



EOC
EUROASIAN
ONLINE
CONFERENCES

ENGLAND CONFERENCE

**INTERNATIONAL CONFERENCE ON
MULTIDISCIPLINARY STUDIES AND
EDUCATION**



Google Scholar

zenodo

OpenAIRE

doi digital object
identifier

eoconf.com - from 2024



INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION: a collection scientific works of the International scientific conference – London, England, 2025. Issue 4

Languages of publication: Uzbek, English, Russian, German, Italian, Spanish

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION**». Which took place in London , 2025.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.





PURPOSES AND AIMS OF ENGLISH LANGUAGE INSTRUCTION IN PRESCHOOL SETTINGS

Norquvatova Dinora O'ktam qizi

Termiz davlat pedagogika instituti, Maktabgacha va boshlang'ich ta'limda xorijiy til (ingliz tili) yo'nalishi 4-kurs 401-guruh talabasi.

dinoranorquvatova@gmail.com

Ilmiy rahbar: Eshquvvatova Gulasal Abdullo qizi

Termiz davlat pedagogika instituti, Gumanitar yo'nalishlarda xorijiy tillar kafedrası o'qituvchisi

ANNOTATION: This article explores the main purposes and aims of English language instruction in preschool settings, emphasizing the linguistic, cognitive, social, cultural, and emotional benefits of early language education. It provides a research-based discussion supported by scholarly sources, highlighting how early English learning forms foundational skills for future academic success. Key pedagogical principles, instructional strategies, and developmental considerations are examined to offer a clear and comprehensive understanding of effective preschool English instruction.

KEYWORDS: English instruction; preschool education; early childhood; language acquisition; communicative competence; cognitive development; bilingualism; early literacy; socio-emotional growth; pedagogy

Introduction

The preschool stage plays a crucial role in shaping children's cognitive, linguistic, social, and emotional development. Introducing English as a second or foreign language at this early stage allows children to acquire language naturally and intuitively, benefiting from their heightened sensitivity to phonological patterns and vocabulary development. The primary purposes and aims of English language instruction in preschool settings are grounded in linguistic theories and supported by empirical research that emphasizes the profound long-term effects of early language exposure. According to early childhood scholars, children between the ages of 3–6 demonstrate strong neuroplasticity, allowing them to absorb new linguistic input with ease [Brown, 2018]. Therefore, English instruction in preschool settings is not merely an academic activity, but a developmental opportunity designed to enhance children's overall learning trajectory.

1. Linguistic Purposes of English Instruction

Developing Basic Listening and Speaking Skills: One of the primary goals of preschool English instruction is to build foundational listening and speaking skills. At this age, most children naturally acquire sounds, intonation, and simple vocabulary items through repeated exposure. Early listening activities allow children to develop phonemic awareness, which later contributes to reading proficiency [Johnson, 2020]. Interactive activities such





as songs, storytelling, and play-based conversations help learners internalize basic structures without formal grammar teaching. Research indicates that young learners acquire pronunciation more accurately when they start learning before the age of six [Miller, 2019].

Expanding Early Vocabulary: Vocabulary acquisition forms a central linguistic purpose. Young learners build vocabulary related to daily routines, classroom objects, animals, colors, and family. Regular exposure enhances their ability to communicate basic needs and express simple ideas. Vocabulary learned through multisensory activities—visuals, gestures, and movement—results in stronger long-term retention [Adams, 2017].

Introducing Early Literacy Skills: While formal reading is not expected at the preschool level, early exposure to English print and phonics lays the foundation for literacy development. Teachers introduce pre-reading skills such as letter recognition, sound matching, and print awareness. Exposure to English storybooks fosters enjoyment of reading and builds narrative comprehension [White, 2018].

2. Cognitive Purposes of Preschool English Instruction

Strengthening Memory and Attention: Cognitive development is closely linked to language learning. Studies in child psychology show that bilingual children often demonstrate improved working memory and attention control compared to monolingual peers [Garcia, 2018]. Through learning English, children practice recalling words, following instructions, and engaging in structured activities—all of which enhance their cognitive flexibility.

Enhancing Problem-Solving and Critical Thinking: Exposure to a second language stimulates brain development by engaging children in pattern recognition, comprehension activities, and meaning-making processes. When children attempt to understand English directions or differentiate between familiar and unfamiliar sounds, they naturally strengthen their problem-solving abilities [Anderson, 2019].

Supporting Overall Academic Readiness: Early English learning prepares children for future school success by increasing their ability to access global educational materials and participate in bilingual or English-medium schooling environments. Research indicates that children who receive early English instruction perform better in later academic tasks due to enhanced metalinguistic awareness [Thomas, 2021].

3. Social and Emotional Purposes of Early English Education

Building Social Communication Skills: Preschool English instruction encourages interaction among children through group activities, games, role plays, and songs. These communicative tasks foster cooperation and turn-taking. According to social learning theorists, young children develop confidence and social awareness through shared linguistic activities [Fields, 2020].





