

USING THE INTERACTIVE METHODS IN TEACHING ENGLISH PRONOUNS IN PRESCHOOL GROUPS

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Abstract: This study explores the effectiveness of interactive methods, such as flashcards and singing, in teaching English pronouns to 2nd and 3rd-grade pupils. Conducted at “Innovative Dreams School” in Fergana region, Uzbekistan, the research aimed to evaluate how engaging techniques can enhance young learners’ understanding of pronouns. Results showed a notable improvement in pupils’ participation, motivation, and retention of the material. The findings suggest that interactive approaches can be a valuable tool in early English education, especially for abstract grammatical concepts like pronouns, which require constant repetition and context.

Keywords: interactive methods, English pronouns, preschool learners, flashcards, singing, Uzbekistan.

Аннотация: В данном исследовании рассматривается эффективность интерактивных методов, таких как карточки и пение, при обучении местоимениям английского языка учащихся 2-х и 3-х классов. Исследование проводилось в школе “Innovative Dreams” в Ферганской области, Узбекистан. Целью было оценить, как увлекательные методики могут улучшить понимание местоимений у младших школьников. Результаты показали заметное улучшение участия, мотивации и запоминания материала учащимися. Полученные данные свидетельствуют о том, что интерактивные подходы могут стать ценным инструментом в начальном обучении английскому языку, особенно при изучении абстрактных грамматических понятий, таких как местоимения, которые требуют постоянного повторения и контекста.

Ключевые слова: интерактивные методы, английские местоимения, дошкольники, карточки, пение, Узбекистан.

Annotatsiya: Ushbu tadqiqot Farg‘ona viloyatidagi “Innovative Dreams” maktabida 2-3 sinf o‘quvchilariga inglizcha olmoshlarni o‘rgatishda fleshkarta va qo‘shiq aytish kabi interaktiv usullarning samaradorligini o‘rganadi. Tadqiqotning asosiy maqsadi – yosh o‘quvchilarda olmoshlar tushunchasini qiziqarli metodlar orqali chuqurroq anglashga erishishdir. Natijalar shuni ko‘rsatdiki, o‘quvchilarning darslardagi ishtiroki, motivatsiyasi va materialni eslab qolish darajasi ancha oshdi. Xulosalarga ko‘ra, ayniqsa, takror va kontekstni talab qiladigan mavhum grammatik tushunchalar – olmoshlar kabi mavzularni o‘rganishda interaktiv yondashuvlar juda foydali bo‘lishi mumkin.

Kalit soʻzlar: interaktiv usullar, inglizcha olmoshlar, maktabgacha yoshdagi oʻquvchilar, fleshkarta, qoʻshiq aytish, Oʻzbekiston.

Introduction

The teaching of English as a foreign language in Uzbekistan faces various challenges, including resource limitations, large class sizes, and traditional teaching methods (Nazirova et al., 2023). To address these issues, innovative approaches are being explored, particularly for young learners. The use of ICT tools can help students learn English pronouns more effectively, especially given the differences between English and Uzbek pronouns (Sabirova, 2020). For primary school students, communicative language teaching methods incorporating games, dialogues, and role-plays are recommended to develop foreign language skills (Rafikova, 2021). Teaching English to children requires understanding language acquisition principles and applying them in motivating ways, such as through play and imitation (Avezova, 2022). These strategies aim to create an engaging learning environment and improve the quality of English language education in Uzbekistan, addressing the challenges identified by educators and researchers in the field.

Methods

This study was conducted among two sets of school children from the 2nd and 3rd grade in Innovative Dreams School. The study population consisted of approximately 15 students in 2nd grade and 17 students from 3rd grade in the range of 8-10 years. The study duration was four weeks, and sessions were held for English classes three times a week. Interactive techniques included:

- **Flashcards:** These were visual aids with images and example sentences. Students practiced by matching, guessing, and using the pronouns in sentences. Utilized for instructing subject pronouns (I, you, he, she, it, we, they). Each had a colorful picture and example sentence.

- **Singing:** English pronoun songs which emphasized repetition and pronunciation were sung by children. Repeated pronoun use in songs such as “We Are Family” and “This Is Me” helped students memorize and use pronouns in conversation.

- **Group Activities:** Children recognize and use correct pronouns in context in groups. Students played ‘find the pronoun’ games and took simple roleplays.

