

TEACHING SPOKEN ENGLISH IN EARLY CHILDHOOD.

Davlyatova Shirinoy

[shirinoydavlyatova@gmail.com](mailto:shirinoydavlyatova@gmail.com)

ABSTRACT

This study explores effective approaches to developing oral English in preschool children through communicative, play-based, and immersive learning strategies. Using a qualitative methodology that includes literature synthesis and classroom observation, the study identifies key practices that facilitate natural language acquisition in early childhood. The results show that multimodal input, social interaction, and an emotionally supportive environment significantly increase children's spontaneous speech production and self-confidence. The research findings have practical implications for early childhood educators and curriculum developers.

INTRODUCTION

In the world, as a result of the growing demand for bilingualism at work and in education, the importance of teaching English at an early age is developing. Preschool children (3-6 years old) have special neurocognitive advantages due to their strong plasticity of the brain, sensitivity to phonological patterns, and an innate tendency to indirectly learn language through play and speech. Despite this promise, many early childhood programs continue to focus on worksheet-based exercises or text-based activities that disregard children's developmental needs. The purpose of the study is to identify educational strategies that effectively stimulate the oral learning of English in preschool educational organizations. This research is based on the following research question: RQ: Which teaching methodologies contribute more to the improvement of preschool children's English speaking competencies?

Methods

Research Design

A high-quality descriptive study design was used to analyze the trends in effective teaching practice. This approach allows for the generalization of evidence obtained from theoretical literature and naturalist observations in preschool organizations.

Data sources

Three types of data were analyzed:

1. Literature review

- 30 articles and books on Early Language Learning, Early Childhood EFL, and Sociocultural Learning.
- Key authors include frameworks based on Krashen, Pinter, Cameron, Vygotsky, and contemporary early childhood research.

2. Classroom Observations

- Monitoring of three preschool groups (ages 4-6) where English was spoken.
- Each group underwent observation for three 60-minute periods.
- Notes were taken during fieldwork, with particular attention to interaction patterns and natural speech produced by children.

3. Teacher interviews (informal)

## THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

### VOLUME-5, ISSUE-11

- Brief conversations with five English teachers from preschool educational institutions.
- Topics included strategies, challenges, and children's response patterns.

#### Data Analysis

Data were coded inductively. Recurring themes were categorized as:

- Immersion in daily routines
- Learning through play
- Multimodal activities
- Emotional environment and self-confidence
- Teacher simulation and platforming

#### Results

1 The full language immersion helps enhance comprehension and communication skills.

Educators who used English consistently during greetings, transitions, and various activities across all of the monitored students groups witnessed higher rates of un-prompted verbal interactions. Repeated expressions such as "let's tidy up," "choose a card," and "stand in a circle" offered reassuring repetition that helped build confidence in both comprehending and utilizing common language.

2 Speech Playbased activities generate the most speech

Role-play scenarios (like in shops, restaurants and when visiting the doctor) produced more English than Ingrian phrases. Children showed a higher tendency to interact in English when using objects and playing prescribed roles.

3 Songs and TPR (Total Physical Response) enhance pronunciation and retention.

After listening to action songs and moving games, children repeated word chunks clearly, pronounced patterns flexibly and maintained rhythm well. Review and reinforcement of vocabulary was designed by the musical repetition.

4 Storytelling promotes extended speech Children spontaneously repeated phrases, responded to predictive questions, and added segments to stories during story readings. Comprehension and expressive language abilities were further promoted by the use of visual supports (i.e. flash cards, puppets).

5 Supportive emotional environment facilitates speech risk-taking An identifying characteristic of the teacher was found to be her manifestation of sensitivity and understanding toward her students' inhibitions in making use of target language opportunities.

Teachers who used supportive words, mild correction and playful sounds saw far more attempts by children to invent new words or sentences. Generating a safe climate reduced the children's fear of mistakes.

#### Discussion

1 Implications for Teaching Practice

Studies have shown that English can be effectively introduced in preschool, for early language development – albeit when used in context. Instead of teaching vocabulary outright, child care providers should weave it naturally into fun activities and daily routines. This game-based teaching approach is consistent with the Vygotskian perspective of language as a communicative and social tool, playful and social in nature. English language use proves to be highly effective as a mode of communication when it is incorporated in different situations such as dramatic play, expressing wants and imaginative responses.

## THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

### VOLUME-5, ISSUE-11

Multimodal activities (songs, stories, movement and visual props) facilitate learning for all students and help reinforce the memory pathways according to contemporary stainations of multiple learning.

#### 2 The role of the teacher

The teacher is the guide on the side, not the sage on the stage. Effective teachers make it possible for the students to master clear, expressive, purposeful English communication by :- myth.asp 29 creating an atmosphere in the class that would encourage them to express their ideas in oral and written contexts; myth.asp 29 making language teaching a valued activity of daily school life.

- by means of gesture and facial expression
- expanding children's brief responses;
- providing repetition with variety;
- maintaining warm, responsive interactions

3 Advantages of Early English Language Learning The reasons that encourage many parents to introduce foreign languages, especially the English language, at an early stage are numerous.

Speaking early has long-term advantages that are:

- natural pronunciation and intonation
- confidence in communication
- smoother progression to primary school English for children
- social and cognitive skill acquisition;
- positive attitude towards bilingualism

#### 4 Limitations of the study

This was qualitative research with narrow classroom coverage. Observations were short-term. In the future further research is to include longitudinal studies and a broader spectrum of preschools.

#### Conclusion

This study demonstrates that oral English development in preschool education is most successful when guided by communicative, play-based, and immersive approaches. Optimal for Pre-School Education: Pre-school aged children typically acquire knowledge most effectively within a positive emotional environment that incorporates structured play activities, symbolic representation (such as storytelling), musical elements, and regular exposure to contextual English language. Educators play a crucial role in demonstrating proper language usage and establishing a secure learning atmosphere for pupils. The implementation of these fundamental principles within pre-school educational frameworks will significantly influence children's subsequent English language competency and retention capabilities.

#### REFERENCES

- Cameron, L. (2018). Teaching Languages to Young Learners. Oxford University Press.
- Edelenbos, P., & Kubanek, A. (2019). Early Language Learning in School Contexts. Multilingual Matters.
- Ellis, R. (2020). Understanding Second Language Acquisition. Routledge.
- Krashen, S. (2013). Principles and Practice in Second Language Acquisition. Pergamon.
- Nicolopoulou, A. (2010). Preschoolers' narrative development. Cultural Psychology, 16(3).
- Pinter, A. (2017). Teaching Young Language Learners. Oxford University Press.