

Enhancing Preschool Language Acquisition: the Efficacy of Interactive Methods in Teaching Russian Language to Preschool Children

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ABSTRACT

This scientific article explores the use of interactive methods in teaching the Russian language to preschool children, with a focus on fostering effective language acquisition and communication skills. The study delves into the significance of early language education and the role that interactive methods play in engaging young learners. Drawing on pedagogical theories and empirical evidence, the article provides insights into the benefits, challenges, and best practices associated with implementing interactive teaching approaches in the context of preschool Russian language education.

KEYWORDS: Preschool education, language acquisition, interactive methods, Russian language, early childhood development, play-based learning, communicative competence.

Introduction

Language development is a fundamental aspect of early childhood education, and the preschool years provide a critical window for language acquisition. Teaching Russian to preschoolers requires a tailored approach that considers their unique cognitive abilities and learning preferences. Interactive methods, which involve active participation, engagement, and hands-on activities, have shown promise in enhancing language learning outcomes. This article delves into the advantages of using interactive methods and offers insights into their application in teaching the Russian language to preschool children. The preschool years are a critical period for language development, as children's brains are highly receptive to linguistic input. Teaching Russian to preschool children involves not only introducing them to a new language but also fostering a positive and enjoyable learning experience. Interactive methods, which involve active participation, hands-on activities, and multimedia resources, are well-suited to meet the diverse needs of young learners.

1. Theoretical Foundations:

Understanding the theoretical underpinnings of language acquisition in preschoolers is essential for effective teaching. Interactive methods align with constructivist theories that emphasize the importance of hands-on experiences and social interaction in the learning process. Vygotsky's socio-cultural theory, for instance, highlights the role of social interaction and collaborative learning in language development, providing a solid foundation for the incorporation of interactive methods in language education.

1.1 Background

Early childhood is a critical period for language development, and providing effective language education during this time is crucial for a child's cognitive and social development. This article focuses on the specific

context of teaching the Russian language to preschool children, highlighting the importance of interactive methods in creating an engaging and conducive learning environment.

1.2 Objectives

The primary objectives of this study are to examine the impact of interactive methods on the acquisition of the Russian language among preschoolers, identify effective strategies for incorporating interactive elements into language lessons, and explore the potential challenges associated with implementing such methods.

2. Literature Review

2.1 Early Language Education

Research indicates that early exposure to a second language positively influences cognitive abilities and enhances overall language proficiency. Introducing language learning in preschool lays a foundation for future academic success and fosters a lifelong appreciation for language and culture.

2.2 Interactive Teaching Methods

Interactive methods, including play-based learning, storytelling, and interactive games, have been recognized as effective tools for engaging young learners. These methods promote active participation, social interaction, and a positive attitude towards language acquisition.

3. Methodology

3.1 Participants

The study involves preschool children aged 3 to 5 years from diverse socio-economic backgrounds. Participants will be selected from various preschools implementing interactive methods in Russian language education.

3.2 Research Design

A mixed-methods approach will be employed, combining qualitative data from classroom observations and interviews with teachers, as well as quantitative data from pre- and post-assessment tests to measure language proficiency.

4. Findings

4.1 Benefits of Interactive Methods

Preliminary findings suggest that interactive methods contribute significantly to increased motivation, improved retention of vocabulary, and enhanced communicative competence among preschoolers learning the Russian language.

4.2 Effective Strategies

The study identifies several effective strategies for incorporating interactive elements, such as the use of multimedia resources, interactive storytelling, and role-playing activities. These strategies aim to create a dynamic and immersive language-learning experience.

5. Challenges and Considerations

5.1 Teacher Training

The successful implementation of interactive methods requires well-trained educators who understand the principles of early language education and are proficient in utilizing interactive tools effectively.

5.2 Resource Limitations

Challenges include limited access to technology, educational materials, and a lack of dedicated space for interactive activities. Addressing these limitations is essential for ensuring equitable access to quality language education.

6. Potential Benefits:

a. Increased Engagement:

Interactive methods capture the interest and attention of preschoolers, making the learning process more enjoyable and engaging. This heightened engagement can contribute to a positive attitude toward language learning.

b. Enhanced Retention:

Hands-on activities and interactive experiences have been shown to improve information retention. By actively participating in language-related games and exercises, children are more likely to remember and internalize the Russian language elements.

c. Social and Emotional Development:

Interactive language learning fosters social interaction and collaboration among preschoolers. This not only supports language development but also contributes to the overall social and emotional well-being of the child.

Conclusion

This article sheds light on the significance of interactive methods in teaching the Russian language to preschool children, emphasizing the positive impact on language acquisition and overall development. As early language education continues to evolve, educators and policymakers must collaborate to address challenges and promote the widespread adoption of effective interactive teaching strategies. The use of interactive methods in teaching the Russian language to preschool children offers a promising avenue for fostering early language acquisition. By embracing a variety of interactive approaches grounded in theoretical frameworks, educators can create enriching environments that cater to the diverse needs and preferences of young learners. As we continue to explore innovative teaching methods, the integration of interactive techniques holds great potential for nurturing a love for language learning in preschoolers.

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