

**O‘ZBEKISTON RESPUBLIKASI**  
**IXTISOSLASHTIRILGAN TA’LIM MUASSASALARI**  
**AGENTLIGI**  
**IS’HOQXON IBRAT NOMIDAGI NAMANGAN**  
**DAVLAT CHET TILLARI INSTITUTI**  
**INGLIZ TILI O‘QITISH METODIKASI KAFEDRASI**  
**Maktabgacha ta’limda ingliz tili o‘qitish metodikasi**  
**fanidan**  
**O‘ Q U V – U S L U B I Y**  
**M A J M U A**



**2025/2026 o‘quv yili kunduzgi ta’lim shakli, 3-kurslar uchun**

Bilim sohasi:	100000 – Ta’lim
Ta’lim sohasi:	110000 – Ta’lim
Ta’lim yo‘nalishi:	60111800 – Xorijiy til va adabiyot (ingliz tili)

**Namangan-2025/2026**

Ushbu o‘quv uslubiy majmua O‘zbekiston Respublikasi Oliy va o‘rta maxsus ta‘lim vazirligining 2017-yil 1-martdagi 107-sonli buyrug‘i asosida tayyorlandi. Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari institutining 2024-yil 30-avgustdagi 1-sonli kengashida tasdiqlandi.

**Tuzuvchi:** **S.A.Misirov** - Ingliz tili o‘qitish metodikasi  
kafedراس dotsenti, pedagogika fanlari doktori (DSc)

**Taqrizchilar:** **M.Abdullayeva** - Ingliz tili o‘qitish metodikasi  
kafedراس katta o‘qituvchisi, (PhD)

**A.Amanov** - Ingliz tili o‘qitish metodikasi  
kafedراس mudiri, dotsent

O‘quv-uslubiy majmua Namangan davlat chet tillari instituti Til va tarjima fakulteti ilmiy kengashida ko‘rib chiqilgan va tasdiqqa tavsiya qilingan.

2025-yil 29- avgust 1 - sonli majlis bayoni.

**MUNDARIJA**

<b>№</b>	<b>MAVZULAR NOMI</b>
<b>1</b>	<b>O'QUV MATERIALLAR</b> asosiy matn; topshiriqlar variantlari; qo'shimcha maqolalar;
<b>2</b>	<b>FAN O'QUV DASTURI</b>
<b>3</b>	<b>GLOSSARIY</b>
<b>4</b>	<b>ILOVALAR</b>  tarqatma materiallar;

## **M1. Introduction to the course: The aims and objectives of teaching of English language at preschool level**

Duration: 80 minutes

### **Learning Objectives**

- Understand the theoretical foundations of the topic.
- Identify challenges and opportunities in preschool ELT.
- Apply practical strategies in classroom settings.
- Reflect on their teaching practices.
- Develop creativity, motivation, and confidence in teaching.

### **Materials & Resources**

PowerPoint slides, flashcards, storybooks, songs, realia, pictures, toys, handouts.

### **Lesson Procedure**

Warm-up (10 minutes):

- Greeting and short ice-breaker activity.
- Brainstorming or Q&A related to the topic.

Presentation (20 minutes):

- Teacher introduces theoretical concepts with examples.
- Explanation supported with visuals and short discussions.

Practice (20 minutes):

- Pair and group activities (dialogues, matching, role-play).
- Use of songs, storytelling, or flashcard games.

Production (20 minutes):

- Students apply knowledge in communicative tasks.
- Group project, dramatization, storytelling, or creative task.

Reflection & Feedback (10 minutes):

- Students share experiences.
- Teacher provides constructive feedback.
- Quick quiz or formative assessment.

## Assessment Methods

Observation, peer feedback, performance checklists, short quizzes.

## Homework

Prepare a short reflective journal entry or design a mini activity for next lesson.

## References

- Brown, H. D. (2007). Principles of Language Learning and Teaching.
- Cameron, L. (2003). Teaching Languages to Young Learners.
- Jalolov, J. (2012). Chet til o‘qitish metodikasi.
- Nation, I. S. P. (2001). Learning Vocabulary in Another Language.
- Council of Europe (2020). CEFR Companion Volume.

## M2. History of teaching English as a second language to preschool children

Duration: 80 minutes

### Learning Objectives

- Understand the theoretical foundations of the topic.
- Identify challenges and opportunities in preschool ELT.
- Apply practical strategies in classroom settings.
- Reflect on their teaching practices.
- Develop creativity, motivation, and confidence in teaching.

### Materials & Resources

PowerPoint slides, flashcards, storybooks, songs, realia, pictures, toys, handouts.

### Lesson Procedure

Warm-up (10 minutes):

- Greeting and short ice-breaker activity.
- Brainstorming or Q&A related to the topic.

Presentation (20 minutes):

- Teacher introduces theoretical concepts with examples.

- Explanation supported with visuals and short discussions.

Practice (20 minutes):

- Pair and group activities (dialogues, matching, role-play).
- Use of songs, storytelling, or flashcard games.

Production (20 minutes):

- Students apply knowledge in communicative tasks.
- Group project, dramatization, storytelling, or creative task.

Reflection & Feedback (10 minutes):

- Students share experiences.
- Teacher provides constructive feedback.
- Quick quiz or formative assessment.

### **Assessment Methods**

Observation, peer feedback, performance checklists, short quizzes.

### **Homework**

Prepare a short reflective journal entry or design a mini activity for next lesson.

### **References**

- Brown, H. D. (2007). Principles of Language Learning and Teaching.
- Cameron, L. (2003). Teaching Languages to Young Learners.
- Jalolov, J. (2012). Chet til o'qitish metodikasi.
- Nation, I. S. P. (2001). Learning Vocabulary in Another Language.
- Council of Europe (2020). CEFR Companion Volume.

## **M3. Psychological, didactic and linguistic bases of preschool education**

Duration: 80 minutes

### **Learning Objectives**

- Understand the theoretical foundations of the topic.
- Identify challenges and opportunities in preschool ELT.

- Apply practical strategies in classroom settings.
- Reflect on their teaching practices.
- Develop creativity, motivation, and confidence in teaching.

### **Materials & Resources**

PowerPoint slides, flashcards, storybooks, songs, realia, pictures, toys, handouts.

### **Lesson Procedure**

Warm-up (10 minutes):

- Greeting and short ice-breaker activity.
- Brainstorming or Q&A related to the topic.

Presentation (20 minutes):

- Teacher introduces theoretical concepts with examples.
- Explanation supported with visuals and short discussions.

Practice (20 minutes):

- Pair and group activities (dialogues, matching, role-play).
- Use of songs, storytelling, or flashcard games.