- **Repetition Drills:** With the addition of music and movement to keep students engaged which relate language to movement and include children’s names for relevancy.

The students’ progress was observed by weekly casual tests, like oral questions, fill-in-the-blank, and brief quizzes.

Table 1. Comparison of Traditional vs. Interactive Teaching Methods

Teaching Method	Description	Pros	Cons
Traditional Methods	Lecture-based, direct instruction	Clear structure, easy to manage	Can be monotonous, lacks engagement

Flashcards	Visual cards with pronouns	Interactive, engages visuals	Requires preparation, can be repetitive
Games	Pronoun-based games	Fun, motivates participation	Time-consuming, may distract learners
Music	Songs that incorporate pronouns	Engaging, aids memory	Needs careful selection of songs

Results

Research on teaching English pronouns demonstrates the effectiveness of various instructional methods. A study of high school students found that only 41% could correctly identify pronouns, highlighting the need for targeted teaching strategies (Johnson et al., 2020). The use of short stories proved effective in teaching pronouns to college students (Smith, 2018). Similarly, a demonstration technique significantly improved high school students' understanding of personal pronouns, with 87% of students showing improvement (Clark et al., 2021). Upon completion of the four-week research period:

- 85% of students used correctly at least 5 out of 7 pronouns in exercises.
- 90% of students were actively participating in singing and game activities.
- Students recalled words better and could apply pronouns in context.
- Teachers stated that students felt more motivated and confident.

Success was especially noticeable in students who were shy or reluctant to use English before. The relaxed, enjoyable atmosphere helped spontaneous speaking and peer interaction.

Discussion

The findings of this study validate the growing body of evidence that emphasizes interactive learning as crucial in language teaching. Traditional grammar-based instruction leads to boredom and disinterest, particularly among learners of young ages (Saydibragimova, 2024). Interactive approaches, however, offer a multisensory experience that caters to different learning styles.

Flashcards helped visual learners connect images to grammar rules, while songs engaged auditory learners and improved pronunciation. Movement activities helped kinesthetic learners (Sholikhah & Saefullah, 2024). Incorporating play and music also established a positive emotional environment, which is crucial for young learners.

Yet, it is to be noted that these methods require preparation and hard work from the teacher. Time management while keeping students engaged during interactive sessions is not an easy task (Alisoy, 2024). It could prove worthwhile in future studies to examine different interactive tools and compare them for effectiveness and retention of grammar in the long run.

My observations showed that after children used these methods, the learning process was not only effective but also interesting, and they became more attentive, confident, and open to the use of English pronouns.

Conclusion

In conclusion, the use of interactive instructional methods—particularly flashcards and singing—has been extremely effective in raising the level of knowledge of English pronouns among young students.

Not only did these methods render grammar learning fun, but also boosted the confidence and communication skills of the students. In addition, by incorporating play, music, and technology, we can turn language learning into an adventure that children relish and recall. Teachers are encouraged to integrate such types of strategies into lesson planning in order to make the classroom more interactive and inclusive. As English continues to be a dominant presence in global communication, early language learning must be not just effective but also engaging.

Interactive strategies can be the key to unlocking the full potential of young language learners. These strategies applied to early language instruction can lead to better understanding, higher motivation, and more enjoyable classroom experiences.

We believe these strategies can have a tremendous influence on how we teach languages in preschool classrooms.

Scientific-Theoretical and Practical Recommendations

1. **Integration of Interactive Methods into Curriculum:** educational authorities and curriculum developers should consider incorporating interactive methods — such as flashcards, songs, and games — into official English language teaching programs for early-grade learners. These methods align with language acquisition theories that emphasize multisensory learning and context-based understanding.

2. **Teacher Training and Professional Development:** to implement interactive methods effectively, teachers need training in how to design, adapt, and apply these techniques in the classroom. Workshops and professional development programs should be organized to enhance teachers' skills in creating engaging learning environments.

3. **Adaptation to Learning Styles:** since young learners have diverse cognitive styles (visual, auditory, kinesthetic), interactive strategies should be diversified to cater to each type. For instance, flashcards support visual learners, while songs and movement-based drills benefit auditory and kinesthetic learners, respectively.

4. **Utilization of ICT Tools:** teachers can leverage digital tools and apps designed for language learning to further enhance interactivity. Multimedia tools allow repetition, visual support, and auditory stimulation, which are vital for grasping abstract grammar concepts like pronouns.

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