

## INNOVATIVE METHOD USED IN KINDERGARTEN

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### **ABSTRACT:**

Pedagogy at kindergarten has caught attention a great number of scientists' interest for several years. Despite the fact that many research works done on this aspect, still it widely needs studying. The reason why children are our future, nurturing them with good education at their young age is crucial. This education is given in the period when children go to kindergarten. That is why, study of kindergarten's education is getting on its highest point year after year. This condition is also vividly seen in Uzbekistan. In fact, on the 27<sup>th</sup> of January in 2017, President of the Republic of Uzbekistan adopted a resolution which about "Developing system of pre-school year education in 2017 - 2021". English language is one the main part of given education at kindergarten. Teaching this language as a second language brings up a great number of advantageous as the first and vital reason it is world language. Another reason, it would be pre-preparation children for elementary school and with the help of it kids seem not to bump into difficulties when they are taught English at school. However, today's youth are technophile and it is usually likely to be futile to teach them in a traditional way. Considering all views, it can be said that teaching children with innovative method correlating with technological tools is extremely necessary. This paper gives some interesting facts and illustrates new teaching method for children used at kindergarten.

**KEY WORDS:** Methodology, pedagogy, learning stages, phonemic alertness, innovative method.

### **INTRODUCTION**

Teaching English at the early ages where it is not spoken out of classroom is a big challenge for at the age of 3 to 6 cannot take notes but they can remember simple things very well. At this age, children cannot really understand while they read a context but they can learn better a faster than other age stages while they learn visually.

This paper discusses choosing the right pedagogy and methodology to teach a foreign language in kindergarten. The present curriculum is based on the principle which guide the teaching of young learners and on the notion that language is a means of communication between people from different cultures.

The lesson discusses the language learning abilities of children at the age of 3-6 and approaches to teaching young learners at the early age with appropriate teaching methods and pedagogy. Besides, in this session the importance of creativity, flexibility and independence in creative expression are also stressed. A variety of age appropriate materials, methods, techniques and equipment are utilized practical teaching.

Teachers have a privilege to influence the whole life of young learners with giving basic, initial knowledge. This knowledge is considered to be last-long and play an important role in kids' life. Therefore, pedagogy of teaching children at kindergarten should be analyzed in complex as well as broad way.

Today young generations have already been aware of the latest gadgets and technical tools. Considering above-mentioned view, it would be better, if they are taught via IT tools because of their interest on it. This research work presents new type of innovative method in teaching offspring at kindergarten and makes an effort to answers following questions:

- What kind of method is most suitable for kindergarten children?
- Can children learn second language despite their age

## LITERATURE REVIEW

It is said that knowing one language, it means that you are one person. If you learn 2 or more languages so 2 or more different people live inside of you. Adding to this, if people learn languages when they are still young, especially, at their 3-6 ages, effective result lasted during the whole life. According to the fact of “Ertheo Education and Sport” many advantageous of acquiring new language are referred, above all mentioned, when people are young. In fact, if those children are bilingual, they overtake a lot of benefits that offer them utility over their monolingual fellows. [1] Carol Bainbridge said that acquiring language is typical and all people have an ability to learn it. [2]

How may they learn? Despite the fact that their first-native languages differentiate from one another, kids use the same habit which include itself 3 stages: Learning through sounds, with words and sentences. The most common stage among children at kindergarten is learning by sounds. Children recognize phonemes of new language and learn by heart via hearing automatically. Recognizing and recalling those sounds called scientifically “Phonemic alertness” which creates good opportunity for the next – reading step.[3] But there is one question whether young generations at 3-6 can observe the sounds of new language? This is proved by Carol Bainbridge’s facts [2]. In her point of view, babies at 4 month manage to detect differences between new language phoneme and the rest sounds. If it will be so, 3 to 6 aged children do not come across difficulties in learning language via using ears [3]. Moreover, it is under question why children should start at 3 or 4 ages? Researches which held in Harvard University bear out that captivity, agility, problem-solving skills are tremendously inflated when children begin to learn language at an early ages [4]. What is more, they are rich with much more time, energy and fresh mind which are essential feature in language learning. In this period the process of language learning provide children with curiosity and capability in learning also other aspects of knowledge except language. Also, the American sciences answered the question that in what age learners can start learning the second language and get obtain excellent results. In this research, they investigated among 670 volunteers different nations, ages and genders. The youngest participants were 10 years old and the eldest – 70 years old. The results were published in the “Cognition” magazine. It is observed that the second language can be learnt effectively by children whose ages are till 10. It is true, the adults also can save the language learning capacity, but learning second language like a native they should start it from early age [5].

