

Teaching Vocabulary for Young Children

Bakhrudinova Odina, Juraboyeva Gulmira, Alikulova Nodira

Students of Samarkand state institute of foreign languages

Annotation: *the importance of learning foreign languages, the importance of teaching foreign languages according to the age limit, the use of different game methods in teaching English, learning foreign languages through songs and gestures, practical application of a foreign language learning through lessons, the effectiveness of singing and storytelling in learning a foreign language, the importance of organizing the work of strengthening the memory of words in a foreign language in a gradual rhythm.*

Keywords: foreign languages, activities, songs, gestures, stories, memorization, grammar, pronunciation, vocabulary, spelling, linguistic part of the language.

Introduction

Nowadays, the language research of the world is one of the most important issues in the world. In particular, in our country, Uzbekistan has a great attention to English research, which is a global language. Since we talked foreign languages, we present our country to the world and, in general, one of the most important tools to obtain a deep knowledge to live with the world. The age of technology that we live is always obliged to know the global language as English. Therefore, in our country, it is important to teach this language from dawn. Learning in English requires four main aspects of the language. They are grammar, pronunciation, vocabulary. The textbooks of preschool students also consist of English lessons as a result, are used for more English before entering school. Because they are young, they are very difficult to teach them. Even words that can not be learned, even in words that do not learn, especially, can not be learned, even with words [1, p. 47].

Methods

Many writers and scholars have devoted themselves to teaching English vocabulary to young children. Many of the technologies they created are actually very effective for children. Halliwell (1991) believes that since young students bring innovative language skills to the classroom, teachers must provide them with an atmosphere of communication so that they can express their opinions. Also, since the language used in any activity is unpredictable, teachers should encourage them to actively construct the language themselves. This is why games are so important and useful, they are not only fun, they also generate the desire to communicate and create predictability. The use of games when teaching vocabulary to young students requires a well-trained teacher to allow children to participate in the game and become proficient in the linguistic part of the language. Rixon (1981) noted that understanding games will help teachers find and create games so that students can learn while playing. Children like to do colorful things in the classroom. Pablo Picasso pointed out that "every child is an artist". Use this innate quality and use art to teach English to your young students. Of course, when you use artwork, you can talk about the obvious things like colors and shapes, but creative projects have greater potential. Robert said: "Classical music is great for practicing listening skills. You can use it to check body parts ("Simon said touching your head") or prepositions ("Simon said putting his feet on a chair.") "In memory In the translation, Amelia said: Although children under 6 to 7 years old still have a strong desire to play, their attention span is better, but they may be required to learn vocabulary through textbooks, which they can use Mother tongue memorizes new words and their meanings, so memorization and translation skills can be applied to young students to learn vocabulary" [1, p. 62]. Many teachers are paying attention to the problem of teaching vocabulary to young children. The way of introducing new words must be able to attract the attention of the students and place them in their memory. To make continuous progress in their language learning, students must know the techniques used to memorize a large amount of new vocabulary. Learning English vocabulary can generally be seen as a tedious process of memorizing lists of irrelevant terms. However, there are many other more successful and interesting ways to learn and teach vocabulary in the classroom. However, this is not an easy task for very young students who cannot read and write in their own language. Some students learn best through games, while others learn through audiovisual learning. Teachers should remember to check for understanding and inspiration as much as possible. As a student task, it is always useful to send the vocabulary for the next lesson in advance, because the student will have time to prepare and will not be afraid of the material [3, p. 35].

Results and Discussion

1. Activities. Keep everything as simple and short as possible. These students are not distracted for long and are easily distracted, so you should always strive to be the most interesting thing in the classroom. Students may not be able to sit during class, so plan some activities to get them moving. Simon Says is perfect for preschoolers. You can also have them form the same number of groups as the number you say out loud, so if you say "four" students, you must form four groups. This is another very interesting, active and fast-developing game. With card decks with pictures instead of text, students can play simple games in groups. A very basic game is to spread the cards face up, and the first student keeps the correct cards when shouting loudly. The student with the most cards at the end of the game wins. You can also conduct some team activities, such as "Chinese Whisper", to encourage students to remain calm and patient. [6, p. 112].