Production (20 minutes):

- Students apply knowledge in communicative tasks.
- Group project, dramatization, storytelling, or creative task.

Reflection & Feedback (10 minutes):

- Students share experiences.
- Teacher provides constructive feedback.
- Quick quiz or formative assessment.

### **Assessment Methods**

Observation, peer feedback, performance checklists, short quizzes.

### **Homework**

Prepare a short reflective journal entry or design a mini activity for next lesson.

## References

- Brown, H. D. (2007). Principles of Language Learning and Teaching.
- Cameron, L. (2003). Teaching Languages to Young Learners.
- Jalolov, J. (2012). Chet til o‘qitish metodikasi.
- Nation, I. S. P. (2001). Learning Vocabulary in Another Language.
- Council of Europe (2020). CEFR Companion Volume.

## M4. Some challenges of using the native language in the English Language classroom

Duration: 80 minutes

### Learning Objectives

- Understand the theoretical foundations of the topic.
- Identify challenges and opportunities in preschool ELT.
- Apply practical strategies in classroom settings.
- Reflect on their teaching practices.
- Develop creativity, motivation, and confidence in teaching.

### Materials & Resources

PowerPoint slides, flashcards, storybooks, songs, realia, pictures, toys, handouts.

### Lesson Procedure

Warm-up (10 minutes):

- Greeting and short ice-breaker activity.
- Brainstorming or Q&A related to the topic.

Presentation (20 minutes):

- Teacher introduces theoretical concepts with examples.
- Explanation supported with visuals and short discussions.

Practice (20 minutes):

- Pair and group activities (dialogues, matching, role-play).
- Use of songs, storytelling, or flashcard games.

Production (20 minutes):

- Students apply knowledge in communicative tasks.
- Group project, dramatization, storytelling, or creative task.

Reflection & Feedback (10 minutes):

- Students share experiences.
- Teacher provides constructive feedback.
- Quick quiz or formative assessment.

### **Assessment Methods**

Observation, peer feedback, performance checklists, short quizzes.

### **Homework**

Prepare a short reflective journal entry or design a mini activity for next lesson.

### **References**

- Brown, H. D. (2007). Principles of Language Learning and Teaching.
- Cameron, L. (2003). Teaching Languages to Young Learners.
- Jalolov, J. (2012). Chet til o'qitish metodikasi.
- Nation, I. S. P. (2001). Learning Vocabulary in Another Language.
- Council of Europe (2020). CEFR Companion Volume.

## **M5. Modern methods of teaching English to preschool children**

Duration: 80 minutes

### **Learning Objectives**

- Understand the theoretical foundations of the topic.
- Identify challenges and opportunities in preschool ELT.
- Apply practical strategies in classroom settings.
- Reflect on their teaching practices.
- Develop creativity, motivation, and confidence in teaching.

### **Materials & Resources**

PowerPoint slides, flashcards, storybooks, songs, realia, pictures, toys, handouts.

## Lesson Procedure

Warm-up (10 minutes):

- Greeting and short ice-breaker activity.
- Brainstorming or Q&A related to the topic.

Presentation (20 minutes):

- Teacher introduces theoretical concepts with examples.
- Explanation supported with visuals and short discussions.

Practice (20 minutes):

- Pair and group activities (dialogues, matching, role-play).
- Use of songs, storytelling, or flashcard games.

Production (20 minutes):

- Students apply knowledge in communicative tasks.
- Group project, dramatization, storytelling, or creative task.

Reflection & Feedback (10 minutes):

- Students share experiences.
- Teacher provides constructive feedback.
- Quick quiz or formative assessment.

## Assessment Methods

Observation, peer feedback, performance checklists, short quizzes.

## Homework

Prepare a short reflective journal entry or design a mini activity for next lesson.

## References

- Brown, H. D. (2007). Principles of Language Learning and Teaching.
- Cameron, L. (2003). Teaching Languages to Young Learners.
- Jalolov, J. (2012). Chet til o'qitish metodikasi.
- Nation, I. S. P. (2001). Learning Vocabulary in Another Language.
- Council of Europe (2020). CEFR Companion Volume.

## **M6. Apply in practice the theoretical knowledge of teaching English to preschool children**

Duration: 80 minutes

### **Learning Objectives**

- Understand the theoretical foundations of the topic.
- Identify challenges and opportunities in preschool ELT.
- Apply practical strategies in classroom settings.
- Reflect on their teaching practices.
- Develop creativity, motivation, and confidence in teaching.

### **Materials & Resources**

PowerPoint slides, flashcards, storybooks, songs, realia, pictures, toys, handouts.

### **Lesson Procedure**

Warm-up (10 minutes):

- Greeting and short ice-breaker activity.
- Brainstorming or Q&A related to the topic.

Presentation (20 minutes):

- Teacher introduces theoretical concepts with examples.
- Explanation supported with visuals and short discussions.

Practice (20 minutes):

- Pair and group activities (dialogues, matching, role-play).
- Use of songs, storytelling, or flashcard games.

Production (20 minutes):

- Students apply knowledge in communicative tasks.
- Group project, dramatization, storytelling, or creative task.

Reflection & Feedback (10 minutes):

- Students share experiences.
- Teacher provides constructive feedback.
- Quick quiz or formative assessment.

## Assessment Methods

Observation, peer feedback, performance checklists, short quizzes.

## Homework

Prepare a short reflective journal entry or design a mini activity for next lesson.

## References

- Brown, H. D. (2007). Principles of Language Learning and Teaching.
- Cameron, L. (2003). Teaching Languages to Young Learners.
- Jalolov, J. (2012). Chet til o‘qitish metodikasi.
- Nation, I. S. P. (2001). Learning Vocabulary in Another Language.
- Council of Europe (2020). CEFR Companion Volume.

## M7. Teaching English to preschool children through games

Duration: 80 minutes

### Learning Objectives

- Understand the theoretical foundations of the topic.
- Identify challenges and opportunities in preschool ELT.
- Apply practical strategies in classroom settings.
- Reflect on their teaching practices.
- Develop creativity, motivation, and confidence in teaching.

### Materials & Resources

PowerPoint slides, flashcards, storybooks, songs, realia, pictures, toys, handouts.

### Lesson Procedure

Warm-up (10 minutes):

- Greeting and short ice-breaker activity.
- Brainstorming or Q&A related to the topic.

Presentation (20 minutes):

- Teacher introduces theoretical concepts with examples.
- Explanation supported with visuals and short discussions.

Practice (20 minutes):

- Pair and group activities (dialogues, matching, role-play).
- Use of songs, storytelling, or flashcard games.

