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Kizlarkhon Kobiljon kizi Akhmadjonova
Namangan State University
PhD student (Independent Researcher),
"Teaching English language methodology" department,
Uychi str., Namangan, Uzbekistan
Tel: +998913448197
sherzod.korabayev@gmail.com

Yulduzoy Solohiddinovna Sotimboyeva
Namangan Regional Training and Retraining Center of Public Education teachers
PhD student (Independent Researcher),
"Pre-school, primary and special education methods" department,
Namangan, Uzbekistan

USING A COMPUTER AND THE ROLE OF COMPUTER PROGRAMS IN TEACHING ENGLISH TO PRESCHOOLERS

Abstract: This article is about the role of multimedia, especially computers, in teaching young learners. Because children can learn everything easily with the help of multimedia technologies. These statements indicate that the desire to succeed (even if virtual), the ability to concentrate, repeat, remember, formulate a problem and find its solution has moved for children to the field of work on a computer.
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Introduction

Some parents seek to introduce their children to foreign languages as early as possible. The prospect of starting learning precisely at preschool age has been noted by researchers for many years [1]. The shift in the start of teaching foreign languages to preschool childhood, which is traditionally considered the most favorable age period for mastering a second language, is one way to increase the level of training of graduates of educational institutions.

Today, teaching preschool children foreign languages in kindergarten has not become the first link in the chain of lifelong learning, but the issue of early education remains relevant in modern society, a huge number of educational materials and scientific papers indicate an unflagging interest in teaching foreign languages to preschool children. Training materials are striking in their diversity. In addition to traditional textbooks, interactive learning materials and computer courses also enter our lives. Initially, computer courses were considered only as supporting material supplementing traditional textbooks, often being the transfer of textbook materials to a new computer medium with the addition of audio and video materials.

With the development and dissemination of multimedia [2] technologies, the structure and content of such courses are being improved. The relevance of studying the role of computers in teaching foreign languages is determined by the fact that personal computers are widespread, and interest in them from children, including older preschool children, is quite high.

Clarivate
Analytics *indexed*

Materials and methods

According to many researchers and methodologists, computer programs are entertaining, interesting, they increase the motivation [3] of learning and contribute to the development of students' competencies.

Studies show that the minds of modern young people are arranged differently than the previous generation: they think in varied blocks, clips, combine several operations into one or, conversely, deploy one event in several consecutive episodes or stages, are able to simultaneously imagine several multi-dimensional sound and color pictures of the world. All these are consequences of the introduction into our lives of multimedia principles of organization and presentation of material. The automation of computer classes is so great that, speaking about the problems of upbringing, modern people often use statements in which there are phrases with the word computer: the child does not read and does not play, he is always sitting in front of the TV and computer. The child does not help around the house, only when you need to do something on the computer, but he understands this better than us parents. Thanks to the computer, the child learned English, but cannot do a simple school task. These statements indicate that the desire to succeed (even if virtual), the ability to concentrate, repeat, remember, formulate a problem and find its solution has moved for children to the field of work on a computer. The attractiveness of a computer depends, among other things, on its honesty as a partner, on the brightness of images, and the speed of the "change of scenery". Since the computer is not a real world, the errors in it are always reversible: you can go back and go the way again. "The exercise is done by the masters," as the Germans say, and in the field of computer games this is absolutely true. The computer is not annoyed, it is calm and predictable, you just need to find an approach to it. Compared to a regular board game, a computer game is both closer to reality (it imitates plots better) and further away from it (it allows you to behave more cruelly than in life) [4]. A computer equalizes the capabilities of all people: one who does not know how to draw draws on it, one who does not have books finds information on the Internet, and one who lives in a place remote from the centers of science and culture finds himself in the know about all the latest news.

Many have access to computers, but adults do not always know what to do when children are asked to show how to use a computer - both a toy and an assistant at work. Meanwhile, a joint game on the computer may turn out to be just that modern, interesting for both large and small ones, an occasion for communication, which is not enough in the family. Creativity combined with compliance is a model of success. Among the games there are those that are enough to play for a few minutes, and they get bored; those that last for hours without changing their content, but do not bother; those that are interesting to play only 1 or 2 times, since they have a plot.

