



TEACHING ENGLISH TO PRESCHOOLERS BASED ON VOCABULARY EXERCISES

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ANNOTATION

The article examines novel approaches and tactics employed in the instruction of English to young children in preschool settings, with a specific focus on vocabulary enhancement exercises. The pedagogical approach places significant emphasis on the utilization of a diverse range of tools and techniques, including but not limited to visual aids, interactive games, storytelling, songs and rhymes, hands-on activities, and exercises that include technology. The primary objective of these strategies is to actively include and capture young learners, so facilitating the enhancement of their language skills.

The article emphasizes the significance of customizing questions and surveys to align with the participants' level of knowledge and experience in order to collect data on the efficacy of vocabulary exercises. The recommendation is to employ a combination of quantitative and qualitative methodologies in order to evaluate the effects of these exercises on the language development of preschool-aged children.

The article presents two case studies that serve as practical examples to demonstrate the application of these strategies. The initial case study centers around the pedagogical approach of instructing fundamental colors and shapes using the utilization of flashcards, a whiteboard, colored markers or chalk, and a diverse array of objects. The second case study exemplifies the utilization of projectors and visual organizers to instruct animals and their corresponding noises.

The article additionally discusses the incorporation of technology into vocabulary activities, thereby augmenting the educational encounter for preschool-aged children. The integration of technology-driven exercises facilitates the establishment of a dynamic and engaging educational setting.

In conclusion part, the paper underscores the need of enhancing the engagement and efficacy of vocabulary exercises for preschool-aged children by employing a diverse range of strategies. Through the integration of visual aids, interactive games, storytelling, and technology-based exercises, educators have the ability to facilitate the language development of preschool-aged children in a manner that is both engaging and dynamic.

KEY WORDS

preschool, english, vocabulary exercises, visual aids, interactive games, storytelling, songs and rhymes, hands-on activities, technology-based exercises, language development, dynamic and interactive learning.

MAKTABGACHA YOSHDAGI BOLALARGA INGLIZ TILINI LUG'ATGA DOIR MASHQLAR ORQALI O'RGATISH

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ANNOTATSIYA

Maqolada maktabgacha ta'lim muassasalarida kichik yoshdagi bolalarga ingliz tilini o'rgatishda qo'llaniladigan yangi yondashuvlar va taktikalar ko'rib chiqilib, so'z boyligini oshirish mashqlariga alohida e'tibor qaratilgan. Pedagogik yondashuvda ko'rgazmali qo'llanmalar, interfaol o'yinlar, hikoyalar, qo'shiqlar va qofiyalar, amaliy mashg'ulotlar va texnologiyani o'z ichiga olgan mashqlarni o'z ichiga olgan, lekin ular bilan cheklanmagan holda, turli xil vositalar va usullardan foydalanishga katta e'tibor beriladi. Ushbu strategiyalarning asosiy maqsadi yosh bolalarni faol ravishda qamrab olish va ularni faoliyatga jalb etish, hamda ularning til ko'nikmalarini oshirishga yordam berishdir.

Maqolada lug'at mashqlari samaradorligi to'g'risida ma'lumot to'plash uchun savollar va so'rovlarni ishtirokchilarning bilim va tajriba darajasiga moslashtirish muhimligi ta'kidlangan. Ushbu mashqlarning maktabgacha yoshdagi bolalarning til rivojlanishiga ta'sirini baholash uchun miqdoriy va sifat metodologiyalarining kombinatsiyasini qo'llash tavsiya etiladi.

Maqolada ushbu strategiyalarni qo'llashni ko'rsatish uchun amaliy misol bo'lib xizmat qiladigan ikkita amaliy misol keltirilgan. Dastlabki amaliy tadqiqotlar kartalar, doska, rangli markerlar yoki bo'r va turli xil obyektlardan foydalangan holda asosiy ranglar va shakllarni o'rgatishning pedagogik yondashuviga qaratilgan. Ikkinchi misolda hayvonlarga va ularga mos keladigan shovqinlarga ko'rsatma berish uchun proyektorlar va vizual tashkilotchilardan foydalanish misol bo'ladi.

Maqolada qo'shimcha ravishda texnologiyani lug'at faoliyatiga qo'shish va shu bilan maktabgacha yoshdagi bolalarda ingliz tilini kuchaytirish muhokama qilinadi. Texnologiyaga asoslangan mashqlarning integratsiyasi dinamik va qiziqarli ta'lim muhitini yaratishga yordam beradi.

Xulosa qismida, maqola turli xil strategiyalarni qo'llash orqali maktabgacha yoshdagi bolalar uchun lug'at mashqlarining faolligini va samaradorligini oshirish zarurligini ta'kidlanadi. Ko'rgazmali qo'llanmalar, interfaol o'yinlar, hikoyalar va texnologiyaga asoslangan mashqlarni birlashtirish orqali o'qituvchilar maktabgacha yoshdagi bolalarning til rivojlanishini bir vaqtning o'zida ham jozibador, ham harakatchan tarzda rivojlantirish imkoniyatiga ega bo'ladilar.

KALIT SO'ZLAR

maktabgacha ta'lim, ingliz tili, lug'at mashqlari, ko'rgazmali qurollar, interfaol o'yinlar, hikoya qilish, qo'shiqlar, amaliy mashg'ulotlar, texnologiyaga asoslangan mashqlar, tilni rivojlantirish, dinamik va interaktiv ta'lim.

INTRODUCTION



Utilizing vocabulary activities as a pedagogical approach for instructing English to preschool-aged children is a captivating and efficacious method for acquainting these early learners with the language. Educators have the ability to cultivate language development by establishing a dynamic and interactive learning environment through the integration of visual aids, interactive games, storytelling, songs and rhymes, and hands-on activities. Moreover, the incorporation of technology-based exercises has the potential to augment the educational experience of preschool-aged children. This methodology not only facilitates the expansion of children's English lexicon, but also fosters an affection for the language during their formative years. This introduction aims to examine the diverse approaches and strategies employed in instructing English to preschool-aged children via vocabulary exercises, and the potential impact of these activities on the comprehensive language acquisition of young students.