Production (20 minutes):

- Students apply knowledge in communicative tasks.
- Group project, dramatization, storytelling, or creative task.

Reflection & Feedback (10 minutes):

- Students share experiences.
- Teacher provides constructive feedback.
- Quick quiz or formative assessment.

### **Assessment Methods**

Observation, peer feedback, performance checklists, short quizzes.

### **Homework**

Prepare a short reflective journal entry or design a mini activity for next lesson.

### **References**

- Brown, H. D. (2007). Principles of Language Learning and Teaching.
- Cameron, L. (2003). Teaching Languages to Young Learners.
- Jalolov, J. (2012). Chet til o‘qitish metodikasi.
- Nation, I. S. P. (2001). Learning Vocabulary in Another Language.
- Council of Europe (2020). CEFR Companion Volume.

## **M8. Revival interest in language by reading English books and storytelling for preschoolers**

Duration: 80 minutes

### **Learning Objectives**

- Understand the theoretical foundations of the topic.
- Identify challenges and opportunities in preschool ELT.

- Apply practical strategies in classroom settings.
- Reflect on their teaching practices.
- Develop creativity, motivation, and confidence in teaching.

### **Materials & Resources**

PowerPoint slides, flashcards, storybooks, songs, realia, pictures, toys, handouts.

### **Lesson Procedure**

Warm-up (10 minutes):

- Greeting and short ice-breaker activity.
- Brainstorming or Q&A related to the topic.

Presentation (20 minutes):

- Teacher introduces theoretical concepts with examples.
- Explanation supported with visuals and short discussions.

Practice (20 minutes):

- Pair and group activities (dialogues, matching, role-play).
- Use of songs, storytelling, or flashcard games.

Production (20 minutes):

- Students apply knowledge in communicative tasks.
- Group project, dramatization, storytelling, or creative task.

Reflection & Feedback (10 minutes):

- Students share experiences.
- Teacher provides constructive feedback.
- Quick quiz or formative assessment.

### **Assessment Methods**

Observation, peer feedback, performance checklists, short quizzes.

### **Homework**

Prepare a short reflective journal entry or design a mini activity for next lesson.

## References

- Brown, H. D. (2007). Principles of Language Learning and Teaching.
- Cameron, L. (2003). Teaching Languages to Young Learners.
- Jalolov, J. (2012). Chet til o‘qitish metodikasi.
- Nation, I. S. P. (2001). Learning Vocabulary in Another Language.
- Council of Europe (2020). CEFR Companion Volume.

## M9. The importance of reflective teaching English to preschool children

Duration: 80 minutes

### Learning Objectives

- Understand the theoretical foundations of the topic.
- Identify challenges and opportunities in preschool ELT.
- Apply practical strategies in classroom settings.
- Reflect on their teaching practices.
- Develop creativity, motivation, and confidence in teaching.

### Materials & Resources

PowerPoint slides, flashcards, storybooks, songs, realia, pictures, toys, handouts.

### Lesson Procedure

Warm-up (10 minutes):

- Greeting and short ice-breaker activity.
- Brainstorming or Q&A related to the topic.

Presentation (20 minutes):

- Teacher introduces theoretical concepts with examples.
- Explanation supported with visuals and short discussions.

Practice (20 minutes):

- Pair and group activities (dialogues, matching, role-play).
- Use of songs, storytelling, or flashcard games.

Production (20 minutes):

- Students apply knowledge in communicative tasks.
- Group project, dramatization, storytelling, or creative task.

Reflection & Feedback (10 minutes):

- Students share experiences.
- Teacher provides constructive feedback.
- Quick quiz or formative assessment.

### **Assessment Methods**

Observation, peer feedback, performance checklists, short quizzes.

### **Homework**

Prepare a short reflective journal entry or design a mini activity for next lesson.

### **References**

- Brown, H. D. (2007). Principles of Language Learning and Teaching.
- Cameron, L. (2003). Teaching Languages to Young Learners.
- Jalolov, J. (2012). Chet til o'qitish metodikasi.
- Nation, I. S. P. (2001). Learning Vocabulary in Another Language.
- Council of Europe (2020). CEFR Companion Volume.

## **M10. The importance of creative tasks in the learning of English by preschool children**

Duration: 80 minutes

### **Learning Objectives**

- Understand the theoretical foundations of the topic.
- Identify challenges and opportunities in preschool ELT.
- Apply practical strategies in classroom settings.
- Reflect on their teaching practices.
- Develop creativity, motivation, and confidence in teaching.

### **Materials & Resources**

PowerPoint slides, flashcards, storybooks, songs, realia, pictures, toys, handouts.

## Lesson Procedure

Warm-up (10 minutes):

- Greeting and short ice-breaker activity.
- Brainstorming or Q&A related to the topic.

Presentation (20 minutes):

- Teacher introduces theoretical concepts with examples.
- Explanation supported with visuals and short discussions.

Practice (20 minutes):

- Pair and group activities (dialogues, matching, role-play).
- Use of songs, storytelling, or flashcard games.

Production (20 minutes):

- Students apply knowledge in communicative tasks.
- Group project, dramatization, storytelling, or creative task.

Reflection & Feedback (10 minutes):

- Students share experiences.
- Teacher provides constructive feedback.
- Quick quiz or formative assessment.

## Assessment Methods

Observation, peer feedback, performance checklists, short quizzes.

## Homework

Prepare a short reflective journal entry or design a mini activity for next lesson.

## References

- Brown, H. D. (2007). Principles of Language Learning and Teaching.
- Cameron, L. (2003). Teaching Languages to Young Learners.
- Jalolov, J. (2012). Chet til o'qitish metodikasi.
- Nation, I. S. P. (2001). Learning Vocabulary in Another Language.
- Council of Europe (2020). CEFR Companion Volume.

## **M11. Teaching English in groups with a large number of children**

Duration: 80 minutes

### **Learning Objectives**

- Understand the theoretical foundations of the topic.
- Identify challenges and opportunities in preschool ELT.
- Apply practical strategies in classroom settings.
- Reflect on their teaching practices.
- Develop creativity, motivation, and confidence in teaching.

### **Materials & Resources**

PowerPoint slides, flashcards, storybooks, songs, realia, pictures, toys, handouts.

### **Lesson Procedure**

Warm-up (10 minutes):

- Greeting and short ice-breaker activity.
- Brainstorming or Q&A related to the topic.

Presentation (20 minutes):

- Teacher introduces theoretical concepts with examples.
- Explanation supported with visuals and short discussions.