2. Songs/gestures. Students of this age do a good job on songs and gestures. You can have songs in each part of the day to help them learn and remember certain vocabulary. For example, a morning song might include waking up, brushing teeth, and eating breakfast. You can also use songs for oral practice in class, because singing for a long time in class is less overwhelming

than speaking alone. You should create gestures for different words, as this will make it easier for students to remember the new vocabulary [1, p. 1. 93]. Choose the gestures that you are used to. These gestures should be simple enough to repeat throughout the course. Teaching preschoolers requires a lot of energy. You may feel silly at first, but working with these students can be very enjoyable and they will definitely appreciate your efforts.

3. Worksheets. Worksheets for this age group are not common. Unlike the worksheet for college students, the preschool worksheet does not require any text. In most cases, there are no words on the worksheet for this age level, but it depends on your school. Either way, you can still use the worksheet to practice the materials and test for understanding. For example, you can ask students to draw while telling a story. The story should be short and simple, but if you are telling a story about a tree and the student is drawing a house, it may be time to pull out these flashcards again. You can also use coloring pages and do matching activities, asking students to match pictures of two words that you say out loud. This can also be used as a simple comprehension test [4, p. 78].

4. Stories. Although your students won't read too many books in class, they may like to hear some stories, especially when the class is quiet. No matter what kind of activity you plan to do, the best story of these -year-old people is repetitive. This will ensure that students master the essentials. Students at level might like stories like Goldilocks and Three Bears and a Fish, Two Fish, Red Fish, and Blue Fish. If students have heard this story many times, you can ask them to tell you the story based on the illustration. Students often enjoy this activity in their native language, so you can include it in your curriculum as well. Start with the most basic story you can find and see if your class likes story time.

Today's 21st century requires a comprehensive understanding of foreign languages. In the process of globalization, it is important to understand foreign languages, study the world's science and innovation, and understand the culture of other nations and nations. The subtlety of the problem lies in teaching people those foreign languages, stamping foreign languages to remember for a lifetime, and developing the ability to communicate freely. Through this article, we also introduced innovative foreign language teaching methods. Experience has shown that the human brain is tired of the same method and finds it difficult to accept new and unfamiliar words at the same time. In similar sports and games, the adrenaline content in the body increases and the brain's ability to receive new information increases 10-15 times. In short, if we can integrate science into games and combine play with knowledge, we will have a significant impact on students. Today, people in the field of meta-education are using the same method and achieving leading results. Generally, in the field of foreign language teaching, any field that is taught requires special care on the part of educators. In this regard, you should be able to choose the most appropriate method according to the age, social status and psychophysiological aspects of the student. The play method we put forward in this article will undoubtedly have a significant impact on children teaching foreign languages. In our article, we describe this method from the perspective of learning English.

References:

1. Allen, V. F. (1983). *Techniques in Teaching Vocabulary*. New York: Oxford University Press.
2. Bloom, P. 2002. *How Children Learn the Meaning of Words*. Cambridge: MIT Press.
3. Brown , H. (2000). *Principle of Language Teaching and Learning*. New York: Pearson Education.
4. Brown, H. D. (2001). *An Interactive Approach to Language Pedagogy*. New York: Pearson Education
5. Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (1980). *Teaching English as a Foreign Language*. New York: Routledge.
6. Coady, J., & Huckin , T. (1997). *Second Language Vocabulary Acquisition: A Rationale for Pedagogy*. London : Cambridge University Press.
7. Carey, S. 1978. The child as word learner. In *Linguistic Theory and Psychological*
8. Reality, eds. M. Halle, J. Bresnan, & G. Miller, 264–93. Cambridge, MA: MIT Press.