

## **Methodology for Teaching English to Preparatory Group Students of Kindergarten Based on the Integration of Ecological Education**

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**Abstract.** *This article deals with teaching English to preschool children, conducting the lesson process with ecological examples, and organizing lessons using the total physical method. Also, a program for conducting environmental-English language classes is recommended*

**Key words:** *kindergartens; preschoolers; songs; texts; method of Total physical response.*

### **Introduction**

Teaching English to preschool children is considered as an urgent issue today, and it is important as it increases its importance day by day. We can see the proof of this in the example of the decree of the President of the Republic of Uzbekistan on December 10, 2012 №1875 "Measures to further improve the system of learning foreign languages". According to it, in all regions of the republic, foreign languages, mainly English, are to be learned in the form of game-style lessons and oral speech lessons from the first grades of secondary schools, and from the second grade, the alphabet, reading and grammar are mastered. This, in turn, made it possible to learn

English in almost all kindergartens in our republic today. Also, international and non-governmental kindergartens use language immersion as the main teaching method. Such training is usually held once or twice a week. The language learning process is carried out by a kindergarten teacher or a hired person with a background in teaching English as a second language. In addition, psychologists say that it is better to start learning a second language as early as possible, because all senses are stored in one area of the brain until the age of seven. However, after this age, each foreign language has its own neural network, requiring switching between separate networks. As a result, as the proverb says, knowledge acquired at a young age is like a pattern engraved on a stone (the earlier you start learning a foreign language, the better). In addition, it has already been scientifically proven that children of this age have a strong potential to acquire an almost unlimited amount of new information, especially when learning a second language. In addition, it has been shown that children who learn a second language at a young age have more active areas of the brain and later have less difficulties in school subjects other than English. [1]

Taking into account that environmental problems are gaining global importance, in recent years, along with important priority tasks, special attention has been paid to the issues of environmental protection, ecological culture, ecological education and environmental enlightenment.

The relevance of ecological education is determined by the need to protect the nature, ecosystems, environment of our country from instability and derailment, to increase the ecological culture of the population, to contribute to these very serious and vital issues of all layers of the population, especially young people. On May 27, 2019, the Cabinet of Ministers of the Republic of Uzbekistan adopted decision № 434 "On approval of the concept of development of environmental education in the Republic of Uzbekistan" [2]. In accordance with this decision, a plan of activities for the implementation of the concept of development of ecological education in the Republic of Uzbekistan was developed and revision of the state educational requirements and educational programs specified in the plan for preschool educational organizations, "Ilk Qadam" analysis of the main program's topics

related to the environment and nature and making necessary changes, organization of "Ecology Corners" in pre-school educational organizations, various practical activities among children in the heart of nature dedicated to important environmental issues such as transfer, inclusion of topics related to programs for inculcating the initial concepts of plants and animals included in the Red Book of the Republic of Uzbekistan into the minds of preschool children have been reflected. [6]

In recent years, the numerous actions carried out in the field of ecology and environmental protection indicate that environmental education should start from preschool education in our republic (A. Nigmatov, 2022). Therefore, teaching children about environmental problems and ways to solve them in English classes is one of the effective ways to solve these two problems. In this case, it would be appropriate to select the lexicon used in English language classes from the words related to environmental protection and environmental education. [4]

### **Materials and methods.**

Currently, there is an increasing number of parents who want their children to start learning a foreign language (mainly English) before they go to school. Many kindergartens in Uzbekistan have sufficient grounds to fulfill this desire, and some, especially private kindergartens, offer programs only in English. Many kindergartens offer their students an English course once or twice a week as an extracurricular activity.

As mentioned above, some kindergartens may conduct all their programs in English; however, usually, preschool educational institutions have several English lessons per week according to their programs. Some kindergartens offer English classes in the afternoon, while others include them in the morning program, which is undoubtedly preferable, because children are more alert and their attention and concentration are much higher in the hours before noon. Each lesson lasts from 20 to 30 minutes. Children are usually divided into four age groups: 3-4 years old (whose learning is mostly limited to movement-based activities), 4-5 years old, 5-6

years old, and 6-7 years old (whose learning is limited to may also include drama techniques). When only a few children attend English classes, they are sometimes divided according to their knowledge. [6]

Here are some suggestions and guidelines for teaching English to preschoolers. According to these instructions, teachers should follow the natural development characteristics of children of this age when teaching English. In addition, according to the recommendations given, there are ten rules to keep in mind when teaching English, which are as follows:

1. ability to understand;
2. use games and activities;
3. indirect teaching;
4. development of imagination;
5. activation of all senses;
6. change of activity;
7. strengthening;
8. individual approach;
9. use of mother tongue;
10. use of positive motivation.[5]

### **Research results.**

In connection with the issued decisions, programs designed for teaching English in preschool educational institutions were developed, and lessons are being conducted on the basis of the programs until today. In addition to curriculum-based resources, there are many printed learning materials for teachers to use and apply in their preschool English teaching activities. We can provide examples of English teaching activities such as mini-books for each class (2001) or "English for children" - 2003. Children enjoy viewing different types of visual materials such as posters, cards, pictures, videos, books, picture dictionaries. We all know that in this process, the use of hand-made and ready-made materials from various publishers is of unconventional importance. Kids love doing hands-on, fun activities and exercises

for kids, like making holiday cards or birthday cards. There are several teaching methods that can keep children focused and focused at this age. They are as follows:

- \* method of practical work;
- \* drawing and conversation method;
- \* method of singing and reading poems;
- \* method of Total physical response.

