The Experience of Foreign Countries in Teaching English in Preschool Educational Institutions

Ergasheva Gulnora Nematovna  
An English teacher of Namangan region National center for training pedagogies in new methodologies

Abstract: The paper aims to study recent research findings and literature on learning English as a foreign language in kindergarten. It has been a worldwide trend in the present century to lower the age of children's foreign language learning, and it is now common that children begin learning English as a foreign or a second language even before they start their formal primary education, at the age from zero to 7.

Keywords: preschool, development, teaching, children, generation, experience.

Introduction. Since kindergarten children are very young, age is an important concern. There have been innumerable studies on age differences in second language learning, and the conclusions of the studies were inconsistent. Some studies show that older learners are superior, others suggest younger. There are also some studies which support the idea that different ages have different advantages for foreign language learning.

Literature review. The main theory which claims that foreign language learning should begin from early childhood is the theory that “childhood education should begin from birth” from Japanese educator Makoto Shichita. Opinions differ about whether it is better to use the target language to teach L2 (language two), or whether it is necessary to use the students’ first language to help in explanation. There are different teaching methods, such as the Direct Method and the Audiolingual Method, which insist on using the target language to teach L2. However, there are teaching methods, e.g. the Grammar-Translation Approach, for which it is necessary to use a students’ first language to explain certain language concepts. I think it depends on the age of the students to decide whether L1 (language one) should be used in foreign language teaching. For English classes in kindergartens, I believe it is better to only use English in class. There are many advantages in doing so. The main purpose of teaching English is that students will be able to use the language in real situations. It is important that we introduce realistic practice to children at an early age. “The younger the learners, the more they will benefit from the experience of hearing the target language in appropriate situations.” When teaching foreign languages in our republic, they should not be taught on the basis of outdated pedagogical programs, as it was before, but should be taught based on the experience of the leading countries of the world, improve the quality of foreign language teaching using advanced, effective methods, new programs, innovative methods in the educational process, which means, as a result, improving the quality of our country. The main content of the educational program was the training of qualified...
personnel, mature specialists in their profession who can contribute to development. Studying the systems of preschool education in foreign countries, analyzing their best practices, developing specific measures to adapt them to the conditions of our republic will improve and modernize the system of preschool education in our country, and we see innovative preschool education (private) organizations in our country as practical examples of this. Of course, this leads to the formation of competitive organizations of preschool education.

**Discussion.** The Ministry of Preschool Education of the Republic of Uzbekistan is actively developing bilateral cooperation with foreign countries and international organizations. Because it is important to establish international cooperation. This creates a convenient opportunity to educate our children on the basis of educational processes in accordance with world standards, to educate them as mature people in all respects - physically and spiritually, to master the experience of foreign countries. The first teachers for a child are his parents. They must educate children physically, intellectually and morally from infancy. The activity of preschool education organizations is aimed at helping families at the next stage of education and upbringing. Kindergartens, unlike schools, are regulated by regional and local authorities. It is assumed that the child has an inner desire for learning, is inquisitive and energetic by nature. Learning should be carried out during the game that the child himself suggested. The main task of the teacher is not to teach the child, but to support the game, to provide him with various materials for research. Y. Kwong conducted an extensive study of the British system of preschool education. He conducted a survey of employees of kindergartens and parents, observed the activities of kindergartens.

Preschools in Germany are not part of the state system. The kindergarten operates under the auspices of charitable foundations, local authorities and the church. At the same time, enterprises and organizations can have their own kindergarten. The pre-school education system covers children from 3 to 6 years old. Kindergartens play an important role in children who have not yet learned their intellect, express their opinions, form the ability to communicate with peers and adults, and prepare them for primary education. That's why the Germans call kindergartens "thinking workshops". In Germany, 80% of children aged 3 to 6 attend kindergarten. There are also Waldorf kindergartens and Montessori kindergartens in Germany. In Japan, the following common expression can be cited about the method of raising children: "A child under 5 years old is a king, from 5 to 15 years old a slave, and after 15 years old an equal person. "Other peoples can find different interpretations of this phrase. Of course, it is not necessary to accept this philosophical phrase as it is. But the life of a child is divided into several periods, and in the first period the child fascinates everyone, they take care of him, caress him, growing up, the child, in addition to pleasure, has responsibility for his actions and a number of obligations. After reaching a certain age of maturity, yesterday's child becomes today's equal and equal member of society. Pre-school education in Japan is given a lot attention, because psychologists say that before the age of 7 a person learns 70% of knowledge, and the remaining 30% for the rest of his life. Preschool education usually begins in the family. The Japanese advocate early adulthood. different problems of education in different youth. For example, at 1 year old - instill a sense of self-confidence, at 2 years old - demonstrate practical applied arts and crafts, at 3 years old - cultivate a sense of duty, at 4 years old - learn to distinguish good from evil, at 5 years old - cultivate leadership qualities, teach independence, make plans and implement them. Boys and girls are brought up differently. In the son they see the future support of the family and are taught to overcome difficulties. Girls are taught housework. In Japanese kindergartens, children are divided into small groups of 8 people - "khangs". These children are given "their own workplace" in the kindergarten, they choose a name for their khan. Thus, they are taught to work in a team from an early age. Each student in this group must have their own place in the group. Such khangs are also used at the next stage of training. In high school, khangs are not permanent, they are changed every 3-5 months in order to quickly get used to new conditions. Children aged 3-5 are admitted to Japanese kindergartens. Kindergarten is the 1st stage of the system of formation of a