LITERATURE REVIEW

Academic scholars place significant emphasis on the significance of utilizing teaching approaches that are appropriate for the age of the learners. Preschool-aged children are situated within a developmental phase when their optimal learning occurs through engagement in play-based and interactive experiences. Hence, it is generally suggested to employ vocabulary activities that are integrated into songs, games, and storytelling. The research conducted by Anggaira et al. (2022) emphasizes the efficacy of utilizing songs as a modality for enhancing vocabulary acquisition among preschool-aged children. The findings of this study propose that employing this method is congruent with the developmental requirements and inclinations of young learners.

According to scholarly research, the utilization of engaging and interactive materials has been found to have a substantial impact on the acquisition of vocabulary in preschool-aged children. A study conducted by Burcu Güngör (2018) shown the efficacy of English speaking toys as instructional tools in enhancing the receptive and expressive vocabulary skills of preschool-aged children. This implies that educational resources that engage and stimulate the attention and creativity of young learners may yield more effectiveness compared to conventional instructional approaches.

Research has indicated that the integration of receptive language activities, involving listening and comprehension, with productive language exercises, encompassing speaking and application, can result in enhanced vocabulary retention among young learners. This assertion is substantiated by empirical investigations conducted inside authentic classroom settings, as elucidated in the scholarly works authored by Qing Ma and Ching Ha Sin. These studies have revealed that the integration of both productive and receptive activities yields superior outcomes in terms of vocabulary acquisition, surpassing the efficacy of solely employing receptive exercises.

The scholarly article titled "English Language and Teacher Education" authored by D. Mišić (2019) centers its attention on the pedagogical approach of instructing content analysis within English language courses at the graduate level, specifically targeting the field of preschool and primary teacher education. The significance of choosing texts that are relevant to children's experiences during their preschool and school years is underscored, as it serves to promote the development of speech, enhance vocabulary, and facilitate accurate pronunciation. This study also investigates the potential of selected texts to enhance understanding of foreign language methodologies, while providing illustrative tasks aimed at improving comprehension of English vocabulary.



In her work titled "Teaching Academic English Corpus Through Word-formation," Korotkina (2019) explores the pedagogy of academic English, with a specific emphasis on the study of word formation. This course offers a curriculum tailored to social scientists, with a particular focus on the significance of comprehending classical components within the realm of academic terminology. The course employs interactive computer-based visual resources and a range of analytical exercises to facilitate students in decoding unfamiliar vocabulary and generating neologisms, a crucial skill for adapting to novel terminologies.

The study conducted by Mancilla-Martinez and Lesaux (2011) centered on evaluating the efficacy of vocabulary education for English language learners (ELLs) within preschool environments. The study conducted by the researchers revealed that the implementation of explicit vocabulary education, encompassing several activities such as object labeling, word meaning discussions, and utilization of contextual cues, yielded positive outcomes in terms of language development for English Language Learners (ELLs). The significance of delivering focused vocabulary education to bolster the English language acquisition of English Language Learners (ELLs) was underscored[Mancilla-Martinez, J., & Lesaux, N. K. (2011)].

In a study conducted by Wasik and Hindman (2011), the researchers investigated the effects of vocabulary education on the language and literacy abilities of preschool-aged children. The study revealed that vocabulary exercises that are interactive and engaging, such as word games, storytelling, and word play, were proven to be efficacious in enhancing the vocabulary knowledge and overall language development of preschool-aged children. The authors emphasized the necessity of deliberate and structured vocabulary teaching in the context of early childhood education[Wasik, B. A., & Hindman, A. H. (2011)].

Lonigan et al. (2013) conducted a study to investigate the correlation between vocabulary acquisition and subsequent reading comprehension abilities in preschool-aged children. The researchers discovered that there exists a significant correlation between the development of vocabulary at an early stage and the subsequent comprehension of reading. This finding emphasizes the need of incorporating vocabulary activities into early childhood education as a means of establishing a solid basis for the acquisition of literacy abilities[Lonigan, C. J., Farver, J. M., Nakamoto, J., & Eppe, S. (2013)].

In addition, a scholarly investigation conducted by Kim et al. (2017) examined the effects of digital vocabulary education on the linguistic development of preschool-aged children. The study conducted by the researchers revealed that the utilization of interactive digital technologies, such as educational applications and multimedia materials, yielded positive outcomes in augmenting the vocabulary acquisition and language proficiency of preschool-aged children. The authors placed significant emphasis on the possibility of technology-based vocabulary exercises as a means of improving language acquisition in young children[Kim, Y. S., Park, C., & Wagner, R. K. (2017)].

RESEARCH METHODS

In order to investigate the implementation of vocabulary exercises and children's responses to them, we conducted observations in preschool classrooms. In a study focused on teaching English to preschoolers through vocabulary activities, researchers may employ an observational approach to examine the implementation of these exercises by instructors and the corresponding responses exhibited by preschool-aged children within classroom settings. Researchers should consider documenting the various methodologies and resources employed, together evaluating the level of involvement and advancement observed among the children.



The present study aimed to examine the efficacy of communication and instruction in the context of vocabulary exercises by observing the interactions between English teachers and preschool-aged children. This particular observational study has the potential to yield useful information regarding the practical application of vocabulary activities within the context of English language instruction in preschool settings.

In the course of our investigation, a series of studies were carried out to evaluate the efficacy of various vocabulary activities in fostering language development among preschool-aged children. In the context of an empirical investigation, we formulated and executed targeted vocabulary interventions within preschool settings with the aim of evaluating their influence on the linguistic progress of young learners. The study encompassed the formation of distinct cohorts of youngsters, wherein one cohort was exposed to vocabulary exercises while the other cohort was not, with the aim of conducting a comparative analysis of their linguistic abilities after a specified duration.

Pre- and post-tests were employed to assess the children's vocabulary proficiency prior to and subsequent to the execution of the exercises. This particular research methodology facilitates a more regulated evaluation of the efficacy of targeted vocabulary activities in the instruction of English language to children in the preschool age group.

Both observational and experimental studies have been useful in enhancing our understanding of the most effective strategies for teaching English to toddlers through vocabulary exercises. These studies can provide valuable insights for educators and researchers in making educated judgments regarding the most efficacious approaches to foster language development in early children.