Practice (20 minutes):

- Pair and group activities (dialogues, matching, role-play).
- Use of songs, storytelling, or flashcard games.

Production (20 minutes):

- Students apply knowledge in communicative tasks.
- Group project, dramatization, storytelling, or creative task.

Reflection & Feedback (10 minutes):

- Students share experiences.
- Teacher provides constructive feedback.
- Quick quiz or formative assessment.

## Assessment Methods

Observation, peer feedback, performance checklists, short quizzes.

## Homework

Prepare a short reflective journal entry or design a mini activity for next lesson.

## References

- Brown, H. D. (2007). Principles of Language Learning and Teaching.
- Cameron, L. (2003). Teaching Languages to Young Learners.
- Jalolov, J. (2012). Chet til o‘qitish metodikasi.
- Nation, I. S. P. (2001). Learning Vocabulary in Another Language.
- Council of Europe (2020). CEFR Companion Volume.

## M12. Ways to encourage more use of English in class

Duration: 80 minutes

### Learning Objectives

- Understand the theoretical foundations of the topic.
- Identify challenges and opportunities in preschool ELT.
- Apply practical strategies in classroom settings.
- Reflect on their teaching practices.
- Develop creativity, motivation, and confidence in teaching.

### Materials & Resources

PowerPoint slides, flashcards, storybooks, songs, realia, pictures, toys, handouts.

### Lesson Procedure

Warm-up (10 minutes):

- Greeting and short ice-breaker activity.
- Brainstorming or Q&A related to the topic.

Presentation (20 minutes):

- Teacher introduces theoretical concepts with examples.
- Explanation supported with visuals and short discussions.

Practice (20 minutes):

- Pair and group activities (dialogues, matching, role-play).
- Use of songs, storytelling, or flashcard games.

Production (20 minutes):

- Students apply knowledge in communicative tasks.
- Group project, dramatization, storytelling, or creative task.

Reflection & Feedback (10 minutes):

- Students share experiences.
- Teacher provides constructive feedback.
- Quick quiz or formative assessment.

### Assessment Methods

Observation, peer feedback, performance checklists, short quizzes.

### Homework

Prepare a short reflective journal entry or design a mini activity for next lesson.

### References

- Brown, H. D. (2007). Principles of Language Learning and Teaching.
- Cameron, L. (2003). Teaching Languages to Young Learners.
- Jalolov, J. (2012). Chet til o‘qitish metodikasi.
- Nation, I. S. P. (2001). Learning Vocabulary in Another Language.
- Council of Europe (2020). CEFR Companion Volume.

## **M13. The use of dramatization techniques in teaching English to preschool children**

Duration: 80 minutes

### Learning Objectives

- Understand the theoretical foundations of the topic.
- Identify challenges and opportunities in preschool ELT.

- Apply practical strategies in classroom settings.
- Reflect on their teaching practices.
- Develop creativity, motivation, and confidence in teaching.

### **Materials & Resources**

PowerPoint slides, flashcards, storybooks, songs, realia, pictures, toys, handouts.

### **Lesson Procedure**

Warm-up (10 minutes):

- Greeting and short ice-breaker activity.
- Brainstorming or Q&A related to the topic.

Presentation (20 minutes):

- Teacher introduces theoretical concepts with examples.
- Explanation supported with visuals and short discussions.

Practice (20 minutes):

- Pair and group activities (dialogues, matching, role-play).
- Use of songs, storytelling, or flashcard games.

Production (20 minutes):

- Students apply knowledge in communicative tasks.
- Group project, dramatization, storytelling, or creative task.

Reflection & Feedback (10 minutes):

- Students share experiences.
- Teacher provides constructive feedback.
- Quick quiz or formative assessment.

### **Assessment Methods**

Observation, peer feedback, performance checklists, short quizzes.

### **Homework**

Prepare a short reflective journal entry or design a mini activity for next lesson.

## References

- Brown, H. D. (2007). Principles of Language Learning and Teaching.
- Cameron, L. (2003). Teaching Languages to Young Learners.
- Jalolov, J. (2012). Chet til o‘qitish metodikasi.
- Nation, I. S. P. (2001). Learning Vocabulary in Another Language.
- Council of Europe (2020). CEFR Companion Volume.

### **M14. Expanding vocabulary of preschool children through teaching song and dance in English**

Duration: 80 minutes

#### Learning Objectives

- Understand the theoretical foundations of the topic.
- Identify challenges and opportunities in preschool ELT.
- Apply practical strategies in classroom settings.
- Reflect on their teaching practices.
- Develop creativity, motivation, and confidence in teaching.

#### Materials & Resources

PowerPoint slides, flashcards, storybooks, songs, realia, pictures, toys, handouts.

#### Lesson Procedure

Warm-up (10 minutes):

- Greeting and short ice-breaker activity.
- Brainstorming or Q&A related to the topic.

Presentation (20 minutes):

- Teacher introduces theoretical concepts with examples.
- Explanation supported with visuals and short discussions.

Practice (20 minutes):

- Pair and group activities (dialogues, matching, role-play).
- Use of songs, storytelling, or flashcard games.

Production (20 minutes):

- Students apply knowledge in communicative tasks.
- Group project, dramatization, storytelling, or creative task.

Reflection & Feedback (10 minutes):

- Students share experiences.
- Teacher provides constructive feedback.
- Quick quiz or formative assessment.

### **Assessment Methods**

Observation, peer feedback, performance checklists, short quizzes.

### **Homework**

Prepare a short reflective journal entry or design a mini activity for next lesson.

### **References**

- Brown, H. D. (2007). Principles of Language Learning and Teaching.
- Cameron, L. (2003). Teaching Languages to Young Learners.
- Jalolov, J. (2012). Chet til o'qitish metodikasi.
- Nation, I. S. P. (2001). Learning Vocabulary in Another Language.
- Council of Europe (2020). CEFR Companion Volume.

## **M15. Course Review and Reflection**

Duration: 80 minutes

### **Learning Objectives**

- Understand the theoretical foundations of the topic.
- Identify challenges and opportunities in preschool ELT.
- Apply practical strategies in classroom settings.
- Reflect on their teaching practices.
- Develop creativity, motivation, and confidence in teaching.

### **Materials & Resources**

PowerPoint slides, flashcards, storybooks, songs, realia, pictures, toys, handouts.

## Lesson Procedure

Warm-up (10 minutes):

- Greeting and short ice-breaker activity.
- Brainstorming or Q&A related to the topic.

Presentation (20 minutes):

- Teacher introduces theoretical concepts with examples.
- Explanation supported with visuals and short discussions.

