

The High Quality of Educating English in Initial Teaching system.

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Abstract: This article analyzes today's decisions and laws in the field of preschool education and foreign experience on the example of Russian preschool education and the use of effective methods in teaching English to children. features of the work to be carried out in the field of preschool education.

Keywords: socioeconomic development, modern methods, multicultural education, at early age, preschool education, public partnership, Kindergartens, general development, rehabilitation, compensatory groups.

Introduction.

This subject examines the role of the ongoing work on the development of preschool education in our society, the essence of the laws, decrees and decisions issued by our government, the current needs and recommendations in this regard. The subject also provides a number of historical data related to the rich private partnerships in this area, to further increase the number of non-state preschool educational institutions, to expand the range of services they provide. The education system in our country is always in the center of attention of the state. Over the past period, comprehensive organizational and legal measures have been taken to organize an effective preschool education system aimed at ensuring the formation of a healthy and comprehensively developed generation. The industry is currently in a state of profound reforms.

As noted by the President of the Republic of Uzbekistan Shavkat Mirziyoyev in his report at the enlarged meeting of the Cabinet of Ministers on the main results of socioeconomic development of the country in 2019 and the most important priorities of the economic program for 2020, "Previous meetings have provided a critical analysis of the state of affairs in the field of education and science, the implementation of state youth policy, the introduction of new, modern methods of education, including information and communication technologies. The implementation of urgent tasks in this area is of strategic importance for the future of our youth, our society and our country."

Resolution of the President of the Republic of Uzbekistan dated December 29, 2016 No PD2707 "On measures to further improve the system of preschool education in 2017-2021."

Among the main objectives and directions of the "Program for further improvement of the system of preschool education for 2017-2021" approved by this resolution is to create conditions for comprehensive intellectual, moral, aesthetic and physical development of children, taking into account the best international practices.

Methods of Research

Comparative analysis and componential methods are used in this field.

Discussion and Results.

Further expansion of the state and non-state network of preschool education, creating conditions for a healthy competitive environment between public and private preschool education, introduction of new forms of preschool education in public-private partnership, as well as effective organization of the Ministry of Preschool Education Resolution of the President of the Republic of Uzbekistan dated September 30, 2017 No PP-3305 “On the organization of the activities of the Ministry of Preschool Education of the Republic of Uzbekistan.” As noted in the commentary to the decision: “... today the issue of radical improvement of preschool education, increasing the number of preschool children, the creation of a modern system in all respects, studying the best international practices remains relevant” . In order to solve the existing problems of reforming the preschool education system, the decree provides for the implementation of a wide range of measures, including the effective organization of the process of improving the qualifications of teachers and managers, including using modern pedagogical and information technologies, advanced experience of foreign countries, provision of highly qualified, modern qualified personnel. Foreign experiences in preschool education system. Here we analyze the preschool education system in the Russian Federation, one of the foreign countries. The system of preschool education in Russia is constantly evolving, it is constantly being updated, changing its appearance and improving. The first teachers for a child are his parents. They must raise children from infancy in physical, intellectual, and moral matters. The activities of pre-school educational institutions (PSE) are aimed at helping families to acquire knowledge and at the next stage of education. Some experts argue that the need for kindergartens is a burden, and that pre-school education should be left entirely to the parents, who should decide for themselves where and how to prepare the child for 1st grade. But according to statistics, most parents use the services of PSEs. Therefore, the strategy for the development of the education system identifies the modernization of preschool education in Russia as one of the priority issues in the future. According to the standard regulations, children's educational institutions are divided into five types:

- Kindergartens, which consider it important to implement one or two areas of development;
- Compensatory kindergartens aimed at qualified correction of children with mental disorders;
- Kindergartens under the supervision of educators, where health-improving exercises are conducted with children;
- Kindergartens with general development, rehabilitation and compensatory groups in different variants on their territory;
- Early childhood development centers - kindergartens where children can recover, acquire new knowledge and skills, receive spiritual support. Theoretical studies show that stereotyped approaches to the content of preschool education must be changed, and the educational process should be considered on the basis of the following sequence of principles:
 - Teaching based on the developmental nature of teaching reflects the hidden and potential qualities of children;

- Systematic education helps children to identify the interrelationship of events, objects of study and life values; [
- The development of the child is based on his emotions and age-appropriate forms of education;
- The essence of multicultural education is to bring children closer to the culture and traditions of their own and other nations and peoples, to be more tolerant of the opinions of others, to express their dissatisfaction, anger and resentment in a moderate way;
- based on the need for a healthy lifestyle, adherence to the rules of hygiene and sports.