To obtain insights on the most efficacious vocabulary activities for preschoolers, it is possible to conduct surveys or interviews with educators and parents. Surveys serve as a valuable instrument for collecting quantitative data from a broader cohort of participants. When formulating a survey, we took into account the efficacy of employing vocabulary exercises versus utilizing open-ended questions in order to elicit more comprehensive and detailed responses. Surveys were sent through electronic means or in physical form, contingent upon the specific target demographic and logistical convenience. The following are the survey questions included in our research study:

1. How would you rate the effectiveness of vocabulary exercises in teaching English to preschoolers?	
2. What types of vocabulary exercises do you find most engaging for preschoolers?	
3. Do you believe that vocabulary exercises contribute to the language development of preschoolers? Please explain.	
4. How frequently do you incorporate vocabulary exercises into your teaching routine?	
5. What challenges do you face when implementing vocabulary exercises with preschoolers?	
6. Are there any specific vocabulary themes or topics that you find particularly effective for teaching English to preschoolers?	



7. How do you assess the progress of preschoolers in vocabulary acquisition through exercises?	
8. Do you use any technology-based tools or resources to enhance vocabulary exercises for preschoolers?	
9. How do you adapt vocabulary exercises to cater to the individual learning needs of preschoolers?	
10. In your opinion, what are the key benefits of using vocabulary exercises in teaching English to preschoolers?	

Interviews provide individuals the chance to engage in comprehensive conversations and gain qualitative perspectives. Engaging in interviews with preschool educators or professionals specialized in teaching English to preschool-aged children facilitates a more profound comprehension of their firsthand encounters, instructional approaches, and obstacles encountered in their practice. The interviews were done using three different methods: in-person, over the phone, or through video chats. A collection of open-ended inquiries was devised with the intention of fostering dialogue and motivating English educators to exchange their viewpoints and offer practical advice.

1. Can you describe your approach to teaching English vocabulary to preschoolers?
2. How do you select vocabulary exercises that are suitable for preschoolers?
3. Could you share an example of a vocabulary exercise that has worked well with preschoolers? Why do you think it was effective?
4. How do you ensure that vocabulary exercises are interactive and engaging for preschoolers?
5. What strategies do you use to reinforce vocabulary retention among preschoolers?
6. How do you handle preschoolers who struggle with vocabulary exercises? Do you have any specific techniques or interventions?
7. Can you discuss a specific challenge you have encountered when teaching English vocabulary to preschoolers? How did you overcome it?
8. How do you incorporate vocabulary exercises into other aspects of preschoolers' learning, such as reading or storytelling?
9. Can you share any tips or recommendations for other teachers who are starting to incorporate vocabulary exercises into their preschool English classes?
10. How do you assess the overall effectiveness of vocabulary exercises in teaching English to preschoolers?

When formulating surveys or interview inquiries, we took into account the subsequent factors:

Crafting language that is both accessible and comprehensible to the intended recipients, namely preschool educators or professionals specializing in instructing English to preschool-aged children.

To optimize the collection of insights and comments pertaining to the teaching approach of vocabulary exercises, it is imperative to ensure that the questions are centered precisely on this topic.

The survey design incorporates a blend of closed-ended questions, such as multiple-choice or rating scales, to gather quantitative data, and open-ended questions to elicit qualitative insights. This approach will facilitate a comprehensive comprehension of the perspectives and personal encounters of the participants.

Given the potential variations in teaching environments, it is advisable to create questions that are flexible enough to be adapted to diverse educational settings or adjusted to accommodate individual conditions.

Adapting our inquiries to align with the participants' varying levels of experience and knowledge. For example, when conducting interviews with seasoned educators, it is possible to further explore their distinct strategies and techniques.

Additionally, a series of comprehensive case studies were undertaken to examine the responses of particular preschool-aged children to various vocabulary activities, as well as to assess the subsequent effects on their language development.

Case Study 1: "The Relationship Between Colors and Shapes"

Objective: The aim of this instructional program is to facilitate the acquisition of fundamental knowledge regarding colors and forms in the English language among preschool-aged children, utilizing vocabulary exercises as a pedagogical tool.

The materials required for this task are as follows:

Flashcards featuring visual representations of various colors and forms.

The two visual aids commonly used in educational and professional settings are the whiteboard and the flip chart.

Colored markers or chalk are writing instruments commonly used for visual communication and artistic expression.

- Diverse small things exhibiting a range of shapes and colors, such as toy blocks and colored balls.

The methodology employed in this study involved a systematic procedure.

1. Introduction: The purpose of this section is to provide an overview of the topic at hand and to introduce the main points that will be discussed in

Commence the instructional session by extending salutations to the youngsters and establishing an atmosphere that is both cordial and inviting.

Greetings, Allow me to introduce myself. I am embarking on a journey to acquire knowledge about colors and forms in the English language.

Present the flashcards containing visual representations of various colors and shapes, and prompt the children to ascertain their corresponding labels in their respective native languages.

2. Vocabulary Assessment:

Present a flashcard containing a specific hue and audibly articulate the corresponding color. Please reiterate the statement multiple times, placing emphasis on the pronunciation.

The instructor should direct the students' attention towards various objects within the classroom that share a common color, subsequently prompting them to identify and articulate the corresponding color in the English language.

Proceed with the iterative procedure including flashcards featuring various colors, fostering active engagement among the children.

Subsequently, proceed to provide flashcards featuring other geometric shapes and replicate the aforementioned procedure, prompting the children to verbally identify the shapes in the English language.

3. Experiential Learning Opportunities:

Allocate little objects of diverse forms and colors to each individual child.

Instruct the youngsters to identify an object that corresponds to a given color or shape.

It is advisable to promote a culture of turn-taking among the children and encourage them to share their discoveries with the class. This can be achieved by instructing them to articulate their findings using comprehensive English phrases, for instance, by stating "I have discovered a blue circle."

Offer constructive feedback and support as necessary.

4. Recap and Conclusion:

Conduct a comprehensive examination of the colors and forms that were acquired over the instructional session.

Utilize the whiteboard or flip chart as a medium for transcribing the vocabulary terms, along by their respective visual representations.

Facilitate a quick discourse with the children about their preferred hues and geometric forms, fostering the utilization of English language expressions they have acquired.

Conclude the session by complimenting the children's efforts and summarizing what they have learnt.

