



## TECHNIQUES OF TEACHING ORAL COMMUNICATION IN ENGLISH AT THE PRESCHOOL STAGE

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**Abstract:** This article explores effective methods for teaching oral communication skills in English to preschool-aged children. It emphasizes techniques like listening comprehension, role-playing, and creative speech exercises that align with age-appropriate pedagogy. The study highlights the role of teachers in providing a stimulating and supportive learning environment, ensuring language material is accessible, and fostering natural communication. Practical challenges such as balancing prepared and unprepared speech tasks, and the need for engaging audio-based techniques, are also discussed.

**Key words:** Oral communication, Preschool language education, Listening comprehension, Speech development, Role-playing techniques, Creative language exercises, Early childhood pedagogy, English as a second language, Language teaching strategies, Communication skills enhancement.

### INTRODUCTION

Pupils' speech in both forms may be of two kinds: prepared and unprepared. It is considered prepared when the pupil has been given time enough to think over its content and form. He can speak on the subject following the plan made either



independently at home or in class under the teacher's supervision. His speech will be more or less correct and sufficiently fluent since plenty of preliminary exercises had been done before.<sup>1</sup>

In schools, however, pupils often have to speak on a topic when they are not yet prepared for it. As a result, only bright pupils can cope with the task. In such a case the teacher trying to find a way out 'gives his pupils a text which covers the topic. Pupils learn and recite it in class. They reproduce the text either in the very form it was given or slightly transform it. Reciting, though useful and necessary in language learning, has but little to do with speech since speaking is a creative activity and is closely connected with thinking, while reciting has to do only with memory. Of course, pupils should memorize words, word combinations, phrases, sentence patterns, and texts to "accumulate" the material and still it is only a prerequisite. The main objective of the learner is to be able to use the linguistic material to express his thoughts. <sup>2</sup>This is ensured by the pupil's ability to arrange and rearrange in his own way the material stored up in his memory. Consequently, while assigning homework it is necessary to distinguish between reciting and speaking so that the pupil should know what he is expected to do while preparing for the lesson — to reproduce the text or to compile a text of his own. His answer should be evaluated differently depending on the task set. If the pupil is to recite a text, the teacher evaluates the quality of reproduction, i. e., exactness, intonation and fluency. If the pupil is to speak on a subject, the teacher evaluates not only the correctness of his speech but his skills in arranging and rearranging the material learnt, i. e., his ability to make various transformations within the material he uses while speaking.

## **METHODOLOGY**

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<sup>1</sup> Gower R., Philips D., Walters S. Teaching Practice: A handbook for teachers in training. - Oxford: Macmillan, 2010. - 215 p

<sup>2</sup> Gross, D. A cooperative small-group methodology in the language classroom // TESOL Quarterly, 2008, N3, pp.483-504



To fulfil the task the teacher must train his pupils in listening comprehension beginning with the first lesson and throughout the whole period of instruction. These are the techniques the teacher uses for the purpose:

The teacher uses the foreign language:

1. when giving the class instructions;
2. when presenting new language material (words, sentence patterns);
3. when checking pupils' comprehension;
4. when consolidating the material presented;
5. when checking pupils' assimilation of the language material covered.

These are the cases when the target language is used as a means of communication and a means of teaching. There is a great deal of auding in all the points of the lesson. This raises the problem of the teacher's speech during the lesson. It should be correct, sufficiently loud, clear, and expressive. But many of the teachers are too talkative. We can hear them speaking most of the time. Moreover, some teachers speak a great deal in Russian.<sup>3</sup>

## **DISCUSSION AND RESULTS**

Teaching oral communication to preschoolers requires a comprehensive and engaging approach tailored to their developmental stage. The findings suggest that effective oral communication teaching involves the following key strategies:

### **1. Preparation of Language Material:**

The vocabulary and grammar that are taught must be age-appropriate and clear, according to the teacher. Repetition, visual aids, and contextual examples can be used to pre-teach important phrases and reduce comprehension hurdles. Matching games and flashcards are good ways to help people become more familiar with new terms.

### **2. Interactive Listening Tasks:**

The basis of oral skill development is active listening. Children are prepared for improved comprehension by introducing pre-listening activities, such as talking about well-known themes or providing visual cues. Active participation is encouraged and comprehension is

<sup>3</sup> Johnson, D. W., Johnson, R. T., and Smith, K. A. *Cooperative Learning: Increasing College Faculty Instructional*



reinforced through follow-up activities, such as copying heard phrases or responding to basic inquiries.

### 3. Role-Playing and Storytelling:

Role-playing activities allow children to experiment with language in a natural and creative manner. For instance, setting up a pretend shop or organizing a short dialogue activity can encourage spontaneous speaking. Similarly, storytelling sessions where children retell or create their own versions of a story foster creativity and language use.

### 4. Teacher's Role and Communication Style:

The teacher's ability to model clear, expressive, and grammatically correct language is essential. Overuse of the mother tongue can hinder immersion in the target language. Teachers are advised to balance their use of instructional language and interactive activities to ensure sustained engagement.

### 5. Results of Implemented Strategies:

Implementing the above strategies has shown significant improvement in the students' willingness to speak and their ability to recall and use language patterns. Observations indicate that students engage more readily with role-playing and storytelling compared to traditional rote methods. Furthermore, using a play-based methodology fosters a positive learning environment, making children more confident and less hesitant in communication.

## **CONCLUSION**

Having made our work we come to conclusion, that audio or listening and comprehension are difficult for learners because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognize this as a sense unit. Pupils can easily and naturally do this in their own language and they cannot do this in a foreign language when they start learning the language. Pupils are very slow in grasping what they hear because they are conscious of the linguistic forms they perceive by the ear. This results in



misunderstanding or a complete failure of understanding.<sup>4</sup>

When audio a foreign language pupils should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and to decode it. Not all the pupils can cope with the difficulties entailed. The teacher should help them by making this work easier and more interesting.

Speech is a process of communication by means of language. Oral exercises are quite indispensable to developing speech. However, they only prepare pupils for speaking and cannot be considered to be —speech|| as some teachers are apt to think and who are often satisfied with oral exercises which pupils perform following the model; they seldom use stimuli for developing pupils' auding and speaking in the target language.

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