Practice (20 minutes):

- Pair and group activities (dialogues, matching, role-play).
- Use of songs, storytelling, or flashcard games.

Production (20 minutes):

- Students apply knowledge in communicative tasks.
- Group project, dramatization, storytelling, or creative task.

Reflection & Feedback (10 minutes):

- Students share experiences.
- Teacher provides constructive feedback.
- Quick quiz or formative assessment.

## Assessment Methods

Observation, peer feedback, performance checklists, short quizzes.

## Homework

Prepare a short reflective journal entry or design a mini activity for next lesson.

## References

- Brown, H. D. (2007). Principles of Language Learning and Teaching.
- Cameron, L. (2003). Teaching Languages to Young Learners.
- Jalolov, J. (2012). Chet til o'qitish metodikasi.
- Nation, I. S. P. (2001). Learning Vocabulary in Another Language.
- Council of Europe (2020). CEFR Companion Volume.

**FAN O'QUV  
DASTURI**

Fan/modul kodi: ITO'BXS304		O'quv yili: 2025-2026		Semestr: 5		ECTS - Kreditlar: 4	
Fan/modul turi: Majburiy		Ta'lim tili: Ingliz				Haftadagi dars soatlari: 4	
	Fanning nomi	Semest r	ECTS - Kreditl ar	Auditoriya mashg'ulotlari (soat)		Mustaqil ta'lim (soat)	Jami yuklama (soat)
				Ma'ruz a	Semin ar		
	Maktabgacha ta'limda ingliz tili o'qitish metodikasi	5/2025	4	30	30	60	120
	Jami		4	30	30	60	120

## I.

## FANNING

## MAZMUNI

Maktabgacha yoshdagi bolalarga ingliz tilini o'rgatish metodlari bilan tanishtirish, ularning metodik va pedagogik kompetensiyalarini shakllantirish hamda zamonaviy innovatsion yondashuvlar asosida samarali ta'lim jarayonini tashkil etishga o'rgatish. Fanning vazifasi umum e'tirof etilgan meyorlarga ko'ra o'rganilayotgan ingliz tilini C1 darajada egallashlari uchun zaruriy bilimlarni integrallashgan tarzda o'rgatish va muloqot malakalarini rivojlantirishdan iborat.

Fanning vazifalari:

### Nazariy bilim berish

- Maktabgacha yoshdagi bolalar psixologiyasi va lingvistik xususiyatlarini o'rganish.
- Erta yoshda til o'rganishning lingvodidaktik asoslarini tushuntirish.
- Chet til o'qitish metodlari va yondashuvlari haqida tushuncha berish.

### Amaliy ko'nikmalarni shakllantirish

- Maktabgacha yoshdagi bolalar bilan ishlash uchun mos metod va texnologiyalarni qo'llay olish.
- O'yin, qo'shiq, rasm, ertak va harakatga asoslangan ta'lim usullaridan foydalanish.
- Mashg'ulotlar uchun ingliz tilidagi darsliklar, qo'llanmalar va didaktik materiallardan samarali foydalanish.

### **Pedagogik kompetensiyalarni rivojlantirish**

- Bolalarning e'tiborini jalb qilish va ularning motivatsiyasini oshirish bo'yicha strategiyalarni ishlab chiqish.
- Differensial yondashuv va individuallashtirilgan ta'lim metodlaridan foydalanish.
- Ota-onalar bilan hamkorlik qilish va ularni bolalarning chet tilini o'rganish jarayoniga jalb etish.

### **Innovatsion va zamonaviy yondashuvlarni o'rgatish**

- Axborot texnologiyalari va raqamli resurslardan foydalanish.
- Kommunikativ va interfaol o'qitish usullarini joriy etish.
- CLIL (Content and Language Integrated Learning) metodidan foydalanish imkoniyatlarini o'rganish.

### **O'quv dasturlarini ishlab chiqish va baholash**

- Maktabgacha ta'lim muassasalari uchun mos bo'lgan ingliz tili dars dasturlarini ishlab chiqish.
- Ta'lim natijalarini baholash va bolalarning rivojlanishini kuzatish.

### **Ta'lim natijalari (TN):**

#### **Fanni o'zlashtirish natijasida talaba:**

#### **TN1- Nazariy bilimlar**

- Erta yoshda til o'rgatishning psixologik va pedagogik asoslarini tushunish.

- Maktabgacha yoshdagi bolalar uchun samarali ingliz tili ta'lim usullarini bilish.
- O'yin, qo'shiq, ertak va harakatga asoslangan o'qitish metodlarining mohiyatini tushunish.
- Chet til o'qitishda interfaol va innovatsion metodlardan foydalanish tamoyillarini o'zlashtirish.
- CLIL (mazmun va tilni integratsiyalashgan holda o'qitish) metodikasini tushunish.

## **TN2 - Amaliy ko'nikmalar (Skills)**

### **Dars rejalashtirish va o'tkazish**

- Maktabgacha yoshdagi bolalar uchun ingliz tili darslarini loyihalash.
- O'yin va interfaol mashg'ulotlar orqali ingliz tilini o'rgatish.
- Bolalar uchun mos keladigan vizual, audio va didaktik materiallarni yaratish va ulardan samarali foydalanish.
- Ingliz tilini o'rgatish jarayonida differensial yondashuvni qo'llash.

### **Bolalar bilan ishlash**

- Maktabgacha yoshdagi bolalarning e'tiborini jalb qilish va saqlab qolish usullaridan foydalanish.
- Bolalarni chet tilini o'rganishga rag'batlantirish va ularning motivatsiyasini oshirish.
- Bolalarning ingliz tilida so'zlash ko'nikmalarini rivojlantirishga yo'naltirilgan faoliyatlarni tashkil etish.

### **Ota-onalar bilan hamkorlik qilish**

- Ota-onalarga bolalar bilan uy sharoitida ingliz tilini o'rganish bo'yicha maslahat berish.
- Ota-onalarni chet tilini o'rgatish jarayoniga jalb qilish usullarini bilish.

## **Baholash va monitoring**

- Maktabgacha yoshdagi bolalarning ingliz tilini o'rganish darajasini baholash.
- Bolalarning rivojlanishini kuzatish va ta'limiy natijalarga muvofiq tuzatishlar kiritish.

## **TN3 – Kompetensiyalar (Competencies)**

### **Pedagogik kompetensiyalar**

- Erta yoshdagi bolalarga chet til o'rgatishda pedagogik yondashuvlarni qo'llash.
- Dars jarayonida samarali muloqot o'rnatish va bolalar bilan yaxshi aloqa qilish.
- Zamonaviy ta'lim texnologiyalaridan foydalangan holda interfaol darslar tashkil etish.

