

# TEACHING ENGLISH IN PRESCHOOL EDUCATION

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**Abstract:** the article discusses the problem of instructing English to preschool learners. In order to have a conclusion and grant recommendation on the problem, the literature in the sphere have been studied and the results of research have been provided.

**Keywords:** preschool education, English, methods, analysis, development.

Nowadays, with the assist of brilliant globalization rate English language is achieving every sphere of our life. What latest modern-day lifes requirement is to be aware of English as properly as technologies. So that we can see the people round us, from childhood to adults, gaining knowledge of this language. Not only in our country, but also in other foreign nations English language has its remarkable role in educational system. The position of the English as the worlds the most considerable international verbal exchange language continues to grow, and its function is becoming ever stronger and famous in countries. Today, in nearly each state, English is one of the compulsory subjects from junior school to university, even in kindergarten, children begin to learn this language.

At the same time, psychological and methodological difficulties continue to be in instructing English to preschool learners. Preschool newcomers have sufficiently fashioned sensory cognition, which forms the groundwork of the content of their cognitive activity. But they are already characterized with the aid of factors of abstract thought, which boost and improve [1]. With the arrival at school, the object of the kid's cognitive exercise becomes the surrounding world through the generalized understanding about it, expressed in the educational material. In this regard, noticeable difficulties in gaining knowledge of undertaking in preschool learners arise when the learner's thought passes from sensory perception to abstract thinking. It is essential in instructing a foreign language to connect the assimilation of abstract linguistic concepts (speech, grammatical, phonetic) with the figurative element of thinking. Thus, it is feasible to obtain a more successful development of summary conceptual

knowledge in preschool learners. This venture can be solved by means of growing imagery, which will create the integrity and team spirit of the abstract and the concrete, rational and sensual in the information of a preschool learner. Children's literature is a vague source of imagery. That is why the undertaking arose of integrating the works of children's English-language literature as an art form, and the English language as a basic school subject. Sharing the point of view of scientists [3], who consider built-in courses to be the best structure of teaching preschool learners, which corresponds to their undifferentiated perception of the world, it can be assumed that teaching English to youngsters of this age is feasible inside the framework of built-in course.

The opportunity of integrating a foreign language with different areas of understanding has already been repeatedly noted in the methodological literature [4]. A foreign language, being "a means of expressing thoughts about objective reality, properties, the laws of which are the subject of other disciplines" [3], will be based on the content of children's literature integrated with it, using it for communication. It seems to us possible to begin acquaintance of learners with the works of children's English-language literature "from the first steps of mastering the English language, since a foreign language accumulates all the diversity of human culture, and the learner's gradual and systematic perception into various aspects of the life of another nation, carried out through literature, serve the ideals of education spiritually rich personality. The inclusion of children's English-language literature in the integrated course will allow learners to enter the atmosphere and situation of the English-speaking heroes of the book, which increases interest in learning the language, contributes to getting children into the images of heroes, and stimulates them to independent speech actions. In addition, both of these subjects "perform common functions and are aimed at the speech development of children. The specificity of the English language as an academic subject contributes to the inclusion of the content of literary works in the structure of the content of teaching a foreign language. Children's literature as an art form, due to its uniqueness, can become a source of additional humanitarian knowledge. The language of fiction has special qualities: imagery, expressiveness, liveliness, which makes it possible to expand the content of educational, linguistic material in the English language.

However, a complete study of this integrated course would mean a balanced analysis of the methodology of teaching English and children's English literature equally. This analysis was not part of our study, the main goal of which was to study the methodology of early teaching of the English language. Teaching English have differences up to learners' age. As the adults learn the language by reading, grammar, or listening, younger learners, such as kindergarteners should learn it by

easier and more interesting way, for instance through songs, poems, cartoons in short by videos. There are some benefits of videos. The videos are more effective and interesting way of learning as well as teaching English. We can say them as helpers, because the teachers can use colorful clips, cartoons, films even slideshows to attract the learners' attention to the lesson and encourage them to learn the language. While these kind of video materials are being presented children can the language easier way. They are also help to make the lesson interesting enough. We know that the kindergarteners are not good at writing and reading, so that it is useful for teachers to teach kids orally, that is the reason why the videos are more handful them to learn not only English, but also another foreign language. As all teachers know, this is a key part of a successful class. Once the learners are interested in the content, they will be ready to learn and be receptive to the activities you have planned [2]. One of the biggest advantages of using video in class is its ability to motivate the learners. Knowing that they can understand a real person speaking English is a milestone for many the learners. What's more, it shows the language points the learners are learning in action, giving them even more reason to pay attention. Video also demonstrates that English is not just a subject at kindergarten; it's a skill that has applications in the real world. And that can spark the learners' imaginations. Teachers should make sure to highlight the learners' success in understanding video content and ask them to reflect on how easy or difficult video activities are for them. It will help you plan subsequent classes and focus on the learner progress. Unlike reading texts and listening activities, video provides strong visual cues. These help learners understand what's happening - even when the language is hard to follow. In some cases, you can even play videos without sound at first and have the learners guess what's happening. This works in a similar way to a reading prediction activity - and helps prepare the learners. Documentaries often also provide text overlays that share additional information with the audience. This, in turn, helps with general understanding authentic content which is key to the learners' language development [2].

On the different hand, teaching with video materials has some drawbacks as well. Children who examine the language more often than not by means of videos in their kindergarten will have some difficulties when they will have finished the kindergarten and start to go to school. For example, in schools, trainer do now not use only video substances to teach English, they also use some kind of handouts, or books. These paper materials seem boring for the

children and they are unable to attract the kids' attention fully. In that case young people experience bored at some point of the lesson, and they may additionally have some troubles to learn the language. To sum up, even though using video materials in teaching English to preschoolers has drawbacks, it is handful to instruct English to kindergartners.

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