It should be noted that the difference between the upbringing and education of children does not exist in all countries. In the UK, however, both are recognized as important and necessary. There are 25 types of institutions in the United Kingdom that provide these services, and therefore the education system is diverse and unequal in importance.

In a word, the purpose of acting on the above suggestions and recommendations is to develop in the child a sense of solidarity, community. When a song is sung, as the great scholar Abū Naṣr al Fārābī said, it should be sung by a choir (in a group), a solo singer is not used, when a competition is held, or all or a group wins, and not an individual winner at all.

Therefore, if we work together as a team on the development of the preschool education system, we will undoubtedly achieve our goals in the future.

Teaching methods in preschool.

Some authors of children's language acquisition theories are basically practitioner teachers with a great amount of experience in the field, but who have not researched long enough to scientifically base a real teaching method. However there is an increasing interest in this field which has been very productive lately.

We can start by highlighting the works of well-known authors such as Stern and Weinrib (1977), Dunn (1983, 1985), Halliwell (1993) and Aschwordy and Wakefield (1994) who have studied the peculiarities of teaching a second language at an early age. In Spain there are some remarkable studies which have been carried out by Rodriguez Sanchez and Mc Arthur (2001), Artigal, Arzamendi and Azpillaga (1996), Gólvez Dhaz, (2001) and Mur (1998).

All these authors have analyzed the difficulties which occur when teachers such as themselves have had to cope with the teaching of English at pre-school levels.

They try to offer some teaching guidelines and tips through the study of students' evolutionary characteristics, comments on the methodological resources suitable for learning the foreign language, the adaptation of children's narrative resources and the planning of those aspects which had been taken into account in the development of projects and the interventions in early language learning.

Various publications in magazines have also addressed this issue in recent years with authors such as Calero Pírez et al (1999), Ramirez Palau and Serra Santasunsana (1999), Bermudo Santacruz (2000), Jones (2000), Lypez Rodriguez

(2000), Gil Fuentenebro (2000), Mercader, C. (2001), Lage Rnos and S6nchez P6rez (2001), who proposed different activities for young learners of English, depending on the age and maturity level of the child, which in most cases are usually experiences told through teachers' journals.

The work of Lypez Rodriguez (2001) on the difficulties rural schools have to adequately teach English is worth highlighting. In these types of schools children of different ages and levels must work together in the same class which instigates the development of a modular type program for the learning of this foreign language.

This author presents a method of following just one book, called «module», which would be used for the whole group of activities that are specific for each level. This investigation suggests that in rural schools, education can and must be taught in a different manner.

Kraus-Srebric (1979, in Barber6 1995: 82) reminds us that most language learning courses are modelled after the needs and cognitive capacity of adults. This researcher indicates that «younger students are motivated in a different manner than adults; lessons are not developed in an intensive way». Considering the fact that most of young children's classes consist of learning to sing songs, to recite rhymes and to play games, children never really learn to use the language for communication. «If the child needs to say something which is greatly important for him when he is angry or sad, he cannot proceed to recite a poem or sing a song in order to find the sentence he needs at that moment». Therefore, he states that language should be taught from a communicative perspective. The student should be encouraged to do as many things as possible in the language. Poems and rhymes must be incorporated into the process in a way that they develop the learners' communicative skills.

Kraus-Srebric proposes using situation games, puppets and other animated toys, wearing costumes, organizing competitions, arts and crafts, and field trips.

According to Mur (1998: 5), a child arrives to school full of instincts and skills which he has already begun to use and he will continue to use them for learning his own language as well as a foreign language like in the case of English:

- Children have the ability for indirect learning.
- They have a lively imagination.
- By nature they are creative in different communication situations.
- They are able to grasp the gist of a message.
- Children love speaking.

Children from 3-4 constantly move, jump go up and down the stairs, catch a large ball with both hands, walk tiptoeing, build towers, play with puzzles, etc.

They are interested in their own body and other people's bodies. They look at their image in the mirror and enjoy disguising themselves with clothes and making up their faces. They are also able to discover which part is missing from an incomplete representation of a human figure. They know if they are girls or boys. They focus their attention and activities in the movement games.

