

IMPROVING THE METHODOLOGY OF TEACHING ENGLISH LANGUAGE TO STUDENTS OF PRESCHOOL EDUCATIONAL ORGANIZATION BY MEANS OF ART PEDAGOGY

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Abstract. The article is devoted to the possibilities of using art technologies in teaching speech in English to preschoolers. The use of art technologies is considered for the purpose of a complex impact on all types of analyzers to increase the effectiveness of teaching speaking to modern preschoolers.

Keywords: English language, complex, art technologies, training, psychological atmosphere, preschool education.

СОВЕРШЕНСТВОВАНИЕ МЕТОДИКИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА УЧАЩИМСЯ ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЙ СРЕДСТВАМИ АРТ- ПЕДАГОГИКИ

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Аннотация. Статья посвящена возможностям использования арт-технологий в обучении речи на английском языке дошкольников. Рассматривается использование арт-технологий с целью комплексного воздействия на все виды анализаторов для повышения эффективности обучения разговорной речи современных дошкольников.

Ключевые слова: английский язык, комплекс, художественные технологии, обучение, психологическая атмосфера, дошкольное образование.

MAKTABGACHA TA'LIM TASHKILOTI YO'NALISHI TALABALARIGA BADIY PEDAGOGIKA VOSITASIDA INGLIZ TILINI O'QITISH METODIKASINI TAKOMILLASHTIRISH

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Annotatsiya. Maqola maktabgacha yoshdagi bolalarga ingliz tilida nutqni o'qitishda badiiy texnologiyalardan foydalanish imkoniyatlariga bag'ishlangan. Zamonaviy maktabgacha yoshdagi bolalarga gapirishni o'rgatish samaradorligini oshirish uchun badiiy texnologiyalardan foydalanish barcha turdagi analizatorlarga kompleks ta'sir ko'rsatish maqsadida ko'rib chiqiladi.

Kalit so'zlar: ingliz tili, kompleks, badiiy texnologiyalar, o'qitish, psixologik muhit, maktabgacha ta'lim.

INTRODUCTION.

The choice of art technologies when teaching foreign language speech to preschoolers is justified. The psychological and pedagogical features of the modern Alpha generation and their deficits are taken into account. The techniques and stages of working with art technologies in classes on teaching foreign language speaking are given. The developed set of exercises is presented. The set of exercises consists of grouped tasks on selected topics. Topics reflect the interests of preschool students.

Art technologies in each complex systematically use analyzers of preschoolers' perception of the external world. This complex helps to absorb educational information more productively. Based on the results of the study, it was concluded that the integrated use of art technology is an effective means of enhancing the educational and speech activity of preschool children when mastering foreign language speaking.

Art technologies help create a favorable emotional atmosphere in the classroom. Art technologies create an atmosphere that allows you to relieve overload in the learning process. Thanks to art technologies, the atmosphere in the classroom becomes warmer and friendlier, and communication function improves.

MATERIALS AND METHODS

Nowadays, language learning occupies an important place in the modern world. It is advisable to start teaching a foreign language at an early age, taking into account the psychological and physiological characteristics of the students.

Over the past decade, the living conditions and development of children have changed significantly. Preschool children are especially open to new things and sensitive to change, since they are formed and develop in completely different conditions than previous generations. We observe the characteristics of modern children in connection with the characteristics of the children's subculture. Among them are underdevelopment of gross and fine motor skills, speech development disorders, imagination deficits, communication difficulties, lack of independence and self-organization. With a sufficiently high level of awareness, mental development and technical literacy, children remain passive. It is necessary to search for new technologies that would allow us to work productively with children of the new generation. We see the prospect of work in this direction in the integrated use of art technology in the process of teaching preschoolers.

Art technologies in the pedagogical process are a set of psychological methods of influence based on the creative activity of students.

The term "art technology" was borrowed from psychology. In the psychological literature, this term describes the use of psychological methods of influence based on creative activity in order to form the comprehensive development of a person's personality [2].

Thanks to the integrated use of art technologies in foreign language teaching classes, it is possible to achieve a favorable psychological and educational atmosphere in the lesson, increased motivation, stress relief, as well as the formation and development of speech skills and abilities of preschoolers [3].