Case Study 2: "The Relationship Between Animals and Sounds"

Objective: The aim of this instructional approach is to facilitate the acquisition of English animal vocabulary and corresponding animal sounds among preschool-aged children through targeted vocabulary exercises.

The materials required for this task are as follows:

1. Introduction:

Flashcards featuring visual representations of diverse fauna

The acquisition of audio recordings or movies capturing animal vocalizations.

The two visual aids commonly used in educational and professional settings are the whiteboard and the flip chart.

The utilization of colored markers or chalk

The methodology employed in this study is as follows:

In this section, we will provide an overview of the topic at hand.

Commence the interaction by extending salutations to the children and establishing a conducive and optimistic environment.

Greetings, Allow me to present myself as an individual who will embark upon a journey of acquiring knowledge pertaining to the realm of animals and their vocalizations in the English language.

Present visual representations of diverse fauna and prompt the youngsters to recognize and label them using their respective indigenous languages.

2. Lexical Exercise:

Present a flashcard containing an image depicting an animal specimen and verbally articulate its corresponding English nomenclature. Please reiterate the name multiple times, placing emphasis on correct pronunciation.

Utilize non-verbal communication techniques such as gestures and facial expressions to effectively convey the semantic significance associated with the nomenclature of the animal in question.

Facilitate the children's repetition of the animal's name following your lead and engage in collaborative pronunciation practice.



Proceed to replicate the procedure utilizing flashcards featuring diverse animal species, while assuring active engagement from the children.

3. Sound Recognition Activity:

The next activity focuses on sound recognition.

Present sequential audio recordings or visual representations of distinct animal vocalizations.

Kindly request the youngsters to attentively listen and endeavor to associate each auditory stimulus with the matching animal.

To enhance the learning experience, it is recommended to present the flashcards depicting various animals in conjunction with accompanying audio or video materials, so incorporating visual signals into the instructional process.

Conduct the aforementioned task by incorporating a variety of animal sounds, thereby affording the youngsters the opportunity to engage in the process of conjecture and subsequent discourse over their responses.

4. Recap and Conclusion:

Please do a thorough examination of the animal names that were acquired during the instructional session.

Utilize the whiteboard or flip chart as a medium for transcribing the vocabulary terms, complemented by their respective visual representations.

Facilitate a dialogue with the children regarding their preferred fauna and the vocalizations associated with them, fostering the utilization of English expressions they have acquired.

In conclusion, it is recommended to conclude the session by commending the active engagement of the children and providing a concise summary of their achievements.

When engaging in vocabulary exercises with preschool-aged children, it is imperative to ensure that the activities employed are participatory, captivating, and suitable for their developmental stage. To enhance the children's learning experience, it is advisable to integrate songs, rhymes, and games whenever feasible, as these elements have the potential to contribute to the enjoyment of the educational process.

RESULTS

In order to carry out our experimental work, we chose State pre-school No. 509 Almazor district of Tashkent city (Experimental and control groups-1, E-30 and C-30 pre-schoolers, E/C-2, E-25 and C-25 pre-schoolers, and E/C-3, E-28 and C-27 pre-schoolers). In total, the number of groups participating in our experiment was 6, and one of the groups was divided into groups that were taught in a traditional way, and the other one based on the methods and techniques that were stated in this article. One practisionar was appointed for all groups and a total of 165 (E-83, C-82) pre-schoolers participated in the experimental work. The father or mother of each pre-schoolers worked together with the English teacher. So, in the experiment, there were 3 teachers, 165 pre-schoolers and 165 children's relatives, that is, the number of active participants in general lesson processes is 168, and the number of indirect participants outside of class (parents through social networks) is 165.

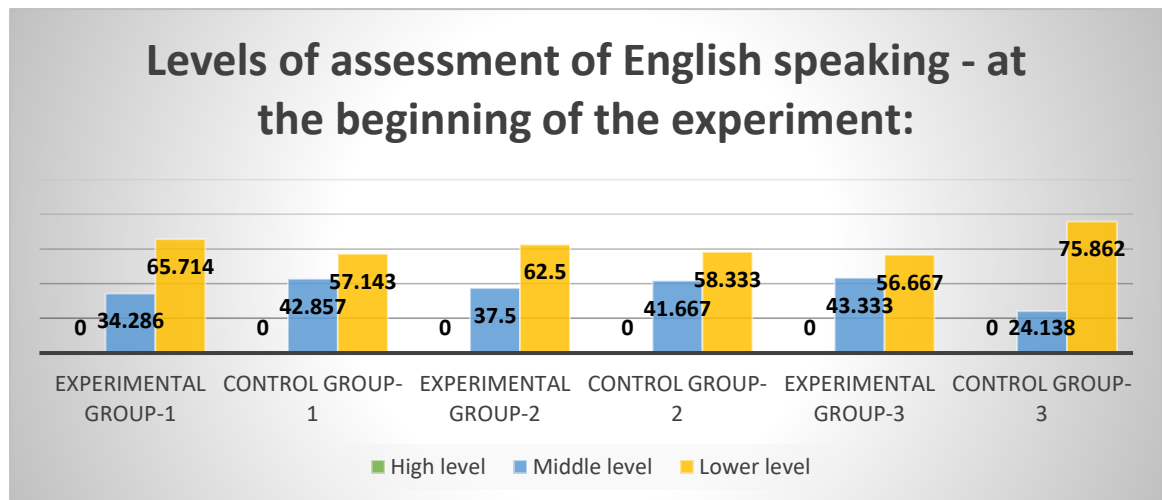
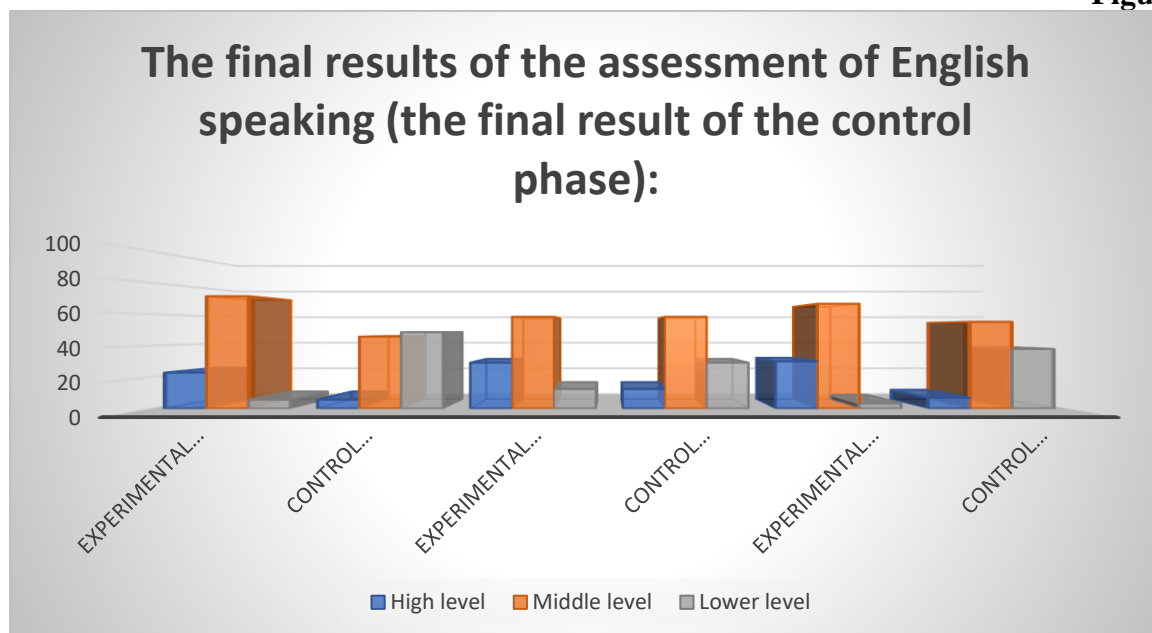