At that age, they consolidate their personal hygiene: they are toilet trained, they are able to use spoon and fork, they drink alone, they get dressed and undressed with the help of an adult, and they put their boots on the right foot. They participate in

brief group activities, such as singing a song, listening to a story, playing with other children, looking to a wall chart and saying the words, playing with construction blocks, etc.

In their interactions with their classmates they demonstrate their first strategies of social insertion: they greet the people they know, they pay attention to the adults' requests, they play near other boys and girls and start sharing their toys, they follow the basic rules of use of objects and spaces. They imitate what other people do, they sing and dance when they hear some music.

Children from 4-5 perform their movements with more and more precision.

They walk in a line, they go down the stairs they pedal on a tricycle, they cut out and stick on simple figures, and they string beads with a certain criteria. They can draw the human figure with their basic parts (head, trunk and with arms and legs), they are able to draw themselves in their usual environment (house, school) and speak aloud to direct and regulate their actions. They are able to draw themselves using habitual objects, or represent their parents, siblings, or teachers. They use symbolic and simulation games as a natural resource of expression and recreation of habitual situations which are important for them. They consolidate their hygiene habits: they can tell the difference between clean and dirty, they wash their hands and face, they hang their clothes on a hanger, they go to the toilet alone, they can get dressed, they put their dishes away, they look for a cloth to clean what they have dirtied and they are willing to cooperate with an adult and with their classmates.

They need to continuously speak to underline what they are doing, direct their actions, influence the others. They look for the adults' agreement and try to please them by repeating what they say or asking them questions about what to do and how.

Their behaviour is more and more social: they ask for permission to use toys and objects of collective use, they ask for help in case of difficulties, they help other children, they participate in collective conversation, say please and thank you without being asked to.

Children from 5-6 feel safe and autonomous in their movement they use all facilities in playgrounds, they hop and turn on a foot, they stake, they jump several stairs, they cut out shapes in a very precise way, they can write numbers and letters.

They are interested in the wall charts and the stories, they want to know what is written on them and they express their preferences about fairy tales. They can tell where their name is and they can copy different letters.

They need more and more to share their games with other children; they are interested in learning different games and social rules, they invent fantastic stories and like that someone else tells them these stories. Their symbolic games reproduce adventures in imaginary settings.

Also, they consolidate the hygiene habits and self care, and make decisions about the clothes they like to wear, what to have for lunch, their hair style, what to do at home and at school, what to play, etc. These children enjoy speaking and explaining things to the others, such as what they did yesterday, simple jokes, they ask for the meaning of unknown words, they define words, tell a story, they are also interested by the others' opinions and stories and choose their friends among the

other children; they participate in collective conversations, respecting basic rules and can verbalize and explain to the others the rules of the game or how to perform an activity. They are able to belong to a steady playgroup, planning and helping the others to attain a common goal.

In the following you can see the development of children from 0-6 taking into account the three below mentioned aspects.

In order to fully take advantage of the creative linguistic ability that children have, it is necessary to provide them with situations where:

1. The desire to communicate forces the child to find some way to express himself.

2. Linguistic situations are unpredictable and they are not situations where a child repeats sayings and expressions, but they serve as a stimulation for the child to actively create language on his own.

If we consider all the aforementioned aspects it is easy to conclude that beginning foreign language education during the stages of Early Childhood Education is very positive and not only feasible, but also recommended. In addition, it is important to present the language integrated with other subjects on the curriculum because the aim is for children to see L2 as something natural and normal. Therefore, it must not be left out or isolated from the rest of the areas of learning.

Conclusion.

As a conclusion we can include results of scientific research:

- Development of a portfolio program to monitor changes in children's creative interests at the age and individual psychological and cognitive levels in the centers of activity in PESs, to create a map of the development of children's creative interests.
- Development of an innovative project model "Kindergarten-school" based on world experience and standards.
- Creation of new technologies for creative activities, which will serve to gradually form the consciousness and thinking of children of kindergarten age.
- Gather information on the methods of education of kindergarten children used in developing countries and create a basis for innovative forms of resources.
- Testing and implementation of results:
- The basis of scientific-practical instructions and electronic software for educators and students of professional education, pedagogical institutes, higher education (master's degree PE) will be created in PESs, which will ensure the implementation of the innovative model "Kindergarten-school" aimed at children's creative activities.

So, we know that at early stages of Early Childhood Education is very positive and not only feasible, but also recommended. In addition, it is important to present the language integrated with other subjects on the curriculum because the aim is for children to see L2 as something natural and normal. Therefore, it must not be left out or isolated from the rest of the areas of learning.

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