On the other hand, successful teaching at kindergarten not only entirely depends on age but also methods as well as atmosphere of the classroom. Classroom in the kindergarten should be in peace condition which contribute with convenient chance for kids in order to play which they improve their self-confidence and communicative skill. [6]

## METHOD

**Context:** Above-mentioned opinions, appropriate teaching method is widely on demand. Therefore, this research work makes an attempt to represent one of the best lesson plan filled with innovative method and methodological instructions for teaching second language at kindergarten.

**Participants:** As those instructions are for kids who are 3-4, lesson plans are held in one kindergarten as a research work. Most of the children’s native language is Uzbek. Kids are divided into two groups and are taught in different ways.

In order to be funny we give a name for each group: Group1 is “Happy feet” as they are more active and use their body while Group 2 is “Lazy bear”. Happy feet learned language with new method whereas Lazy bear with traditional way. Results are shown below:

Group 1 is totally varied from Group 2 with its not only teaching method but also atmosphere of the classroom. For instance, children and teacher in happy feet group create comfortable condition by sitting wherever they want: sitting with toys, on the floor, at the corner of the room. When it comes to Lazy bear group, children were forced to sit on the table without any movements. Various videos, cartoons, stories, action-stories, made a huge contribution in developing class in a better way in Group 1. Group 2 was explained new themes without above-mentions instruments. Thus, happy feet got effective result comparing to Lazy bear. In the below table general 1-month-lesson plan is shown:

Age 3-4

Units	Themes	hours	Methodological recommendation (used methods in teaching vocabulary)				Interactive games
			1	2	3	4	
Unit1. Greetings	Lesson1: Hi, , bye, What is your name? I am ...	1	Pictorial- handouts	Stories	Poems, songs	Videos, cartoons	“Hi”
	Lesson2: Hello, How are you I'm fine good bye	1	Pictorial- handouts	Stories	Poems, songs	Videos, cartoons	“How are you”
Unit 2. Family	Lesson3: Father, mother, sister, brother,	1	Pictorial- handouts	Stories	Poems, songs	Videos, cartoons	“Find me”
	Lesson4: Grandpa, grandma, son, daughter, baby	1	Pictorial- handouts	Stories	Poems, songs	Videos, cartoons	“Family”
Unit 3. Numbers	Lesson5: four, five, six,	1	Pictorial- handouts	Stories	Poems, songs	Videos, cartoons	“Table”
	Lesson6: Seven, eight, nine, ten, eleven, twelve	1	Pictorial- handouts	Stories	Poems, songs	Videos, cartoons	“Jumping”
Unit 4. Animals	Lesson7: Dog, cat, mouse, Wolf, fox,	1	Pictorial- handouts	Stories	Poems, songs	Videos, cartoons	“Find me”
	Lesson8: Cow, horse, frog, rabbit,	1	Pictorial- handouts	Stories	Poems, songs	Videos, cartoons	“Find me immediately”

In the first lesson, teacher should encourage them learning second language and we have to start the lesson with unusually way, adjoin from the first day. First day they do not know the language and they do not understand the words, for this reason teacher cannot speak only English, first of all he/she has to teach them the theme or things in their mother-tongue then in English. The first lesson would be greeting.

#### Unit 1. Greeting

Lesson 1. Opening mark of the lesson teacher greets with them. Firstly teacher introduce himself in English and in Uzbek, so he asks the children’s name first in English and translation, Teacher asks question all of the children like this:

Teacher: Hi! Salom! I am Alisher. Men Alisherman. What is your name? Sizning ismingiz nima?

Kid: Hi! I am Ali!

Teacher: Nice to meet you! Ko’rganimdan xursandman!

As we know, children are tire and bore very fast, that is why, songs are very effective way to learn new words and improve pronunciation. Songs with actions are particularly good for very young children as they are able to join in even if they are not yet able to sing the song. The action often demonstrates the meaning of the words in the song [9]. Teacher and children sing “Greeting song” with some actions, it continues 3-5 minute. Young children love books with bright colors and attractive illustrations. In the next step, teacher reads a fairytale which related to greeting and shows the pictures about fairytale. In the fairytale they also listen and learn greeting words, the fairytale would be in their mother-tongue but some words that were greeting words and other tales also would be like this. It lasts 10 minute, when they are listening tale, watching pictures they can understand and imagine it easily. Maximum 10-15 minute children play interactive game “Hi!” which related to greeting.

Interactive game: Hi!

Necessary items: pictures which are waving hands, saying “hi, hello, bye, good bye”.