Figure 1. The level of English language proficiency of DMTT students at the beginning of the experiment

We have achieved a high level of success and the tasks set before us through our step-by-step pilot work. In the table below, we present the final results of our experimental work carried out from October to March:

Figure 2.



A summary table of the results of the formation of the English language through lexical units in the experimental work carried out in the experimental groups and control groups (Table 3):

Learning English vocabulary level	Final test results			
	Experimental groups		Control groups	
	Number of pre-schoolers	%	Number of pre-schoolers	%
High	25	30%	4	5%
Middle	50	60%	40	49%
Low	8	10%	38	46%
Total:	83	100%	82	100%

Table 3. Final test results

MAIN DISCUSSIONS

Utilizing vocabulary exercises as a pedagogical strategy in the instruction of English to preschool-aged children proves to be an efficacious method for fostering the development of their linguistic abilities. Vocabulary exercises are designed to facilitate the acquisition and consolidation of words and phrases pertaining to diverse topics, including but not limited to colors, shapes, animals, cuisine, and everyday activities. Preschool-aged children are in the initial phases of language learning, hence it is crucial to employ uncomplicated and repetitive language while introducing novel terminology. This facilitates the comprehension of vocabulary among children and enhances their ability to internalize the learned words more effectively.

Visual aids, including flashcards, images, and objects, are of paramount importance in vocabulary drills designed for preschool-aged children. Visual aids facilitate the cognitive process of word-object association in youngsters, enhancing their engagement and retention during the learning experience. Preschool-aged children exhibit positive reactions to a blend of both verbal and non-verbal forms of communication. Educators ought to employ unambiguous and succinct verbal directives, complemented by non-verbal cues like as gestures, facial expressions, and body language, in order to augment comprehension and successfully communicate intended messages.

Preschool-aged children demonstrate optimal learning outcomes when engaged in experiential, interactive, and play-oriented educational experiences. Vocabulary exercises ought to encompass a range of pedagogical strategies, such as games, songs, role-plays, and group activities, which foster active engagement and enhance the pleasurable aspects of the learning process. The utilization of repetition is crucial in the pedagogical approach to instructing vocabulary to preschool-aged children. The process of repeatedly encountering specific words and phrases contributes to the consolidation of learning and facilitates the retention of information over an extended period. It is recommended that educators integrate periodic review sessions into their instructional practices and offer students various opportunity to use and reinforce their vocabulary knowledge across diverse contexts.

The presentation of language in relevant and context-rich contexts holds significant importance. For instance, the incorporation of color and shape instruction can be effectively achieved through various activities, such as organizing things based on their respective hues or engaging in artistic endeavors that involve the utilization of diverse geometric forms. This



instructional approach facilitates the association of novel language with tangible events, so augmenting the understanding and long-term retention of preschool-aged children. Preschool-aged children exhibit optimal development in response to positive reinforcement. In order to foster motivation and enhance the self-assurance of young learners, it is imperative for educators to offer commendation, support, and incentives. The cultivation of a positive attitude towards language acquisition is facilitated by the recognition and celebration of little achievements, as well as the establishment of a helpful learning environment.

The primary objective of vocabulary exercises is to enhance a child's vocabulary. However, it is crucial to incorporate these exercises with other language abilities, including listening, speaking, and ultimately, reading and writing. Educators have the capacity to incorporate instructional exercises encompassing the domains of hearing, speaking, object description, as well as the gradual introduction of reading and writing basic words and sentences. It is imperative to bear in mind that the instruction of English to preschool-aged children via vocabulary exercises ought to incorporate elements of enjoyment, interactivity, and suitability for their developmental stage. Adapting activities to align with the interests, attention span, and developmental stage of children is of paramount importance in order to facilitate a positive and efficacious learning encounter.

The utilization of visual aids has been found to be highly efficacious in the instruction of English to preschool-aged children, particularly in the context of vocabulary activities. Visual aids play a crucial role in facilitating the comprehension and retention of new vocabulary among young learners by offering tangible depictions of words and concepts. There are several strategies that can be employed to effectively integrate visual aids into the instruction of preschool-aged children.

Flashcards are a commonly employed and adaptable instructional tool for imparting vocabulary knowledge to young children in preschool settings. One can generate or acquire flashcards that have vivid, visually appealing images that correspond to the desired vocabulary. Instruct the youngsters to view the flashcards individually, articulate the word audibly, and motivate them to echo the pronunciation. Enhance comprehension by directing attention towards the depicted objects inside the visual representations and posing straightforward inquiries pertaining to them.