### **Metodik kompetensiyalar**

- Til o'rganish jarayonida kommunikativ va interfaol metodlardan samarali foydalanish.
- Chet til o'qitishning eng yaxshi amaliyotlarini o'zlashtirish va innovatsion yondashuvlarni joriy qilish.

### **Ijtimoiy va kasbiy kompetensiyalar**

- Maktabgacha ta'lim muassasalarida chet til o'qitish bo'yicha loyihalar ishlab chiqish.
- Jamoada ishlash, ota-onalar va hamkasblar bilan hamkorlik qilish.
- O'qituvchi sifatida o'z ustida ishlash va kasbiy rivojlanish.

## **II. FAN TARKIBIGA QUYIDAGI MAVZULAR KIRADI:**

### **5-semestr uchun**

	<b>Mashg'ulot shakli: Ma'ruza (M)</b>	<b>Soat</b>
<b>M 1</b>	Introduction to the course: The aims and objectives of teaching of English language at preschool level	2
<b>M 2</b>	<a href="#">History of teaching English as a second language to preschool children</a>	2
<b>M 3</b>	Psychological, didactic and linguistic bases of preschool education	2
<b>M 4</b>	Some challenges of using the native language in the English Language classroom	2
<b>M 5</b>	Modern methods of teaching English to preschool children	2
<b>M 6</b>	Apply in practice the theoretical knowledge of teaching English to preschool children	2
<b>M 7</b>	Teaching English to preschool children through games	2
<b>M 8</b>	Revival interest in language by reading English books and storytelling for preschoolers	2
<b>M 9</b>	The importance of reflective teaching English to preschool children	2
<b>M 10</b>	The importance of creative tasks in the learning of English by preschool children	2
<b>M 11</b>	Teaching English in groups with a large number of children	2
<b>M 12</b>	Ways to encourage more use of English in class	2
<b>M 13</b>	The use of dramatization techniques in teaching English to preschool children	2
<b>M 14</b>	Expanding vocabulary of preschool children through teaching song and dance in English	2
<b>M 15</b>	Course Review and Reflection	2
	<b>Jami:</b>	<b>30</b>

**Ma'ruza mashg'ulotlari** multimedia qurilmalari bilan jihozlangan auditoriyada

akademik guruhlar uchun o'tiladi.

### 5-semestr uchun

	<b>Mashg'ulot shakli: Seminar (S)</b>	<b>Soat</b>
<b>S1</b>	Introduction to the course: The aims and objectives of teaching of English language at preschool level	2
<b>S2</b>	<a href="#">History of teaching English as a second language to preschool children</a>	2
<b>S3</b>	Psychological, didactic and linguistic bases of preschool education	2
<b>S4</b>	Some challenges of using the native language in the English Language classroom	2
<b>S5</b>	Modern methods of teaching English to preschool children	2
<b>S6</b>	Apply in practice the theoretical knowledge of teaching English to preschool children	2
<b>S7</b>	Teaching English to preschool children through games	2
<b>S8</b>	Revival interest in language by reading English books and storytelling for preschoolers	2
<b>S9</b>	The importance of reflective teaching English to preschool children	2
<b>S10</b>	The importance of creative tasks in the learning of English by preschool children	2
<b>S11</b>	Teaching English in groups with a large number of children	2
<b>S12</b>	Ways to encourage more use of English in class	2
<b>S13</b>	The use of dramatization techniques in teaching English to preschool children	2

<b>S14</b>	Expanding vocabulary of preschool children through teaching song and dance in English	2
<b>S15</b>	Revision for the final exam	2
	<b>Jami</b>	<b>30</b>

**Seminar mashg'ulotlar** multimedia qurilmalari bilan jihozlangan auditoriyada har bir akademik guruhga alohida o'tiladi. Mashg'ulotlar interfaol usullari yordamida o'tiladi. Ko'rgazmali qurollar va multimediali vositalar qo'llash orqali o'tiladi.

### III. MUSTAQIL TA'LIM VA MUSTAQIL ISHLAR

Mustaqil ta'lim uchun tavsiya etiladigan mavzular:

	<b>Mashg'ulotlar shakli: Mustaqil ta'lim (MT)</b>	Soat
<b>MT1</b>	The history of teaching/learning English as a foreign language at the early ages	4
<b>MT2</b>	Psychological, didactic and linguistic bases of early learning	4
<b>MT3</b>	Crucial differences between teaching pre-school children in the kindergarten and teaching children in primary grades in the elementary school	4
<b>MT4</b>	Theoretical issues of teaching foreign language in the preschool	4
<b>MT5</b>	Contemporary foreign language teaching methods for children in their early years	4
<b>MT6</b>	Games as a modern technique of teaching English at the preschool stage	4
<b>MT7</b>	Revival interest to the storytelling method	4

<b>MT8</b>	From theory to practice: Understanding task-based learning	4
<b>MT9</b>	The importance of reflective teaching English to young learners	4
<b>MT10</b>	Creative tasks for children	4
<b>MT11</b>	The aims and objectives of teaching of English language at preschool level	4
<b>MT12</b>	The ways to encourage more use of English in class	4
<b>MT13</b>	The importance of language games in English language teaching	4
<b>MT14</b>	Some challenges of using the native language in the English Language classroom	4
<b>MT15</b>	What to consider when teaching English in large classes	4
	<b>Jami:</b>	<b>60</b>

Mustaqil ta'lim mavzulari talabalar tomonidan o'zlashtiriladi. Mavzular yuzasidan talabalar mustaqil ish, taqdimotlar tayyorlash va himoya qilishi tavsiya etiladi.

*Amaliy mashg'ulotlarining barcha mavzularini to'la o'zlashtirgan hamda mustaqil ishni bajargan talabalarga yakuniy nazoratda ishtirok etishga ruxsat etiladi. Talaba semestr oxirida yakuniy nazorat topshiradi.*

#### **IV. TA'LIM TEXNOLOGIYALARI VA METODLARI:**

- Kahoot o'yinga asoslangan ta'lim platformasi;
- interfaol keys-stadilar;
- mantiqiy fiklash, tezkor savol-javoblar;
- guruhlarda ishlash;

- taqdimotlar qilish;
- individual loyihalar;
- jarayonga asoslangan metod;
- jamoa bo'lib ishlash va himoya qilish uchun loyihalar.

## **VI. KREDITLARNI OLISH UCHUN TALABLAR**

Oraliq nazorat shakllarida berilgan vazifa va topshiriqlarni bajarish, yakuniy nazorat bo'yicha yozma ishni topshirish.

