

## INTERACTIVE TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE TO PRESCHOOL CHILDREN

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### Annatsiya

Maqolada maktabgacha yoshdagi bolalarga chet tilini o'rgatishning dolzarbligi haqida so'z boradi. Maktabgacha yoshdagi bolalarga ikkinchi tilni o'rgatish maqsadlarini samarali amalga oshirishni ta'minlaydigan texnologiyalar ko'rib chiqiladi. Ular orasida axborot-kommunikatsiya texnologiyalaridan foydalanish o'quv jarayonini jadallashtirish, maktabgacha yoshdagi bolalarning chet tiliga qiziqishini oshirish, materialni o'zlashtirish sifatini oshirishga xizmat qilmoqda. Kompyuterlar, televizorlar, interfaol doskalar hozirda maktabgacha yoshdagi bolalarga ikkinchi tilni o'rgatishda yordamchi vosita hisoblanadi.

**Kalit so'z:** dars, gigiyena, kompyuterlar, televizorlar, interfaol doska, ta'lim.

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Preschool education at the present stage requires a search of new ways to improve the quality of education of preschool children. Currently, there is a significant increase of interest in teaching foreign languages at preschool age, which is to a large extent explained by the innovative processes occurring in the economic, social and foreign political activities of the Georgia.

Preschool age is especially favorable for the start of learning a foreign language, children of this age are particularly sensitive to language phenomena. Organized educational activities in a foreign language with the use of interactive learning are different in variety, increased interest of preschool children in language, efficiency.

Different forms of information and communication technologies (ict) are used in foreign language educational activities: use of internet resources; use of finished electronic products; use of multimedia presentations; the use of ict in combination with the project method. The use of computer technologies promotes acceleration of the process of learning, growth of interest of preschool children in a foreign language, improve the quality of mastering the material.

Having clarified the essence of the term "Interactive learning", it is necessary to characterize the methods and techniques by which interactive learning is implemented at foreign language lessons.<sup>1</sup>

The work carried out in this direction together with the centers of preschool education, public education, higher education, advanced training and retraining of teaching staff, gives high and effective results. The main goal of all educational institutions is to provide creative, creative teachers who meet the requirements of the time, have high professional and personal competence, and are able to rationally use foreign languages and modern technologies.<sup>2</sup>

An interactive teaching method is a long way of interaction between a teacher and students, as a result of which the transmission and assimilation of knowledge, skills and skills provided for by the content of learning by the interaction of students with each other and a teacher, being in a conversation mode,

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<sup>1</sup> DARSLARDA O'QUVCHILARNING KRETIV FIKRLASH QOBILİYATLARINI RIVOJLANTIRISH  
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<sup>2</sup> Developing the Professional Activity of Primary Education Teachers

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dialogue with one of the objects of the process learning [2,167]. Interactive reception is a short-term interaction between the teacher and students, aimed at the transfer and mastering of specific knowledge, skill, skill [2, 125]. The method includes several techniques. Reception is a component part of the method.

Let's select the main goals of teaching a foreign language to preschool children. From the point of view of i.l. Sholpo the main goals in teaching a foreign language to preschool children are: forming children's primary communication skills in a foreign language; abilities to use a foreign language to achieve your goals, express thoughts and feelings in really emerging communication situations; creating a positive installation for the further study of foreign languages; avoiding interest in the life and culture of other countries; education of active-creative and emotional-aesthetic attitude to the word [5, 67].

Therefore, in considering the above statement in the preschool age, it is necessary to use interactive methods and learning techniques for more effective and quality learning, in particular games that relate to the methods and action techniques.

In kindergarten learning a foreign language is not a study, but a favorite game. The game is the main motivational engine of a child, the methodological tool that provides readiness for communication in a foreign language. Language teaching in a game form gives every child an opportunity to show themselves, because reserve and intelligence help to overcome difficulties in learning new material [3].

Interactive games provide great help to teachers in teaching a foreign language to preschool children. Interactive games are a great assistant in the educational process of the child, they cause in children: cognitive interest; promote stress relief, fatigue; can serve as a means of speech development; develop fine motor skills, memory and attention, the concepts of form, color and size, imagination and creativity, elements of visual-figure thinking, workability of preschool children.

The advantage of interactive games is that they can be used at any stage in organized educational activities, both in the study of new material and when repeating and consolidating the material, expanding the ability of the teacher in the choice of materials and forms of teaching a foreign language, making classes bright and fascinating, emotionally rich. Interactive games help in learning:

- form the correct pronunciation, develop a sound culture of speech, active dictionary; for preschool children;
- to develop phonetic perception (sounds, stress, rhythm, intonation), lexical dictionary, grammar structure of speech, connected speech (dialogical and monological), elementary communication skills in english.