Whenever feasible, employ authentic objects as visual aids to facilitate the association of words with tangible entities among preschool-aged children. As an illustration, when instructing on food-related language, it is advisable to present tangible manifestations such as real fruits, vegetables, or toy versions to visually engage the children. Permitting individuals to physically interact with the objects, utilizing their sense of touch, and assigning them appropriate English labels.

Utilize visual aids such as picture books and posters that prominently display pertinent words. Select books that are suitable for the intended age group, featuring vibrant illustrations and distinct labeling for various items, animals, or acts. Engage in a pedagogical practice of reading books aloud to children, while simultaneously utilizing visual aids by pointing to the accompanying pictures. Additionally, foster intellectual discourse by engaging in discussions pertaining to the vocabulary included within the books. Incorporate visual aids in the classroom setting by prominently exhibiting posters that encompass various topics such as colors, shapes, or animals. These visual aids can be effectively utilized during vocabulary activities to enhance learning and comprehension.



Employ interactive digital tools, such as instructional applications, online platforms, or multimedia content, that offer visual depictions of language. Numerous applications and online platforms provide interactive games, quizzes, and animated films that effectively enhance the acquisition of language. In order to enhance interactivity and captivation in the learning process, it is recommended to employ a projector or interactive whiteboard to present the aforementioned resources to the entire class.

In order to facilitate the categorization and organization of terminology, it is advisable to employ visual organizers such as charts, diagrams, or mind maps. To illustrate, construct a tabular representation featuring distinct columns denoted by several categories such as "food," "animals," and "objects." Subsequently, instruct the youngsters to allocate the flashcards or images into the corresponding column based on their respective classification. This educational tool facilitates children's comprehension of word relationships and promotes the development of their categorizing abilities.

Visual aids encompass more than just tangible things; non-verbal cues such as gestures and facial expressions can hold significant visual impact. Incorporate nonverbal communication techniques such as gestures and facial expressions to complement the usage of vocabulary terms, actions, or emotions. To illustrate the concept of "jumping," one can perform the physical act of jumping while simultaneously displaying a facial expression denoting excitement. The utilization of visual reinforcement facilitates the cognitive process in which youngsters establish connections between words and their accompanying behaviors or emotions.

When accessible, it is recommended to utilize interactive whiteboards as a means to present and annotate visual aids. One may utilize the whiteboard as a means to visually emphasize particular vocabulary terms or supplement the discourse with supplementary details through drawing or writing. Interactive whiteboards facilitate the integration of multimedia components, such as films or audio snippets, in order to augment the visual learning encounter.

It is imperative to have in mind the importance of maintaining engaging, vibrant, and age-appropriate visual aids. Utilize these resources as a catalyst for engaging in debates, games, and interactive activities that foster active engagement and enhance the acquisition of vocabulary. Visual aids have a crucial role in enhancing the accessibility and comprehensibility of the English language for preschool-aged children.

Utilizing interactive games presents a commendable approach to actively involve preschool-aged learners and imbue vocabulary exercises with an element of enjoyment during English instruction. Interactive games facilitate active engagement, foster a conducive learning atmosphere, and offer occasions for repeated practice and consolidation. Below are several interactive game suggestions that might be employed to facilitate vocabulary acquisition among preschool-aged children:

The task at hand involves the creation of flashcards with pairs of vocabulary words that are meant to be matched together. Place the playing cards in a face-down position and facilitate a sequential turn-taking process among the youngsters, wherein they flip two cards simultaneously in an attempt to identify a matching pair. Upon successful matching, it is expected that the youngster would vocalize the corresponding word. This game serves as a tool for strengthening vocabulary and enhancing memory skills.

Engage in a variant of the traditional game "Simon Says" by employing English language. Please execute the following directives employing specified vocabulary terms: "Simon instructs you to make contact with your nasal region" or "Simon instructs you to engage



in a vertical motion resembling that of a rabbit's locomotion." It is imperative to foster an environment that promotes active listening and adherence to given directives among the children. This game serves to enhance vocabulary acquisition and develop listening comprehension skills.

Academic Version: Conduct a vocabulary-based treasure hunt by strategically concealing flashcards or miniature objects symbolizing vocabulary terms in the classroom or outside vicinity. Furnish the children with hints or depictions of the concealed objects employing English lexicon. It is recommended to motivate individuals to actively engage in the process of searching for the desired goods and verbally express the corresponding terms upon locating them. This game integrates the acquisition of language with physical activity and enthusiasm.

The activity known as "Hot Potato" involves the creation of a soft object, such as a ball or stuffed animal, which is then passed around in a circular manner while music is played. Once the music ceases, the individual who is in possession of the object is required to articulate a vocabulary term that is associated with a predetermined category or subject. This game promotes rapid cognitive processing and retrieval of language.

The proposed activity involves the creation of bingo cards that incorporate visual or textual representations of vocabulary topics. Instruct the students to identify and indicate the corresponding images or words on their bingo cards in a random manner as the words are called out. The initial youngster to successfully fill a row or complete the entire card vocalizes the exclamation "Bingo!" This game serves to enhance the recognition of words and the development of listening abilities.

Charades is an interactive game where participants are required to either write or visually depict vocabulary items on small pieces of paper, subsequently depositing them into a receptacle. The activity involves the sequential selection of words by youngsters, followed by non-verbal enactment of the chosen word. The remaining students are encouraged to make an attempt at determining the English word. This game fosters the development of creativity, the retrieval of vocabulary, and the enhancement of comprehension skills.

Puzzles: Generate elementary puzzles with visual or textual representations of language items. The images or textual content should be fragmented into smaller segments, allowing the youngsters to reassemble the puzzle pieces while simultaneously verbalizing the associated vocabulary terms. This game facilitates the development of language recognition and fine motor abilities.

The objective of this proposal is to enhance existing board games by integrating English vocabulary, hence promoting language learning and cognitive development. Design a gaming board featuring designated spots annotated with vocabulary terms, and employ either a dice or a spinning mechanism to facilitate movement across the board. In order to advance, the youngster is required to pronounce the word correctly upon landing on a particular spot. This game integrates the acquisition of vocabulary with the practice of taking turns and fostering a spirit of friendly competition.