Talabalar bilimini baholash 100 ballik tizimda amalga oshiriladi. Oraliq nazorat semestrlarda 2 tadan o'tkaziladi. Fan bo'yicha yakuniy nazorat test shaklida o'tkaziladi

### **FANDAN BAHOLASH MEZONLARI**

Talabalar bilimini baholashda nazorat turlari bo'yicha baholar umumiy bahoga foiz hisobida quyidagicha taqsimlanadi:

**Davomat – 10 foiz;**

**Taqdimot/loyiha – 10 foiz;**

**Mustaqil ta'lim – 10 foiz;**

**Oraliq nazorat(lar)ga – 20 foiz;**

**Yakuniy nazorat – 50 foiz.**

Yuqoridagi baholash tizimida fanning xususiyatidan kelib chiqqan holda, kafedra tomonidan ma'ruza, amaliy, seminar hamda laboratoriya mashg'ulotlari uchun belgilanadi.

Davomat, taqdimot, mustaqil ta'limga ajratilgan foizlar **(30 foiz) joriy**

**nazorat**, ma'ruza mashg'ulotlaridagi **oralik nazorati** uchun **(20 foiz)** va **yakuniy nazorat** uchun **(50 foiz)** olinadi.

Ma'ruza dars mashg'ulotlari mavjud bo'lmagan fanlardan umumiy baholarni foizlarda taqsimlanganda amaliy mashg'ulotlari uchun **50 foiz** va yakuniy nazoratlar uchun 50 foiz miqdorida olinadi.

## **VI. Asosiy va qo'shimcha o'quv adabiyotlar hamda axborot manbalari**

### **Asosiy adabiyotlar**

1. Djanpeisova G.E., Xodjimuratova B.N. – Matematik tasavvurlarni shakllantirish. Toshkent: "Innovasiya", 2020.

2. Hasanboyeva O.U. va boshqalar – Maktabgacha ta'lim pedagogikasi. Toshkent: "Ilm-ziyo", 2006.

3. Bikbayeva N.U., Ibragimova Z.I., Kosimova X.I. – Maktabgacha tarbiya yoshidagi bolalarda elementar matematik tasavvurlarni shakllantirish. Toshkent: "O'qituvchi", 1995.

### **Qo'shimcha adabiyotlar**

4. M. Jumayev – Maktabgacha yoshdagi bolalarda matematik tasavvurlarni shakllantirish metodikasi va nazariyasi. Toshkent, 2007.

5. O. Hasanboyeva va boshqalar – Oilada barkamol aqloq tarbiyasi. Toshkent, 2010

6. S.X. Jalilova, S.M. Aripova – Maktabgacha yoshdagi bolalar psixologiyasi. Toshkent, 2013.

7. SH.A. Sodiqova – Maktabgacha pedagogikasi. Tafakkur sarchashmalari nashriyoti, Toshkent, 2013.

8. T. Raxmonqulova – Maktabgacha yoshdagi bolalarda matematik tasavvurlarni

shakllantirish. Toshkent, 2010.

9. Maktabgacha yoshdagi bolalar rivojlanishiga ko‘riladigan davlat talablari, Toshkent, 2013.

10. Beloshistaya A.V. – Formirovanie i razvitie matematicheskix sposobnostey doshkolnikov: Voprosy teorii i praktiki. Moskva: VLADOS, 2003. ISBN 5-691-01279-0.

11. A. Mixaylova, E.D. Nosova, A.A. Stoliar, M.N. Platonova, A.M. Verbiets – Teoriya i texnologiya matematicheskogo razvitiya detey doshkolnogo vozrasta. Detstvo-press nashriyoti, Sankt-Peterburg, 2008.

#### **Axborot manbalari**

1. [www.new.tdpu.uz](http://www.new.tdpu.uz)

2. [www.ziyouz.uz](http://www.ziyouz.uz)

3. [www.elib.buxdu.uz](http://www.elib.buxdu.uz)

4. [www.hozir.org](http://www.hozir.org)

5. [www.arxiv.uz](http://www.arxiv.uz)

6. [www.aim.uz](http://www.aim.uz)

**Mazkur fan o‘quv dasturi Namangan davlat chet tillar instituti tomonidan ishlab chiqilgan va tasdiqlangan.**

- Ingliz tili o‘qitish metodikasi kafedrasining 2025-yil \_\_\_\_\_-sonli majlisida muhokama qilingan va tasdiqqa tavsiya etilgan.

- Til va tarjima fakulteti kengashining 2025-yil \_\_\_\_\_-sonli majlisida ma‘qullangan va tasdiqqa tavsiya etilgan.

- NamDCHTI o'quv-uslubiy kengashining 2025-yil \_\_\_\_\_ -sonli majlisida muhokama qilingan va tasdiqlangan.

**Fan/modul uchun mas'ul:**

M.Abdullayeva- Namangan davlat chet tillari instituti Ingliz tili o'qitish metodikasi kafedrası o'qituvchisi

A. Amanov - Namangan davlat chet tillari instituti Ingliz tili o'qitish metodikasi kafedrası mudiri

**Taqrizchilar:**

G'.Tajibayev – Namangan davlat chet tillari instituti Ingliz tili o'qitish metodikasi kafedrası dotsenti

N.Jakbarova – Namangan davlat chet tillari instituti Ingliz tili o'qitish metodikasi kafedrası o'qituvchisi

Izoh: Ushbu fan o'quv dasturi Vanderbilt universiteti ta'lim dasturlari va Ibrat farzandlari Youtube darslari asosida takomillashtirildi.

# **GLOSSARI**

**Assessment** – o‘quvchilar bilimini baholash jarayoni; formatif (jarayon davomida) va summativ (yakuniy) shakllarda amalga oshiriladi.

**Authentic materials** – asl hayotiy vaziyatlardan olingan materiallar (gazeta, qo‘shiq, video, plakat) til o‘rgatishda qo‘llaniladi.

**CEFR (Common European Framework of Reference for Languages)** – tillarni o‘rgatish, o‘rganish va baholash uchun xalqaro standart. Darajalar: A1–C2.

**Communicative competence** – o‘quvchilarning tilni grammatik jihatdan to‘g‘ri va muloqot vaziyatlariga mos ishlata olish qobiliyati.

**Creative tasks** – bolalarda ijodiy tafakkurni rivojlantirishga qaratilgan topshiriqlar (rasm chizish, she‘r to‘qish, drama).

