



METHODS OF TEACHING A FOREIGN LANGUAGE TO CHILDREN AGED 5–6 THROUGH PLAY-BASED ACTIVITIES

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Abstract

This article examines the pedagogical and methodological aspects of using play-based activities in teaching a foreign language to children aged 5–6. It substantiates the idea that play is the leading activity in preschool age and analyzes the effectiveness of play-based methods in the process of foreign language acquisition. The article describes methods of teaching a foreign language through didactic, movement-based, role-playing, musical, and dramatized games. In the conclusion, it is emphasized that play-based learning contributes to the development of children's interest in a foreign language, speech activity, and communicative competence.

Keywords: Preschool education, foreign language, play activity, children aged 5–6, communicative competence, methodology.

Introduction

Today, the processes of globalization and the expansion of international relations create the need to learn foreign languages from an early age. In the preschool education system, ensuring the comprehensive development of children—particularly the formation of their speech and communicative abilities through foreign language learning—is considered one of the most important tasks.

Children aged 5–6 are psychologically and physiologically ready to learn a foreign language. During this period, their memory, imitation skills, and auditory perception abilities are highly developed. Therefore, when teaching a foreign



language, it is especially important to use methods that correspond to children's age characteristics, particularly play-based activities.

Psychological and Pedagogical Foundations of Play Activity

In pedagogical and psychological sciences (L.S. Vygotsky, D.B. Elkonin, A.N. Leontiev), play is recognized as the leading activity of preschool children. In the process of play, children understand the surrounding world, develop their speech, gain social experience, and acquire independent thinking skills.

In foreign language teaching, play performs the following functions:

motivational;
instructional;
developmental;
communicative;
adaptive.

Through play, children naturally and effortlessly acquire foreign language words and expressions without coercion.

Main Play-Based Methods Used in Teaching a Foreign Language

1. Didactic Games

Didactic games serve to teach and reinforce new vocabulary. Such games include: learning words based on pictures;

working with cards (flashcards);

games such as "Find and Say" and "What Is Missing?"

These games develop children's memory and attention.

2. Movement-Based Games

Movement-based games develop speech activity along with physical activity. For example, games such as "Simon Says" and "Jump and Say" are effective in teaching colors, commands, and verbs.

3. Role-Playing and сюжет-based Games

Role-playing games develop children's communication skills. Through scenarios such as "At the Shop," "Family," and "In Kindergarten," children learn to construct simple dialogues.



4. Musical and Rhythmic Games

Songs, poems, and rhythmic exercises help children pronounce foreign language sounds correctly. Musical games enhance children's auditory memory.

5. Dramatized Games

Performing fairy tales and short scenes develops coherent speech, creativity, and self-confidence in children.

Conditions for Ensuring the Effectiveness of Play-Based Foreign Language Teaching

To ensure the effectiveness of play-based methods, the following conditions must be observed:

- taking into account children's age and individual characteristics;
- creating a favorable psychological environment during lessons;
- using games systematically and step by step;
- employing visual and audio materials;
- active and creative participation of the teacher.

Conclusion

In conclusion, play activity is one of the most effective methods of teaching a foreign language to children aged 5–6. A play-based learning process increases children's interest in a foreign language, develops their speech activity, and forms their communicative competence. Therefore, it is advisable to widely use play-based methods in teaching foreign languages in preschool educational institutions.

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