It is imperative for language instructors to modify the games in order to align with the developmental stage, linguistic aptitude, and capacity for sustained focus exhibited by preschool-aged children. It is vital to furnish unambiguous directives, extend assistance as required, and cultivate a constructive and all-encompassing environment. Interactive games enhance vocabulary exercises, imbuing them with excitement and facilitating long-term retention, so cultivating a positive inclination towards English language acquisition among preschool-aged children.



Utilizing songs and rhymes can serve as a highly effective and beneficial approach for instructing English vocabulary to preschool-aged children. Songs and rhymes offer a rhythmic and melodic encounter that effectively engages children, improves their ability to retain information, and fosters a joyful learning experience. Below are few suggestions for integrating songs and rhymes into vocabulary drills designed for preschool-aged children:

The implementation of vocabulary songs entails the creation or discovery of songs that specifically emphasize particular themes of vocabulary. For instance, when instructing on the topic of colors, it is advisable to locate a musical composition that serves to introduce and thereafter reinforce the vocabulary associated with color terminology. Engage in a collective vocal performance of the song, employing physical movements or objects as symbolic representations of the lexical items. Promote active engagement and involvement of youngsters by encouraging their participation in singing and movements. The utilization of repetition in musical compositions serves to increase vocabulary acquisition and enhance pronunciation proficiency.

Utilization of Action Songs: Employing action songs that integrate vocabulary terms pertaining to actions or movements. As an illustration, one could perform a musical composition centered around the anatomical regions of the head, shoulders, knees, and toes, or alternatively, a piece inspired by the emotional state of happiness and the corresponding expression of such emotion through knowledge and action. While engaging in vocalization, exemplify the physical movements and motivate the young individuals to emulate said behaviors. This activity serves to enhance word retention and encourages active participation.

This instructional approach involves the teaching of traditional fingerplays and nursery rhymes that incorporate vocabulary words. Musical compositions such as "Twinkle, Twinkle, Little Star," "Old MacDonald Had a Farm," and "The Itsy Bitsy Spider" serve as pedagogical tools for the introduction of lexicon pertaining to celestial bodies, fauna, meteorological phenomena, and other relevant subjects. Incorporate manual gestures or visual aids to complement the musical pieces and foster active participation among children.

The task at hand involves the creation of concise and repetitive chants that serve the purpose of reinforcing vocabulary words. As an illustration, one may engage in the recitation of the days of the week, numerical values, or anatomical constituents. The utilization of rhythm and repetition can be employed to enhance children's ability to retain and recall words. In addition, one may employ clapping, stomping, or other physical gestures as means to enhance interactivity within the chant.

The utilization of songs as a medium for storytelling: The process of transforming well-known narratives or literary works into musical compositions. Select a widely recognized narrative and compose a musical composition that incorporates essential lexicon or expressions derived from said narrative. Perform the song by including props or actions to symbolize the various components of the plot. According to Justice and Kaderavek (2002), this methodology integrates vocabulary acquisition and narrative elements to improve reading comprehension.

Interactive Songs: Incorporate call-and-response songs or songs featuring gaps for youngsters to actively engage in the learning process by filling in missing words. As an illustrative instance, perform a segment of the musical composition and provide a brief interval whereby youngsters can articulate the designated vocabulary term. This approach promotes active engagement, strengthens lexical knowledge, and cultivates proficiency in auditory comprehension and spoken communication.



One effective pedagogical strategy is the creation of vocabulary rhymes or chants that serve to emphasize and reinforce the understanding of specific lexical items. Employ the utilization of rhyming words in order to create rhymes that are both captivating and easily retained in memory. To illustrate the process of teaching animal names, one could employ a rhyming technique, such as crafting a verse that goes as follows: "I perceive a feline creature, adorned with headgear, positioned upon a floor covering." Promote active participation among children by encouraging them to engage in collective recitation of rhymes and embody the lyrics through physical enactment.

The integration of multisensory components into songs can be achieved by the utilization of various tools such as props, gestures, or graphics. One potential approach to enhance vocabulary learning is to include physical gestures or visual aids such as scarves or puppets as a means of representing and reinforcing vocabulary words. This practice aids in the consolidation of knowledge and promotes active involvement of several sensory modalities throughout the process of learning.

When employing songs and rhymes in language instruction, educators should exercise caution in selecting content that is suitable for the age group, employ language that is unambiguous and uncomplicated, and reinforce the vocabulary words by repeated repetition. It is recommended that educators foster active engagement and facilitate many avenues for children to apply and reinforce their language skills across diverse settings. Songs and rhymes facilitate a pleasurable and enduring educational encounter for preschool-aged children, concurrently enhancing their English lexicon.

Engaging in practical, experiential tasks proves to be immensely advantageous in the context of imparting English vocabulary to preschool-aged children. These exercises offer concrete experiences that include several senses, foster active learning, and contribute to the consolidation of language comprehension.

Sensory bins are constructed by educators to contain a variety of things that are thematically aligned with the terminology being taught. As an illustration, in the context of an educational setting, a teacher may employ a pedagogical strategy wherein she assembles a container replete with miniature figurines representing various fauna, synthetic turf, and diminutive stones to facilitate the instruction on the subject matter of animals. The educator promotes and fosters children's engagement in the activity of exploring the bin, prompting them to identify the various animals there and articulate their distinctive attributes. This interactive exercise enhances the sensory experience of touch and sight, while also strengthening the acquisition and retention of words.

Teachers employ a diverse array of objects or picture cards to facilitate the process of sorting and categorizing, thereby representing many language categories. For instance, the individual may possess an assortment of items symbolizing various fruits, animals, or geometric forms. The instructor instructs the pupils to engage in the task of sorting and categorizing the objects into their respective groups. This particular practice serves to improve the ability to recall terminology, engage in critical thinking, and develop categorization skills.

Educators employ the use of puzzles and matching games as pedagogical tools to facilitate the acquisition and reinforcement of vocabulary words. Simple puzzles are created by cutting up pictures or words, which are then used to engage children in matching activities. Matching games often entail the act of associating flashcards or items with their respective vocabulary terms. Engaging in these activities supports the development of language recognition and visual-motor skills.