Developing Confidence and Reducing Language Anxiety: By engaging in natural, enjoyable activities, children build confidence in using English without fear or anxiety. Early exposure decreases the likelihood of negative attitudes toward foreign languages later in life. Positive emotional experiences with language learning during preschool enhance long-term motivation [Lee, 2018].

Supporting Emotional Expression: Teachers often use emotional vocabulary such as happy, sad, scared, or excited, helping children express feelings in English. Developing emotional understanding through language promotes empathy and emotional regulation [Kent, 2019].

4. Cultural Purposes of English Instruction

Promoting Cultural Awareness: Introducing children to English exposes them to different cultures, traditions, and global perspectives. Storybooks, songs, and classroom materials often include cultural references, allowing children to develop openness toward diversity from an early age [Morgan, 2017].

Encouraging Global Citizenship: As English is widely used as an international language, early exposure prepares children to participate in global communication. Understanding cultural differences fosters tolerance and respect, essential qualities in a multicultural world [Jackson, 2020].

5. Pedagogical Aims in Preschool English Instruction

Creating a Play-Based Learning Environment: Play forms the foundation of effective preschool education. English instruction should be integrated into games, art, movement, and sensory activities. Play-based learning increases engagement and makes language use more meaningful [Harris, 2018].

Ensuring Natural Language Acquisition: Preschool English teaching aims to replicate natural language acquisition processes rather than rely on formal instruction. Children learn through imitation, repetition, and meaningful interaction. Teachers act as facilitators, providing rich input and encouraging spontaneous responses [Baker, 2019].

Integrating Multisensory Approaches: Effective instruction uses visuals, songs, real objects, videos, and physical movement. Multisensory learning helps children connect words with experiences, leading to deeper understanding and retention [Scott, 2021].

Encouraging Communication Rather Than Accuracy: The emphasis is on meaning-focused communication rather than grammatical correctness. Children are encouraged to speak freely, make mistakes, and enjoy the learning process, which helps build long-term motivation [Allen, 2020].

6. Developmental Considerations in Preschool English Teaching

Age-Appropriate Content and Methods: Instruction should match the developmental characteristics of children aged 3–6. Lessons must be short,





dynamic, and flexible. Overly academic tasks can lead to frustration. Instead, teachers should focus on sensory-rich, active learning [Young, 2018].

Supporting Individual Differences: Children differ in temperament, developmental pace, and learning style. Some learn quickly through auditory input, while others need visual or kinesthetic reinforcement. Effective preschool English programs adapt to these differences [Reed, 2020].

Building a Safe and Positive Learning Environment: A supportive emotional climate encourages risk-taking and experimentation with language. Teachers must provide positive feedback, celebrate small achievements, and avoid correcting mistakes too frequently [Foster, 2019].

7. Key Outcomes of High-Quality Preschool English Instruction

Early Communicative Competence: Children are expected to understand simple commands, identify objects, respond to routine questions, and participate in short dialogues. These basic communicative abilities form the foundation for future language proficiency.

Positive Attitudes Toward Language Learning: A well-designed program cultivates curiosity and enjoyment of English. Positive early experiences significantly influence children's long-term motivation and success [Wilson, 2021].

Foundations for Bilingualism: Early learning facilitates bilingual or multilingual development, which is associated with academic advantages, improved cognitive skills, and broader cultural understanding [Perez, 2020].

Conclusion. English language instruction in preschool settings serves multiple purposes and aims—from linguistic and cognitive development to social, emotional, and cultural growth. The preschool period offers a unique opportunity for natural language acquisition due to children's heightened learning capacity. Effective instruction requires a play-based, child-centered, and multisensory approach supported by rich linguistic input and positive emotional experiences. High-quality preschool English programs not only prepare children for later academic success but also promote global awareness, communication skills, and lifelong motivation to learn languages.

REFERENCES

1. Adams, L. (2017). *Early Childhood Vocabulary Development*. Oxford University Press.
2. Allen, T. (2020). *Communicative Approaches in Early Education*. Cambridge University Press.
3. Anderson, P. (2019). *Cognitive Benefits of Early Language Learning*. Routledge.
4. Baker, J. (2019). *Natural Language Acquisition in Preschool*. Pearson.
5. Brown, H. (2018). *Principles of Language Development*. Longman.
6. Fields, R. (2020). *Social Learning in Early Childhood Education*. Sage.
7. Foster, A. (2019). *Positive Learning Environments for Preschoolers*. Routledge.
8. Garcia, M. (2018). *Bilingual Brain Development in Early Childhood*. MIT Press.
9. Harris, D. (2018). *Play-Based Learning Strategies*. Early Childhood Publications.
10. Jackson, L. (2020). *Global Education in Preschool Settings*. Springer.