There are several types of interactive games for preschool children:

- developing games - aimed to develop cognitive abilities, emotional and moral development, development of imagination. They do not have clearly didactic tasks - they are tools for creativity, self-expression of the child;
- educational games - the child is offered in a game form to solve this or other didactic task. This includes games for teaching a foreign language, for the formation of elementary mathematical representations in children;
- logic games - aimed to develop the logical thinking of a preschool child. Such games are puzzles with one or more tasks that the child has to solve.

Applying interactive games in organized educational activities in a foreign language, children's motivation to learning increases, children learn new forms of cooperation, a child's reflection, assessment of their achievements is formed [5].

In order for the interactive training of preschoolers, it is necessary to comply with all hygienic norms when the child interacts with a computer, a tv, an interactive board, to carry out a substantial selection of games and systematically conduct physical education and gymnastics for the eyes. All this makes the

lesson in english with preschool children bright, saturated, increases children's interest in learning english.

An important role acquires the number of formation of groups of preschool children for participation in games. It is recommended to form groups of no less than five and no more than ten people, since general conversation, organized joint activities are possible in a group consisting of no more than 10 people. The lesson is built on communication of children with each other and with the teacher. It is not allowed to use the native language, communication is exclusively in english. Lessons are held: daily for 15-25 minutes - depending on the age of pupils, per week for 25-45 minutes with breaks for outdoor games and time for creative studies related thematically to the lesson.

One of the tasks in the development of cognitive activity in the process of distance learning is the formation of the student's motivation for independent search, processing and perception of new information. The studied material is supplied from different sources and is fixed in the classroom of different types. Therefore, it is important to compose an educational set that best suits its individual characteristics, to develop individual training using remote access to educational programs.

Every teacher knows that it is easier and more pleasant to teach a student who is enthusiastic about great interest, activity appears in the lessons, than one who studies with unwillingness, who has no interest in learning, is indifferent and passive.

The problem of cognitive interest, its role in learning, ways and means of its formation and development attracts the attention of many psychologists and educators. Researches of scientists reveal the nature of interest, the conditions and prerequisites for its appearance, the influence of interest on the educational activity of students in the process of studying the basics of science.

The study of any subject at school often becomes uninteresting for students due to the fact that each lesson does not move them forward in knowledge, i.e. teaching is not victorious. Without feeling even the slightest success in learning, the student loses faith in his own strength. Having lost faith, he becomes indifferent to studies, and no other incentives can make him truly active.

Entertaining, interesting, so to speak, educational material, forms and ways of presenting it to students is very important, especially in primary and fifth-sixth grades. Experience shows that children learn grammar rules more actively, perform learning tasks with interest if they are connected with something joyful, if there is an element of competition, an interesting teacher's story, reading an exciting book, didactic games.

The more interesting the learning task, the more exciting and emotional the teaching, the more active the process of perception, comprehension and memorization of language material. But if the educational task and presentation methods are dry, boring and uninteresting, then the educational material is poorly perceived, and therefore is not comprehended, and is not remembered by the students in full and in full and firmly.

Teaching becomes boring and uninteresting. In dry and uninteresting lessons, as a rule, students are passive, they are indifferent to the work proposed by the teacher, without interest, they try to finish it faster in order to do extraneous matters.

It is no secret that in dry and uninteresting lessons, teachers have to use coercive measures, up to removing students from the classroom.

However, these "administrative" measures do not give positive results, they are powerless if the students do not feel the desire to learn, if they do not feel the need for learning, if cognitive activity is devoid of vital meaning for them.

Practice shows that any class, doing interesting work in the classroom, reveals perseverance, perseverance, and enthusiasm. Work that does not bring the joy of learning, does not carry away, always requires excessive volitional efforts, for which students not only of younger ages, but often of middle age are still incapable.

Of course, excessive enthusiasm for entertaining moments harms the educational process, but doesn't bright, fascinating material and a lively, emotional presentation of it by the teacher contribute to the awakening and development of cognitive interest? On the contrary, the teacher of any subject should strive for a lively, vivid and fascinating story or explanation. To captivate a student with the study of science is the task of every teacher, and, moreover, a difficult task.

Observations of the work of students during the period of significant types of work lead to the conclusion that, along with serious educational activities, the inclusion of material in an entertaining form is one of the effective ways leading to the acquisition of knowledge and skills. By the way, the statements of the students themselves indicate that they love lessons in which entertaining types of work are carried out. In the future, we will consider in more detail the issue of using games in Russian language lessons.

But the teacher cannot and should not rely only on the fascination of the subject itself and free himself from worries about maintaining the attention and interest of schoolchildren in teaching by didactic means.

The process of developing the cognitive activity of students in grades 5-9 in the process of distance learning is most effective in the interaction of educational structures through a specially organized educational complex implemented by means of information and communication Internet technologies.

Therefore, in teaching a foreign language to preschool children, the use of the method of interactive games in the educational process, on a level with traditional teaching methods, increases the efficiency of education and education of children, strengthens the level of understanding of information, development of information, development of information.

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