---

4 Yolanda Y.Y. Kwong's 42 research works with 1441 citations. 

Copyright (c) 2022 Author(s). This is an open-access article distributed under the terms of Creative Commons Attribution License (CC BY). To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/
citizen of the country in Japan. Particular attention is paid to the formation of skills of independent activity, collectivism, social responsibility. The main task of the kindergarten is to prepare the child for school. There are lessons in drawing, music, rhythm, physical education. Individuality, no matter how good, does not attract students, is not accepted by the children's community.

In South Korea, kindergarten is not part of general education. Parents send their children to private preschools. The kindergarten accepts children from 3 to 5 years old. The main task of the kindergarten is to create conditions for the comprehensive development of the family. Kindergartens mainly offer music, drawing and mathematics lessons. In Korean kindergartens, much attention is paid to the formation of independence in children. The difference in the age of children can be up to 3 years. Korean Kindergarten is not considered part of the general education curriculum. That is why parents send their children to private institutions. Most preschools teach in Korean. Many also have English language groups, and some have English as the primary language of instruction. They usually go to primary school at the age of six. Children cannot receive pre-school education at the discretion of their parents.

The processes of reforming the system of preschool education in Uzbekistan based on the experience of South Korea. Within the framework of the state visit of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Republic of Korea on November 22-25, 2017, about 20 meetings were held at the Ministry of Preschool Education to exchange experience, open experimental kindergartens in Uzbekistan, explore the opportunities for joint training and scientific research. As part of the trip, the Ministry of Preschool Education of the Republic of Uzbekistan organized a visit to a number of preschool educational and other organizations in Korea and studied their activities, including the characteristics of kindergartens, the methods of education used, financing and remuneration systems, the level of qualifications and conditions of service of teaching staff, programs and nutritional practices associated with food and logistics and production have been carefully studied.

Conclusion and recommendation. To sum up, we can say that, the experience of the Republic of Korea, Japan, the USA, Great Britain certainly deserves attention, and we believe that advanced views on the experience of the above foreign countries will certainly be reflected in the processes of reforming the system of preschool education in Uzbekistan. In 2018, based on the experience of South Korea, it is planned to develop standards for providing preschool educational organizations with methodological and didactic games, toys, furniture, equipment and other technical means. State requirements for the system of preschool education, educational programs will be improved on the basis of advanced foreign experience. These programs serve to teach children to read and write through various games so that they do not get bored, do not get bored, but on the contrary, go to kindergarten with pleasure. Also in these programs, special attention is paid to the issue of training and advanced training of highly qualified teachers and trainers. The norms for admission to institutions that train personnel for preschool education are determined based on natural needs. In conclusion, it should be said that studying the systems of preschool education in foreign countries, analyzing their best practices and developing specific measures to adapt them to the conditions of our republic will improve and modernize the system of preschool education in our country. On January 9, 2021, the Minister of Preschool Education of Uzbekistan A. Shin, at a meeting with representatives of the Embassy of the Republic of Korea and Korean entrepreneurs, announced that representatives of the Republic of Korea would cooperate with Uzbekistan in the field of preschool education, in particular, the construction of kindergartens in Uzbekistan, the attraction of Korean investors, furniture for organizations of preschool education in Uzbekistan and the organization of inventory production.

References:


2. Mei-Ling Chuang. Teaching and Learning English in Kindergartens in Kaohsiung A
dissertation submitted for the degree of Doctor of Philosophy (Education) in The University of Bielefeld (Germany) (Universität Bielefeld) November 2001.


4. Yolanda Y.Y. Kwong's 42 research works with 1441 citations.