The use of art technologies is suitable for various types of work: individual, pair, group, collective. This is especially true for teaching students of the modern generation in a preschool educational institution. The use of art technologies allows you to make learning creative, interesting, varied and creative, as well as create a comfortable psychological atmosphere in the classroom.

RESULTS AND DISCUSSION.

When starting to teach students a foreign language with the inclusion of art technologies, it is advisable to adhere to certain rules. Firstly, it is necessary to take into account the psychological and pedagogical characteristics of modern preschoolers, namely: the ability to better perceive brief information, clip thinking, personalization, underdevelopment of fine and gross motor skills, and lack of independence. Secondly, try to create a comfortable psychological climate in the classroom. Thirdly, students should have freedom to choose material and forms of working with them.

When teaching a language with the help of art technologies, the teacher needs to find out the students' preferences in types of artistic activities. Based on these data, the teacher should select an art technique suitable for working with students.

The process of teaching speaking to preschoolers must be built in stages.

At the first stage, the main emphasis should be on reducing language difficulties. New lexical units are introduced through visualization, and illustrated dictionaries are created. Presenting an illustration of a word promotes better memorization. And with the help of songs that include lesson vocabulary, new words and expressions are practiced and memorized.

Taking into account the interests of preschoolers, you can perform exercises in a playful way and perform thematic pantomimes. An example of the use of a common creative and gaming space created in class is

“collage”, in which students take turns making additions related to the topic of the lesson, and then pronounce the changes made.

At the second stage, children act out dialogues, read them, trying on various social roles. In the process of work, lexical, phonetic and grammatical skills and speech skills are formed, which make it possible to easily carry out foreign language communication in the future.

Finally, at the third stage, theatricalization occurs. Possible tasks could be: role-playing a telephone conversation; interview; film dubbing; virtual excursions, exchange of information based on illustrations.

However, art technologies for each topic should be used in combination to influence each child's analyzer during learning. We offer a set of exercises on topics that reflect the interests of preschoolers.

Animals (Pets)

Art technology: singing

1. Watch the video song and name which animals are mentioned there. A song about pets: "I have a pet"

Do you have a pet? Yes, I have a dog. I have a pet.

He is a dog.

And he says, "Woof, woof, woof, woof, woof, woof, woof."

I have a cat. I have a pet. She is a cat.

And she says, "Meow, meow, meow, meow, meow, meow, meow." I have a mouse.

I have a pet. He is a mouse.

And he says, "Squeak, squeak, squeak, squeak, squeak, squeak, squeak." Woof woof [3].

Answer: dog, cat, mouse, bird, fish, lion.

2. Find out how to pronounce animals in English. Repeat after the teacher. (The teacher shows flashcards, the children repeat after the teacher and try to imitate the pronunciation) [4].

3. Listen to the song again and, when you hear familiar animal names, clap your hands and try to sing them along with the characters.

1. Listen to the recording again and say what sounds does each animal make?

2. Listen to the recording and try to sing.

3. Names of animals and their sounds.

4. Listen to the song and underline the names of animals and their sounds in the text.

Art technology: theatricalization.

1. Watch the video and try to repeat the movements after the teacher [5].

2. Repeat the movement of the animal that the teacher says.

The teacher names the animal in English, the children repeat the movement, simultaneously pronouncing the name of the animal. (For example, the teacher says “A cat”, the children show their mustache and say “a cat”).

3. The teacher depicts an animal, and the children guess who the teacher thought of by asking questions:

– Is it a dog?

– No, it, isn’t

– Is it a cat?

– Yes, it is

1. Draw an animal so that the children can guess who you have guessed.

– Is it a dog?

– No, it, isn’t

– Is it a cat?

– Yes, it is

2. Repeat after the teacher the phrases and movements to them (The teacher practices the movement under the phrase: I have a pet. The teacher practices the phrases: He is a dog, she is a cat, he is a mouse, he is a bird, she is a fish , he is a lion).

3. Sing a song while going through the motions.

CONCLUSION.

The set of exercises we presented on the topic “Animals” was introduced into the process of teaching a foreign language to preschoolers and helped to increase activity, minimize fatigue, and harmonize the students’ personality. Incorporating elements of art into the classroom also has a positive effect on the mental state of students.

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