Playdough or Clay Creations: Educators furnish playdough or clay to facilitate children's manipulation and formation of objects, concurrently engaging in vocabulary discourse. For instance, when instructing on the topic of shapes, educators foster children's engagement in the process of generating diverse shapes by utilizing playdough. During the process of manipulating the playdough, it is advisable to encourage the individuals to assign names to the various forms they create, while also providing descriptions of the distinctive traits exhibited by each shape. This interactive exercise integrates the elements of creativity and language consolidation.

Crafts and art projects are utilized by instructors as a means to actively include youngsters in vocabulary-themed activities. As an illustration, in the context of weather instruction, educators may engage students in the creation of collages with diverse depictions of weather phenomena. It is advisable to push those engaged in their initiatives to engage in discussions pertaining to the lexicon connected with the given thematic context. Engaging in crafts and art projects has been found to have a positive impact on the development of language expression and fine motor abilities.

Scavenger hunts are orchestrated by educators as a pedagogical tool wherein children actively engage in locating predetermined objects or images that correspond to vocabulary terms. The individuals are furnished with a compilation of textual or visual cues to facilitate their investigative pursuit. As the educators locate each object, they prompt the students to identify it using the English language. Scavenger hunts facilitate active participation, retrieval of vocabulary, and enhancement of observational abilities.

In educational settings, instructors often include cooking or food tasting activities as pedagogical tools to facilitate the acquisition of language pertaining to culinary arts or gastronomy. Parents engage their children in the process of preparing uncomplicated dishes or sampling various foods, so facilitating discussions about their names and flavors in the English language. The practical application of vocabulary learning in real-life situations provides a tangible context, allowing learners to grasp the nuances of the English language and gain insights into its cultural components.

In the domain of education pertaining to building and construction, educators facilitate the learning process by furnishing students with building blocks, Legos, or similar construction materials. This enables youngsters to engage in the creation of buildings while concurrently reinforcing their acquisition and utilization of vocabulary words. As an illustration, educators may task students with constructing a dwelling and designating distinct components such as entrances, apertures, and uppermost coverings. This particular practice integrates the development of fine motor skills, spatial reasoning abilities, and the reinforcement of language.

It is imperative for language instructors to have in mind the importance of offering direction, support, and language modeling throughout practical exercises. The facilitators promote the utilization of English language among children during their participation in activities, and moreover offer occasions for them to orally articulate their comprehension. Engaging in hands-on activities enhances the dynamic nature of vocabulary acquisition, rendering it more memorable and pleasant for preschool-aged children.

CONCLUSION

In summary, employing vocabulary activities as a means of instructing English to preschool-aged children proves to be an efficacious approach in fostering the development of their linguistic abilities. Teachers have the capacity to assist youngsters in enhancing their vocabulary and communication skills in English by incorporating novel and enjoyable methods

of word introduction. Furthermore, the integration of activities that accommodate diverse learning styles might augment the efficacy of vocabulary exercises. In general, vocabulary activities serve as a helpful pedagogical resource for educators in the instruction of English language skills to preschool-aged children. By integrating these novel approaches for instructing English vocabulary to preschool-aged children, educators have the ability to establish a dynamic and efficacious educational setting that fosters the linguistic growth of early learners.

PRACTICAL RECOMMENDATIONS

When instructing young children in English language acquisition through vocabulary exercises, it is crucial to ensure that the activities employed are captivating, participatory, and tailored to their developmental stage. Below are few overarching suggestions for instructing English to preschool-aged children:

The utilization of Total Physical Response (TPR) in preschool settings has proven to be highly advantageous, as it facilitates optimal learning outcomes for young children by emphasizing experiential, kinesthetic learning. Integrate physical acts, gestures, and movements as supplementary components to linguistic instruction. For instance, during the instruction of action verbs such as "jump" or "clap," it is advisable to physically do the acts while encouraging youngsters to replicate them.

The utilization of repetition is crucial in the instruction of young learners. To enhance learning and retention, it is beneficial to employ the strategy of repeating vocabulary words, phrases, and structures on a regular basis. By including frequent repetition, individuals can reinforce their understanding and memory of these linguistic elements. It is advisable to integrate review activities on a regular basis in order to consolidate previously acquired knowledge.

Encouraging the engagement of preschool-aged children can be facilitated by the use of interactive activities. The incorporation of games, music, role-playing, and group activities enhances the learning experience of English by fostering an engaging and engaged environment. It is imperative for educators to foster an environment that promotes verbal expression, attentive listening, and active participation in language acquisition among youngsters.

Educators should establish a print-saturated setting within the classroom, incorporating an array of print resources such as labels, posters, and charts that prominently exhibit English vocabulary and expressions. This activity facilitates the development of print awareness among preschool-aged children and serves to reinforce vocabulary acquisition through a visual and practical approach.

The utilization of visual aids, including flashcards, images, and props, facilitates the cognitive process of preschool-aged children in establishing connections between words and their corresponding meanings. Utilizing visual cues as a pedagogical strategy to introduce novel terminology, strengthen conceptual understanding, and enhance comprehension stands as an optimal approach in instructing young learners.

Promoting creativity and imagination in young children offers avenues for preschoolers to engage with the English language in innovative and imaginative manners. Educators ought to include artistic activities, handicrafts, and imaginative play into their instructional practices as a means to foster language production and expression among students. Children are encouraged to verbally articulate their artwork, participate in role-playing activities, and engage in imaginative play with the English language.



Cultivating a constructive and encouraging atmosphere additionally engenders a welcoming, all-encompassing, and supportive educational setting. Educators commemorate diligent exertion and advancement, while offering constructive affirmation. Children are encouraged to engage in risk-taking behavior, embrace the opportunity to make mistakes, and subsequently acquire knowledge from these experiences, all while being assured of a non-judgmental environment.

The inclusion of parents in the learning process serves to facilitate the reinforcement of English language acquisition within the home environment. Educators need to disseminate vocabulary compilations, propose instructional undertakings, and furnish families with supplementary materials to bolster their child's linguistic advancement.

It is imperative for educators to have in mind that the instruction of English to preschool-aged children need to encompass elements of enjoyment, interactivity, and suitability to their developmental stage. Educators are anticipated to customize their instructional sessions to align with the developmental requirements and interests of their students, while also adjusting their pedagogical approaches in accordance with the unique learning styles exhibited by each learner.

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