

Using Interactive Animated Stories and Rhymes to Teach Foreign Languages at Preschool and Its Important Features

Temirova Nilufar Sunnatillo qizi

Student of Samarkand State Institute of Foreign Languages.

E-mail: sunnatillorahmonov99@gmail.com.

Abstract- *Teaching foreign languages to preschools through animated stories and rhymes bears many prospects for an effectively and meaningful language instructions as animated stories can help to contextualize the new languages. The article explores to engage how to use animated stories, cartoons and rhymes as pedagogical materials to teach English at nursery and its potential role.*

Key words - Animated stories, cartoon, pedagogical materials, nursery, preschools, kindergartens, rhymes, English

Introduction

Teaching a foreign language in preschools is a matter of great interest at the present moment in many countries. In recent years, early childhood education has become a prevalent public policy issue in Uzbekistan, as lawmakers consider funding for preschool. Because primary education is the foundation of all further education, the basis of spiritual growth and human development. By its nature, a foreign language is one of the subjects that can enrich primary education. The foreign language allows the humanization and humanization of the upbringing of children, enhancing its developmental, educational, cultural and pragmatic orientation. Learning a foreign language contributes to the development of children's memory and thinking, the formation of speech culture. In process of voluntary attention, focused perception is formed, and imagination is developed. The resulting ideas about the structure of a foreign language help the realization of the structure of the native language. So every country has paid particular attention to early foreign language learning. It has already turned into a common habit to do. However, this habit is not being easy to complete the "mission". The process demands much time and use of materials to use. With the advance in enabling technologies, multimedia have demonstrated their formidable vitality, especially in the realm of English language learning. In the meanwhile, there are many reasons for applying mobile multimedia into English enlightenment education. Mobile multimedia can be included Audio and video materials for visual learners, PPT(power point presentations) , Internet resource such as mobile applications and e-books. Except above mentioned animated stories and rhymes are vital material to learn a language. This article is devoted to the animated cartoons and rhymes that bring much valuable effects to language learning and aims at finding out how to implement English enlightenment education for kindergarten in multimedia learning environment. Although many teaching methods are utilized in order to promote the effectiveness of authentic materials for second language teaching, the model of constructivism gives to learn to get benefits of educational technology resources, mainly animated cartoons, stories. Such term which is named "Constructivism" is a social based teaching approach that motivates learners to build knowledge from the surrounding social context throughout a process of investigation. In relation to the concept of cartoon, it works as incentive tool that enhance learner's social involvement with both collaborative discussions and the content of animated film.

Main part

In addition, it enables them to connect between the learning atmosphere in the classroom and real world. Various audiovisual learning instruments have the potential to be employed as a source of authentic language input , such TV programs, videos or cartoons. Interactive animated stories as a source of authentic audiovisual material have proven its effectiveness in second language learning acquisition. Animated films are ones in which individual drawings, paintings, or illustration are photographed frame by frame. Keogh and Naylor (1996) first believe that utilization of interactive animated cartoons as an educational tools have an immediate impact in the classroom. Both of them wanted to encourage teachers to use purposeful approach to practical and instant influence in the classroom. Moreover, nursery rhymes have been used in teaching foreign languages to children for a long time and for a variety of reasons, including linguistic, cognitive, affective and culture ones. Rhymes need to be considered like animated stories from the point of view of relevance of their content to the children's world and their age appropriateness, and whether they provide material for encourage of discussion and exploration of values, as well as the synchronization of illustration with text.

Furthermore, using animated stories and rhymes as an educational tools in language classroom not only has influence on second language children's performance, but most importantly the methodology of utilization animated cartoons and nursery rhymes in preschools also has effective impact. Early learning of a foreign language with animated cartoons and rhymes has a beneficial effects on the overall development of the child. Developing a child's phonological awareness is an important part of developing a reader. Young children's ability to identify rhymes and stories units is an important component of phonological

awareness. In addition, in relation to interactive cartoons and rhymes usage in kindergarten from a constructivist point of view, they are intended as a starting point to enhance group discussion in order to derive new concepts. Because they represent habitual daily life, children can easily combine animated stories content and animated pictures or rhymes with their similar experience. As children grow up, using cartoons to show them how things function in real life, explain them more about feelings and relationships in a way they can understand. And children are stimulated to debate by asking proactive questions and they are permitted to collaboratively interact until they produce their own knowledge and share their ideas with others.

Cartoons and rhymes are full of positive life messages. Teachers, parents, have to recognize it, and to show children how to understand such stories, especially when the kids are still too young to realize their meaning. Early learning of a foreign language has a beneficial effect on the overall development of child. Learning of foreign language contributes to development of children's memory and thinking, the articulation apparatus of a child is improved, skills of voluntary attention, focused perception are formed, and imagination is developed. The criteria for choosing for linguistic point of view should include selecting the rhymes based on the appropriate level of the language used, the rhymes' language learning potential, and their potential for development of activities around the rhyme. On the whole, the outcome of the study is that children kept their initial positive attitudes towards learning foreign languages with animated stories and rhymes.

Moreover, vocabulary learning constitutes a basic and important part of children learning. Without vocabulary building, it is difficult to study grammar, speaking, listening, writing, etc. However, it is not an easy task to memorize a large amount of vocabulary. It is relatively difficult to learn new words, to keep words in mind and to recall them when needed. With the help of innovative methods and materials that interactive animated films and rhymes provides, language learning environment can be more colorful, motivating and at the same time more supportive for children in the learning process.

Therefore, one of the most appreciated materials applied to language learning and teaching is video, animation. A recent large-scale survey by Canning-Wilson (2000) reveals that the children like learning languages through the use of video, which is often used to mean quite different things in language teaching. For some, it means no more than replaying television programs on a video recorder for viewing in class or private study. For others, it implies the use of a video camera in class to record and play back to learners their activities and achievements in a foreign language teaching.

In addition, one specific research has been conducted by Woore (2007) to study the use of poetry as one of the possible ways for foreign language to improve their ability to utilize the foreign language's symbol-sound relationship which is grapheme — phoneme — correspondences. In this quasi-experimental study the explicit grapheme-phoneme-correspondence training was administered to the experimental group. The training consists of "referring back" strategy sequence when the children had to identify the target word with an unknown grapheme; use the poems as a source of analogy; search the poems for the target grapheme; recall the pronunciation of the familiar words containing the same grapheme; apply the familiar pronunciation to the new word grapheme etc.

Conclusion

Finally, the findings of research also suggest the animated stories and rhymes offer teachers opportunities to present and recycle vocabulary, grammar, and functions of the target language in context though integrating many extension activities related to the story theme. Listening to stories, learning by heart rhymes, watching animated cartoons is specifically recommended for children to become aware of the rhythm, intonation and pronunciation of language.

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