight the communicative and play-based nature of preschool English instruction. Ismoilova (2016) notes that storytelling, songs, and games form the backbone of effective early language teaching. According to her, these techniques promote motivation and curiosity, allowing children to use English in meaningful contexts. Similarly, Cameron (2001) emphasizes the role of interactive activities that connect language learning with emotions, movement, and imagination. These activities transform language acquisition into a natural process rather than a formal academic task [5,320].

Methodological research by Larsen-Freeman (2011) and Richards & Rodgers (2014) outlines how the communicative approach can be adapted for young learners by focusing on real-life communication rather than rote memorization. They recommend a combination of visual, auditory, and kinesthetic methods that appeal to children's sensory experiences. The integration of audiovisual materials songs, pictures, and short animations has also been proven to improve vocabulary retention and listening comprehension (Thornbury, 2002).

Another important direction in the literature concerns the psychological aspects of early learning. Piaget's and Vygotsky's theories are often cited to explain how children construct knowledge through interaction and play. Vygotsky's concept of the "zone of proximal development" underscores the teacher's role as a facilitator who guides children from simple imitation to independent use of the language. Emotional security, encouragement, and positive reinforcement are therefore crucial elements of preschool English teaching [6,356].

In recent years, technological innovations have influenced early language education. Authors like Nation (2013) and Scrivener (2010) point out that digital tools songs, cartoons, and interactive applications support language immersion when used appropriately. However, they also warn that technology should supplement, not replace, face-to-face communication [7,159].

Overall, the reviewed literature agrees that the main goal of English teaching in preschool institutions is to create a stimulating, enjoyable environment where children can develop linguistic awareness and communicative skills naturally through play and interaction.



Methodology: The methodological framework of this research on "Goals and Objectives of Teaching English in Preschool Educational Institutions" is based on qualitative analysis, descriptive observation, and comparative study. The methodology aims to explore effective strategies, techniques, and approaches that ensure the natural development of English language skills among preschool learners while aligning with their psychological and cognitive characteristics.

The first stage of the research involved a thorough review of theoretical and methodological literature related to early childhood language education. Works by prominent scholars such as Harmer (2015), Brown (2007), Cameron (2001), and Ismoilova (2016) were analyzed to understand existing practices, theoretical foundations, and principles guiding preschool English instruction. This helped identify the most effective teaching approaches, including communicative, play-based, and task-based methods.

The second stage included observational analysis of classroom practices in several preschool institutions where English was integrated into the curriculum. The purpose of these observations was to assess how teachers organize English lessons, motivate children, and adapt activities to different learning styles. Special attention was given to the use of songs, storytelling, role play, and visual materials. These activities were evaluated for their effectiveness in developing listening comprehension, pronunciation, and basic vocabulary.

In addition, interviews and informal discussions were conducted with preschool English teachers to gather insights into their pedagogical experiences, challenges, and methods of engaging children. Their feedback provided valuable information on classroom management, lesson structure, and the importance of teacher enthusiasm and emotional interaction.

The research also employed a comparative approach by analyzing both traditional and innovative teaching models. This allowed the identification of effective practices that combine communicative techniques with creative play. The analysis emphasized that the integration of visual, auditory, and kinesthetic elements ensures better retention and understanding among young learners.

The methodological basis of the study is supported by pedagogical and psychological theories, particularly those of Piaget and Vygotsky, which explain how children learn best through interaction, play, and guided discovery. The research applied these theories to demonstrate how preschool learners internalize English structures through meaningful activities rather than formal instruction.

Finally, the collected data were summarized to develop methodological recommendations for improving the process of English teaching in preschool institutions. These recommendations focus on the teacher's role, lesson design, materials selection, and strategies for maintaining motivation. This

methodological framework ensures that the study is both theoretically grounded and practically oriented toward enhancing English instruction in preschool education.

Results: The research on produced several significant findings that highlight the importance of early English language instruction and the effectiveness of specific methodological approaches. The results confirmed that the preschool stage is the most favorable period for language acquisition due to children's heightened ability to imitate sounds, absorb patterns, and learn through play and interaction.

One of the key findings is that children exposed to English in a playful and emotionally supportive environment develop stronger listening and speaking skills compared to those taught through traditional, teacher-centered methods. Activities such as songs, rhymes, storytelling, and interactive games were found to be highly effective in maintaining attention, encouraging participation, and promoting spontaneous use of English words and expressions. These activities helped children internalize basic vocabulary and pronunciation without conscious effort, creating a natural foundation for later learning.