The most effective of these methods is probably the Total Physical Response (TPR) method, because humans:

10% of those who studied,

20% of what you hear,

30% of what you see,

50% of what you hear and see,

70% of those who said,

Repetition of what a person has done causes 90% of the information to be remembered. [5]

The Total physical response method is usually used in English classes. During the English lesson, the teacher tries to imitate the process by the teachers and the students respond to the instructions that require physical movement. This method can be used to practice and teach a variety of skills, and it is especially effective when applied to children's activities. In addition, English classes based on the Total physical response method do not require much preparation from the teacher, since this approach requires universal preschool lesson topics:

- Greeting
- Family members
- Numbers
- Colors
- Animals
- Home
- Body parts
- Food
- Fruits and vegetables

- Clothes
- Weather, seasons [6]

Although there are ready-made literatures for use in English classes, these literatures do not include topics focused on ecology and nature protection. It is the task of English language teachers to include topics with such ecological value in their classes. In this process, it should not be forgotten that the activities based on the ongoing program add ecologically significant words without changing the topics, and this situation allows environmental education to be carried out without interfering with the teaching system or textbooks. As an example, we can see some activities for teaching English here.

Some of the Total physical response activities can be songs. For example, when talking about body parts, teachers can use the song "Head, shoulders, knees and toes". To use this song as a visual tool in the teaching process, we can use as examples pictures or toys of animals that need to be protected today: for example, pandas, tigers, polar bears, etc. Giving information about the names of these animals, their habitats and the need for their protection during the training will make our lesson more meaningful. When children sing, they also point to body parts.

The lyrics are as follows:

*Head, shoulders, knees and toes, knees and toes.  
Head and shoulders, knees and toes, knees and toes.  
And ears and eyes and mouth and nose.  
Head, shoulders, knees and toes, knees and toes.[8]*

Or, when preschool educational organizations are teaching children about colors, children can find colors based on the colored objects or pictures told by the teacher, touch them, and repeat the color. Here we can use pictures of animals, birds, plants and flowers as visual aids. For example, when the teacher says "*brown!*", the children look for a picture of a red or mountain wolf among the given pictures, because in this picture the color of the animal is brown. If they find it, they touch it and call it red. At this time, the children may be given information about the red or mountain wolf going today.

Another Total physical response activity is the guessing game. The teacher will have a special bag filled with different fruits and vegetables, and the children will repeat with the teacher:

*Hands up, hands down,  
it's big, it's small,  
It's red, it's green,  
It's natural and clean,  
what is it?*

During the allotted time, the children start to guess the names of different fruits, then the teacher takes out of the bag, for example, a banana, and the child who guesses it gets a point. The child with the most points wins. This activity helps us teach children to eat more natural foods like fruits and vegetables.[8]

In addition, the most popular game based on the Total physical response activity approach is the game "Simon says". The children are given instructions by Simon and the other children perform the actions required of them; for example, *Simon says: Jump!* And all the children jump, and those who do not answer are removed from the game. During the activity, children are engaged in physical education and learn to concentrate. If we conduct this activity in the nature, we will teach children to have a proper relationship with nature, and at the same time, children will learn to feel nature and have a rational relationship with it.

Also, in the course of our research, after getting acquainted with the programs prepared for teaching English in preschool educational institutions, we would like to recommend a new program in order to teach children about ecology and nature protection from the first periods of education. In this program, without making any changes to the educational process, it is envisaged to teach the English language together with ecology and nature protection through new methods, giving importance only to the topics and the lexicon used in them. We can see this program below (Table 1).

In this program, it is proposed to introduce the English language lessons taught in preschool educational organizations in an ecological way. The topics and lexical units related to the topic were selected precisely ecologically. Also, the visual aids

recommended for use during the training were chosen to be related to nature. These factors ensure that the described program will bring results in practical application.

### **Conclusion.**

Teaching English to preschool children is undoubtedly meaningful if it responds to the child's natural development and is appropriate for his age [1]. In addition, an English teacher will be successful if he has sufficient knowledge of the target language, has mastered the appropriate methodology for teaching English at this stage of education, and is passionate about teaching young children. Also, learning a new foreign language is important for children, because they learn the foreign language as well as their mother tongue. Another issue that should be added to the above is that it is recognized as a very important issue to teach preschoolers to love nature, protect it, and have a proper relationship with nature from a young age. Teaching English through environmental examples allows you to effectively solve two problems at the same time. And the teaching of this task through the recommended program will not only teach English in preschool educational institutions, but also help to love nature, establish a rational relationship with it, and receive environmental education from the first educational age.

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