Process: teacher calls one of the kids and shows one picture, so kid says what about the picture, for example, "hi!" or "good bye!" Then teacher supports with claps and calls next kid, children go and answer turn by turn. This game help children strength their memory and imagination.

At the end of the lesson, teacher says "good bye" and waves hand, children also repeat this word.

Lesson 2. At the beginning of 10-15 minute of the lesson they sing greeting song and repeat first lesson's words. Next step, teacher read at the beginning and end of the lesson 5 minute-fairytales which are called "Pari" and "Siblings" with pictures. After listen tale children draw pictures about greeting and paint it. It lasts 20-25 minute and they learn other new words about greeting, such as, "How are you? I am fine" they watch 5-10 minute greeting videos or cartoons. Video, cartoon, song, tales will help them learning new words easily and memorize it with cartoons [7]. During the every lesson teacher use some command words to children, for example, teacher say "stand up, sit down, show me, give me" and when teacher want call them they use "come here" with gestures, it help them understand the meaning of the word. Finally, they play interesting game with teacher "How are you?" in 10-15 minute.

Interactive game: How are you?

Necessary items: ball, children and teacher

Process: children and teacher sit down on the floor circle, teacher throws the ball saying their name and say "How are you?", kids say "I am fine" and throw the ball to the teacher, it continues turn by turn. At the end of the lesson, listening and speaking skills strength their vocabulary.

Unit 2. Family

Lesson 3. After entering the class they sing "greeting" song with gestures and repeat last lessons words. It takes 10-15 minute. In the next step, they learn new words about family members and teacher shows pictures about theme which improve learning new words. Then, teacher read fairytale that has family words, the tale "Lolo and Pepe". So, they watch English cartoon about family which lasts 5-8 minute. Children learn these vocabularies deeply from watching and listening English words [7]. After watching video children draw their family and say their family members in English during 20-25 minute of the lesson. Children learn naturally when they are having fun. Flashcards are a great way to teach and revise vocabulary. At the end of the lesson, they play game "Find me"

Interactive game: Find me

Necessary items: pictures which appears family members.

Process: teacher calls one of the kids with their name and show to kid one picture, children have to say English name of the picture. Then, he sits his place and the next children go turn by turn. The purpose of this game is teach new words unordinary way, with games, and encourage them learning second language.

Lesson 4. Unusual the fourth class begins with teaching them new words about family while teaching them new vocabulary teacher asks last lessons words, the vocabulary of family. Besides, teacher also asks greeting vocabulary with gestures, for example, teacher shows the gestures to children and they have to say in English what teacher shows. It lasts 20-25 minute. Next would be story time, teacher read a story about family which is in their mother-tongue but some words that related to family, are in English. After listening story they sing "Fingers" song, which is about family, with their teacher. They sing the song two times because it will help them learn by heart the song and it lasts 10 minute. As we know, children like drawing picture that is why after singing a song they draw their family picture and say their family member in English, for instance, father, mother, brother, sister. It takes 20-25 minute. At the end of 10-15 minute of the lesson they play interactive game "Family".

Interactive game: Family

Necessary items: pictures about family members, children, teacher

Process: teacher divides children into two groups and he gives picture about family member each participant but children do not have to watch each other's picture. First group participants on the right and the second group sit on the left. Teacher stands in the middle and if he says "mothers stand up" the children who have mother picture have to stand up. The participant who forgets the word and does not stand up she does not give the score, so all participant again sit their place and teacher says another word. At the end of the game, teacher promote to the winners and also the another participants. The aim from the game is, teaching them team working and strength their memory.

### Unit 3. Numbers

Lesson 5. The third week is devoted to learn Numbers. Initially, teacher asks words which were learnt by heart previous lessons including the words of greeting and family. Revision task can be by replaying videos, songs relating to greeting and family themes. Children repeat the words singing songs or watching video-cartoons. It takes 5 to 10 minutes. Next step, teacher show the pictures of numbers from 1 to 6 and ask what are they? Firstly, children count them in Uzbek-native language in order to be introduced clearly. Then, teacher introduces the number in English language with songs which is sung by teacher herself. It lasted 15-20 minutes. After singing numbers, children watch a 5-minute-video-cartoon which is significant in rising interest of kids. 4-minute-songs about numbers sung by English people strengthen the theme of numbers to stay for a long time in the mind of children. Maximum 20 minute will be rest for playing interactive games called "Table".

Interactive game: Table

Necessary items: one less table than the numbers of children. For example, we have 10 children and 9 tables. Process: Children will stand and move around the circle table. Teacher chooses one number, for instance, 5. Their movement lasted as teacher say numbers in English and they stop, sit simultaneously when they hear chosen number – 5. One child who cannot sit on the table will leave the game. It is continued till 2 participants left. The most beneficial side of this game is repetition of numbers with movement will be graved on the brain of children

At the end, number related story is read.

