

Kazaxbaeva Ayzada Jalgasbay qizi

Chirchik State Pedagogical University 3rd year student

Usmonova Gulsevar Abdulaziz qizi

Teacher, Chirchik State Pedagogical University

q.usmonova@cspu

METHODS OF TEACHING FOREIGN LANGUAGES IN PRESCHOOL AND PRIMARY EDUCATION

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Abstract. This study examines the methods of teaching foreign languages in preschool and primary education, focusing on approaches that support effective language acquisition in young learners. The research is based on a qualitative analysis of existing academic literature and explores various pedagogical strategies, including game-based learning, storytelling, songs, visual aids, and communicative activities. The findings indicate that child-centered and interactive methods are more effective than traditional grammar-based instruction, as they align with the cognitive and psychological characteristics of young learners. The study also highlights the importance of creating a motivating and supportive learning environment, where repetition, engagement, and multimodal input play a key role in developing language skills. Overall, the research suggests that combining different teaching methods enhances learners' motivation, participation, and overall language development in early education settings.

Keywords: foreign language teaching, preschool education, primary education, young learners, teaching methods, communicative approach, game-based learning, early language acquisition, child-centered learning.

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Annotatsiya. Ushbu tadqiqot maktabgacha va boshlang'ich ta'limda chet tillarni o'qitish metodlarini o'rganishga bag'ishlangan bo'lib, yosh o'quvchilarda til o'zlashtirishni samarali qo'llab-quvvatlaydigan yondashuvlarga e'tibor qaratadi. Tadqiqot mavjud ilmiy adabiyotlarning sifat jihatdan tahliliga asoslangan bo'lib, o'yin asosida o'qitish, hikoya qilish, qo'shiqlar, ko'rgazmali vositalar va kommunikativ faoliyat kabi turli pedagogik strategiyalarni o'rganadi. Natijalar shuni ko'rsatadiki,

an'anaviy grammatika asosidagi o'qitishga qaraganda bolaga yo'naltirilgan va interaktiv metodlar samaraliroq bo'lib, ular yosh o'quvchilarning kognitiv va psixologik xususiyatlariga mos keladi. Shuningdek, faollik va multimodal ta'limning til ko'nikmalarini rivojlantirishdagi ahamiyati ta'kidlanadi. Umuman olganda, turli o'qitish metodlarini uyg'unlashtirish o'quvchilarning motivatsiyasi, ishtiroki va til rivojlanishini oshiradi.

Kalit so'zlar: chet tillarni o'qitish, maktabgacha ta'lim, boshlang'ich ta'lim, yosh o'quvchilar, o'qitish metodlari, kommunikativ yondashuv, o'yin asosida o'qitish, erta til o'zlashtirish, bolaga yo'naltirilgan ta'lim.

INTRODUCTION. Teaching foreign languages in preschool and primary education has become increasingly important in the context of globalization and the need for early multilingual competence. Young learners have a natural ability to acquire new languages, making early childhood a sensitive period for developing basic linguistic skills. However, teaching methods for this age group must differ from those used with older learners, as children learn best through play, interaction, and meaningful activities rather than formal instruction. Effective foreign language teaching at the early stages requires child-centered approaches that include games, songs, storytelling, and visual materials. These methods help maintain learners' attention, support memory, and create a positive learning environment. Teachers also play a key role in adapting content to children's developmental level and encouraging active participation.

This study aims to examine the main methods of teaching foreign languages in preschool and primary education and to identify the most effective approaches for supporting young learners' language development.

METHODOLOGY. This study employs a qualitative research approach based on the analysis of existing academic literature, including books, journal articles, and previous studies related to methods of teaching foreign languages in preschool and primary education. The research focuses on identifying and comparing various pedagogical approaches such as communicative, game-based, and task-based methods. Data were collected through library research and critically analyzed to determine the effectiveness of different teaching strategies for young learners. The study also considers theoretical perspectives on child development and language acquisition to support the analysis and draw meaningful conclusions.

RESULTS. The analysis of the literature shows that interactive and child-centered methods are the most effective for teaching foreign languages in preschool and primary education. Approaches such as game-based learning, storytelling, songs, and visual aids significantly increase children's motivation, attention, and participation. These methods help learners acquire vocabulary and basic language structures in a natural and enjoyable way.

The findings also indicate that communicative activities, which encourage speaking and listening in meaningful contexts, contribute to better language retention compared to traditional grammar-focused instruction. Additionally, repetition, routine, and multimodal input (visual, auditory, and kinesthetic) support memory and comprehension in young learners. Overall, the results suggest that combining various interactive techniques creates a more engaging and effective learning environment for early foreign language acquisition.

DISCUSSION. The findings of this study confirm that teaching foreign languages in preschool and primary education is most effective when using interactive and learner-centered methods. The results align with established theories of early language acquisition, which emphasize the importance of meaningful exposure, repetition, and active participation. Methods such as games, storytelling, and songs not only enhance motivation but also create a low-anxiety environment that supports natural language development. The study also highlights that communicative approaches are more beneficial than traditional grammar-based instruction for young learners, as children at this age are not yet developmentally ready for abstract rule learning. Instead, they respond better to contextualized input and practical use of language in real or simulated situations. Furthermore, the use of multimodal techniques (visual, auditory, and physical activities) helps accommodate different learning styles and improves comprehension and retention. However, the effectiveness of these methods largely depends on the teacher’s ability to adapt materials, manage the classroom, and maintain engagement. Limited resources, lack of teacher training, and large class sizes may present challenges in implementing these approaches. Therefore, continuous professional development for teachers and the integration of suitable teaching materials are essential for improving the quality of foreign language instruction in early education.

CONCLUSION. In conclusion, the teaching of foreign languages in preschool and primary education is most effective when it is based on interactive, communicative, and child-centered approaches. Methods such as games, storytelling, songs, and visual activities help create an engaging learning environment and support natural language acquisition in young learners. These approaches are more suitable than traditional grammar-focused instruction, as they align with children’s developmental characteristics and learning preferences.

The study shows that combining different teaching techniques enhances motivation, participation, and retention of language material. At the same time, the role of the teacher is crucial in selecting appropriate methods, adapting content, and maintaining a supportive classroom atmosphere. Overall, effective foreign language teaching at an early age requires a balanced integration of methodology, teacher competence, and suitable learning conditions.

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- 4.