The computer highly teaches the structuring and schematization of knowable material. A child working on a computer has new associations with the subject being studied. Positive emotional coloring of the course of the game also matters. The more a person knows, the newer he is able to learn, while memorization is not preservation, but ordering, correlation of information. A self-learning child using a computer learns precisely the skills that a modern person needs (choice of solution, reduction of manual operations, search for new meanings, independent individual design). The computer is even able to increase the child's self-esteem. The complexity of the computer's internal device grows with its ease of use. Difficulties in the use of computers are often associated with the fact that second-hand devices fall into schools and kindergartens, which are difficult to care for, which already work poorly. Not for all types of children's activities in the preschool there are good developmental programs. Some tips when working with a child on a computer:

• the combination of image, sound and text helps to absorb material faster;

• the same task is easier to complete several times until it succeeds;

• each child learns at his own level and at his own pace;

• children feel free to choose a decision and role, are not shy about being different than in life, overcome their fears;

• computer training is an alternative to memorization, allows you to more widely include the studied material in a variety of neural connections, activate intellectual processes.

You can begin to explain to children how to use a computer even when they are 3 years old. Try to prepare the computer in advance so that the child does not need to stupidly sit and wait until all the programs load. There is no need to overly sophisticatedly explain how the computer is arranged until the child is ready to perceive this content. For an introduction to the course of affairs, you should choose the time when the children are in a calm mood, when there is nowhere to rush, and also find programs suitable for their age and interests in advance. Kids should not be overloaded with information and in no case should not be forced to engage on a computer. Many preschoolers will not even immediately understand how to use it, and in this case, repeated explanations will be required [5].

Possibilities for children to interact with a computer:

At the age of 3, a child can learn to use a mouse, find such places on the screen that you can click on, perceive figures of characters as communication partners, answer questions that require unambiguous answers yes and no. His ability to follow the

instructions of the computer concerns such cases when he is asked to say something or sing, choose and put a smiley on the picture, draw primitive lines, find the color.

At the age of 4, a child can insert a CD into the drive, start the program from the desktop, "click" on the image and drag the symbol on the screen, start and end the game after all the instructions have been completed, and at the same time he uses the symbols, numbers, letters, flowers. The kid can already draw using the drawing program.

At the age of 5, a child can turn the computer on and off, select a program and start working with it from start to finish, select or enter a username and password, learn how to use ready-made stencils for writing cards and invitations, complete tasks and tasks, and print out the result their activities on the printer.

At the age of 6, the child gets acquainted with the keyboard, uses training programs, participates in a joint game with a partner, writes a story and adds illustrations to it, changes the background, makes a simple design for his text, knows how to save work to disk.

Work with the Internet and a modem requires control by parents or teachers because of the possible responsibility for the content of the pages viewed and the sending of inappropriate messages, as well as due to the liability of an adult. Fear of parents when children work with a computer:

• they cannot control the entire content of the child's independent activities;

• the ratio of empty time and present activity cannot be traced;

• the computer encourages destruction and violence;

• those who are immersed in a computer communicate little with others;

• motivation when working on a computer is higher than in any other activity, so it is difficult to find an alternative to it.

A replacement for everything else is usually a computer for children who otherwise cannot find a way out of their emotions and use their abilities. On the contrary, for some it is the discussion of what is happening on the screen that is an incentive for the development of speech and making friends, and the ability of a computer to achieve the correct spelling of

a command leads to increased literacy. For children with leg asthenia and some other school disabilities, doctors and psychologists even prescribe a computer. For example, for those who have problems with calligraphy, a mouse, joystick and keyboard help to overcome insufficient accuracy, while developing fine motor skills. For most, a computer is a useful training tool. In content, it is no easier than other textbooks and notebooks; it only facilitates the performance of certain operations. The more diverse the parents themselves use the computer, the easier it is for children to imagine that with its help you cannot only play, but learn and work.

The computer's capabilities can be used to create language learning diaries, illustrated with photographs, picture dictionaries, science fiction words, etc. You can print coloring pictures for each child, make tasks, and make copies of songs and other achievements performed in class. Many modern textbooks and dictionaries are sold with computer tabs and have an update on the Internet.

Conclusion

Based on the psychological and physiological characteristics of older preschool children, it should be noted that at this stage, the most effective is game learning. Integration into the training of preschool children of special multimedia computer programs is possible due to their playful character, which contributes to maintaining the motivation of the preschool child.

When organizing training, we always remember that a child of 5-6 years old is a rapidly developing organism, overloads can lead to "breakdowns". But in the case of the proper organization of work, taking into account sanitary standards, negative factors can be minimized.

For a full-fledged lesson, the integration of traditional teaching aids and computer programs is necessary, this provides various types of activities in the learning process, increasing the interest of a preschooler in learning a foreign language. Since at the initial stage of teaching a foreign language, great attention is paid, along with the development of communicative and linguistic competencies, to maintaining a high level of interest in learning a foreign language, the use of computer technology in teaching preschoolers is justified.

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