Lesson 6. Children go through again numbers 1-6 of last lesson with the fingers of children lasting 10 minutes. Numbers from 7 to 12 is counted initially in Uzbek after that will be taught in English with handouts and then fingers (15-20minutes). 1 or 2 video-cartoons, songs are presented for children, which they both are able to see and hear as well as repeat the words correctly through them. (10minutes). During 15 minutes or more warming up games are played.

Interactive game: Find me

Necessary items: handouts of numbers

Process: all numbers are scattered around children. Teacher says one number for each child. Then children should find and bring it to teacher. Another way is teacher shares different numbers for each kid. Teacher says any numbers and children should find them from numbers on their hands.

Finally, kids listen to an interesting story about all numbers.

### Unit 4. Animals

Lesson 7. As a repetition, as usual children greet with their teacher and count their family members (10 minutes). In order to draw attention teacher depict the picture of animals, produce the sound of each animal together which yields funny situation. Following this, teacher translates animals' names into English while children repeat what teacher says. Videos, songs, and stories are presented one by one. Among those of them interactive games are added not to get children to be bored and keep their concentration.

Interactive game: Jumping

Process: at least 5 children are selected and give a name using vocabulary of animals theme. For giving a sample, 1-child is cat, 2-child is dog and so on. When teacher ask the name of animals in Uzbek language, so-called child should jump and say the translation of this name-word at the same time. Once this situation is fastened some children get confused and that one leave the game. Working with children is really energetic but playing this game adds extra energy to both children and teacher.

Lesson 8. Lesson is started with greeting words and some activities devote to the revision of last lessons. Those activities compromise counting family members, animals and saying the vocabulary looking at the pictures of them, answering question such as "What is it?", "Who is he (she)?", "How many are they?". Succeeding it, the rest of the vocabulary of animals is explained with picture-handouts. Depending on teacher and children, videos, songs or stories and games are offered.

Interactive game: Find me immediately

Necessary items: picture-handouts of animals

Process: In this game children nearly work independently and should think as fast as possible. Teacher say one animal in Uzbek, the child who find and answer first will go and bring that animal's picture on the table.

Another version of it is every child says the animal which they like most or just know. He or she go and bring it by saying the translation of this animal.

### ANALYSIS AND RESULTS

Children are absolutely active members of humanity. Referring this fact lesson-plan is provided with creative activities, interactive games. Games are played not only for enjoyment but also for repetition of learnt vocabulary. With every movement and saying new words all together, supply to stay them on the minds of children for a long period of time. Besides that kids are interested in videos, singing songs and moving from one place to another. So, this lesson-plan can attract their attention as much as possible.

### DISCUSSION

It is widely believed that children are not so sensitive do not get information faster, have a good memory as older learners. Teachers try to give less data as they think such misunderstanding like kids are not able to obtain all things what teachers teach them. Children like an empty pitcher: how much water you pour, so much they receive. Thus, it is vital to teach them at their younger age. But unfortunately until recently pre-school educational institutions such as kindergartens have not paid attention on teaching second language including English. Therefore, this paper can be initial step to improve teaching methods on teaching foreign language or add great contribution to maintain today's new methods.

### CONCLUSION:

This study was set out to determine the English program at the kindergarten, influences kids learning English as a second language. In this article gave information about creating the appropriate learning atmosphere and make effective lesson plans with the help of relevant teaching methods and materials. Teaching English in a fun way in kindergarten level has many advantages. It enhances facilities and improves children's pronunciation and self-confidence and social development. Children always enjoy learning new language and generally, they do any result without trouble. In their age kids want to know everything and they observe, learn what they are hearing, seeing after that they try to repeat it whether it is true or false. In conclusion, we knew from the article, there are three principles teaching very young learners. They are 1) listening comprehension has priority; 2) learning needs to be fun so all senses are engaged; 3) tasks need to be action-oriented. There is a sentence which proving above-all mentioned facts: "the knowledge which was taken in early age is like ornament quarreled on stone"

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Watch the YouTube video at [https://www.youtube.com/watch?v=PDtzJau\\_QII](https://www.youtube.com/watch?v=PDtzJau_QII)

**Task One:** During watching make notes of what you liked (Column A) and conflicted to your ideas (Column B);



**Task Two:** After you have watched the video, share your thoughts within the group. Compare your notes with a partner. Give your comments on the lesson. Tell why you agree and disagree.

I liked	I did not like
1.	1.
2.	2.
3.	3.