Observations in preschool classrooms also showed that the role of the teacher is crucial in determining the success of English lessons. Teachers who demonstrated enthusiasm, creativity, and emotional warmth achieved higher engagement levels among children. Their use of gestures, visual aids, and expressive tone of voice contributed to comprehension and memory retention. The study also found that incorporating English into daily routines such as greetings, instructions, and simple dialogues significantly enhanced children's ability to understand and use the language naturally.

Furthermore, the integration of audiovisual and digital materials, such as songs, flashcards, and short videos, proved to be a valuable tool in language development. When used in moderation and with pedagogical intent, these resources provided visual and auditory reinforcement, helping children connect meaning with sound and image. However, the study emphasized that technology should complement, not replace, live teacher-student interaction.

Another notable result was the improvement of children's cognitive and social development through English lessons. Language activities encouraged memory, attention, creativity, and cooperation. Group games and role plays fostered teamwork, respect, and confidence skills essential for both language learning and personal growth.

Overall, the research demonstrated that English teaching in preschool institutions, when based on communicative and play-based principles, effectively builds the foundation for future linguistic competence. It contributes not only to language acquisition but also to the holistic development of the child, making early English education a vital part of modern preschool curricula.



Discussion: The findings of this research highlight the essential role of early English language instruction in shaping both linguistic and cognitive development among preschool children. The discussion focuses on interpreting these results in relation to existing theories and methodological principles, emphasizing how play-based and communicative approaches contribute to successful early language acquisition.

One of the most important insights drawn from the study is that preschoolers learn best through natural interaction and play rather than through structured, formal instruction. This aligns with Vygotsky's theory of the zone of proximal development, which suggests that children acquire new skills most effectively when guided through meaningful social interaction. In the observed classrooms, children who were encouraged to use English in songs, games, and simple dialogues showed higher engagement and better retention of new vocabulary. This demonstrates that motivation and emotional connection are as crucial as linguistic input in early learning.

Another important point concerns the role of the teacher as both a facilitator and motivator. Teachers who displayed enthusiasm, warmth, and creativity managed to create emotionally safe environments where children felt comfortable experimenting with language. This supports the communicative approach proposed by Richards and Rodgers (2014), which views language as a tool for interaction rather than mere knowledge. In contrast, lessons that relied heavily on repetition or translation were found to limit active participation and reduce interest.

The integration of visual and digital materials also emerged as an important factor. While some critics argue that technology can distract young learners, this research found that carefully selected multimedia resources such as songs, short cartoons, and interactive slides enhanced engagement and comprehension. The key lies in balancing traditional teaching with modern tools, ensuring that technology remains a means of reinforcement rather than a replacement for direct communication.

Furthermore, the study supports the idea that early English teaching promotes broader cognitive and social benefits. Through storytelling, role-playing, and group activities, children not only learned new words but also developed cooperation, empathy, and problem-solving skills. These findings echo those of Piaget, who emphasized that cognitive growth is driven by active participation and discovery.

Conclusion: The research demonstrates that early foreign language education is not merely an introduction to English but an essential stage in a child's overall development. Preschool English teaching serves as the foundation for building communicative competence, cognitive growth, and social interaction skills that support lifelong learning. The study confirms that the preschool period is the most favorable time for language acquisition



because children are naturally curious, emotionally responsive, and highly receptive to new sounds and patterns.

The findings highlight that the primary goal of preschool English instruction is to create a positive, engaging, and emotionally supportive environment where children learn through meaningful play and communication. Play-based activities such as songs, rhymes, stories, and role-play are proven to be the most effective tools for developing early listening and speaking abilities. These methods stimulate imagination, maintain motivation, and encourage natural language use without fear of mistakes.

The teacher's role is central to achieving these goals. Teachers must act not as lecturers but as facilitators who guide, motivate, and inspire children through creative and interactive methods. Their tone of voice, gestures, and use of visual aids significantly influence children's understanding and interest. A well-trained teacher can integrate English naturally into everyday routines greetings, classroom instructions, and games making language learning a continuous and joyful process.

The study also emphasizes the importance of audiovisual and digital resources. When used appropriately, these tools enhance comprehension, reinforce vocabulary, and make learning more dynamic. However, technology should never replace direct communication or emotional connection between teacher and student. Instead, it should serve as a supplementary aid to strengthen engagement and understanding.

Another major conclusion is that teaching English at the preschool level contributes not only to language skills but also to personal and social development. Children improve their memory, attention, creativity, and cooperation through interactive activities. They learn to listen, take turns, and express themselves skills essential for future education and social life.

In summary, effective preschool English teaching requires a balanced combination of communicative, emotional, and play-based methods. When children experience English as a source of joy and discovery, they develop a lifelong positive attitude toward learning languages. Thus, early English education plays a vital role in preparing children for the challenges of a globalized world and nurturing confident, open-minded learners.

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