**Didactics** – o‘qitish nazariyasi va metodikasini o‘rganadigan pedagogika sohasi.

**Dramatization** – nutqni o‘rgatishda dramatik o‘yinlar, sahna ko‘rinishlari orqali mashq qilish metodi.

**Game-based learning** – o‘yinlar orqali til o‘rgatish metodikasi; bolalarda motivatsiya va qiziqishni oshiradi.

**Interaction** – muloqot jarayonida o‘qituvchi va o‘quvchi, o‘quvchi va o‘quvchi o‘rtasida bo‘ladigan nutqiy hamkorlik.

**Lexical competence** – o‘quvchilarning so‘z boyligini egallash, so‘zlarni kontekstda to‘g‘ri ishlata olish qobiliyati.

**Motivation** – o‘quvchining o‘qishga bo‘lgan ichki ishtiyoqi va tashqi rag‘batlantiruvchi omillar yig‘indisi.

**Native language interference** – o‘quvchilarning ona tilidan ingliz tiliga so‘z va grammatik qoidalarni ko‘chirib ishlatish natijasida yuzaga keladigan xatoliklar.

**PPP (Presentation–Practice–Production)** – til o‘rgatishda keng tarqalgan metod: avval yangi materialni tushuntirish, keyin mashq qilish, so‘ng mustaqil qo‘llash.

**Preschool education** – 3–7 yoshli bolalar uchun ta’lim-tarbiya jarayoni.

**Reflective teaching** – o‘qituvchining o‘z faoliyatini tahlil qilib, xatolardan saboq chiqarish va o‘zini doimiy takomillashtirish jarayoni.

**Scaffolding** – murakkab topshiriqlarni bosqichma-bosqich yengillashtirib, bolalarni mustaqil ishlashga olib chiqish metodi.

**Storytelling** – ertak va hikoyalar orqali til o‘rgatish metodikasi; bolalarda eshitish, tushunish va tasavvur qilish qobiliyatini rivojlantiradi.

**Songs and rhymes** – qo‘shiqlar va she’riy matnlar yordamida til o‘rgatish; bolalarda talaffuz, intonatsiya va eslab qolish ko‘nikmalarini shakllantiradi.

**Total Physical Response (TPR)** – nutqni tana harakatlari bilan bog‘lab o‘rgatish metodikasi.

**Vocabulary expansion** – bolalarda yangi so‘zlarni eslab qolish va amalda ishlatish jarayonini rivojlantirish.

**ILOVALAR**

TESTS:

**1. The main aim of teaching English at preschool level is to:**

- a) Teach grammar rules in detail
- b) Develop communicative competence
- c) Prepare for university exams
- d) Focus only on writing

**2. True/False:** CEFR is used only in European countries, not worldwide.

**3. Preschool learners learn best through:**

- a) Abstract theory
- b) Games, songs, and visuals
- c) Long grammar lectures
- d) Written translation tasks

**4. Match the method with its description:**

- TPR → a) Using movements and actions
- Storytelling → b) Teaching through fairy tales
- Game-based learning → c) Teaching through play

**5. Who introduced the concept of “Communicative Competence”?**

- a) Noam Chomsky
- b) Dell Hymes
- c) Stephen Krashen
- d) Michael Lewis

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**M6–M10 (Amaliy metodlar)**

**6. Which of the following is *not* a modern method of preschool ELT?**

- a) TPR
- b) Grammar-Translation
- c) Storytelling
- d) Game-based learning

**7. True/False:** Using the native language in class sometimes creates both advantages and challenges.

**8. Preschool children best remember new words when:**

- a) They are repeated without context
- b) They are used in songs, stories, and games
- c) They are only translated
- d) They are written in notebooks

**9. Which activity promotes reflective teaching?**

- a) Keeping a teacher's journal
- b) Memorizing rules
- c) Listening to lectures
- d) Giving multiple-choice tests

**10. Creative tasks in preschool ELT help children:**

- a) Copy sentences
  - b) Develop imagination and expression
  - c) Avoid communication
  - d) Learn only grammar rules
- 

**M11–M15 (Keng guruh, dramatisatsiya, qo'shiq va yakuniy bosqich)**

**11. Teaching in large groups requires:**

- a) Teacher-centered lectures
- b) Group work and pair work activities
- c) Silence from students
- d) Avoiding interaction

**12. True/False:** Dramatization can help children use English in real-life contexts.

**13. Which is the best way to expand vocabulary of preschoolers?**

- a) Memorizing word lists
- b) Using songs, rhymes, and dances

- c) Reading grammar books
- d) Writing essays

**14. The main purpose of a “Course Review and Reflection” session is:**

- a) To introduce new material
- b) To test memory
- c) To analyze what was learned and reflect
- d) To assign homework only

**15. Match the term with its example:**

- Fluency → a) Speaking without long pauses
- Accuracy → b) Using correct grammar
- Interaction → c) Taking turns in speaking

**16. Reflective teaching encourages teachers to:**

- a) Avoid feedback
- b) Analyze their own practice
- c) Teach only from textbooks
- d) Focus only on discipline

**17. True/False:** Preschool children need a balance of play and structured learning.

**18. Which is an example of TPR?**

- a) “Stand up, sit down, clap your hands!”
- b) Reading a grammar book silently
- c) Writing ten times in a notebook
- d) Memorizing vocabulary list

**19. Which is NOT a benefit of storytelling?**

- a) Improves imagination
- b) Enhances vocabulary
- c) Reduces listening skills
- d) Provides cultural values

**20. The most effective way to encourage more English in class is:**

- a) Allowing free use of L1 always
- b) Giving children rewards for speaking English
- c) Avoiding games
- d) Teaching silently

**CASE STUDIES:**

Case Study 1:

You are teaching a group of 15 preschool children. They are shy to speak English. Design 3 short activities to motivate them.

Case Study 2:

A child keeps answering in the native language although you teach in English. What strategies can you use to increase target language use?

Case Study 3:

You have 25 children in your class. The group is too big. Suggest classroom management strategies and activities that allow active participation.

Case Study 4:

Children confuse “he” and “she” in speaking. Create a short game or story-based activity to practice pronouns.

Case Study 5:

Some children do not remember vocabulary after one lesson. Suggest 3 techniques to improve retention.

Case Study 6:

You are using storytelling. How can you integrate actions, props, or visuals to make it more effective?

Case Study 7:

Your class loves songs but gets over-excited and noisy. How can you balance fun and discipline?

Case Study 8:

You want to apply reflective teaching. What tools (journals, peer feedback, video recording) could you use?

Case Study 9:

Children are preparing a dramatization of “The Three Little Pigs.” What language focus points will you teach before the play?

Case Study 10:

At the end of the course, you want children to reflect on what they learned. How can you organize a review activity for 5–6-year-olds?