

IMPROVING ENGLISH LISTENING AND SPEAKING SKILLS AMONG KINDERGARTEN STUDENTS

Jizzax branch of the Nation University of Uzbekistan named after Mirzo Ulugbek department of
Foreign languages Phylology and foreign languages

Supervisor: **Abduraxmanova Zilola Yoqubjon qizi** abduraxmanova@jbnuu.uz

Xaydarova Munisa O'ktam qizi xaydarovamuxlisa2005@gmail.com

ABSTRACT

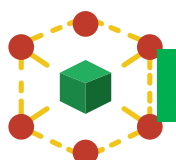
This article identifies English listening and speaking difficulties among kindergarten kids between 5-6. Moreover, provide some tips and measures to avoid this issues to help them to improve their those skills.

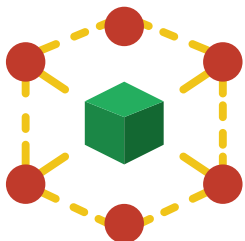
KEYWORDS: improving, kindergarten student, English listening skill and speaking skill, children, pronunciation, hearing.

INTRODUCTION

The topic "Developing Listening and Speaking Skills in Preschool Children" focuses on enhancing children's listening and speaking abilities during the language learning process. In preschool settings, it is important to use interactive and engaging methods, such as games, songs, stories, and visuals, to strengthen these skills. These approaches help increase children's interest in the language and prepare them to communicate confidently in English.

Developing listening and speaking skills allows children to understand basic expressions in English and express their thoughts effectively. "In the researcher class, pupils did not want to speak English because they were embarrassed or not confident. There were also other factors, namely lack of training for pupils to speak English at home. It made them not available or could not use English for daily conversations at school [1]".





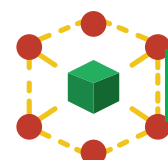
Expanding the Discussion on Listening and Speaking Issues in Preschool Children

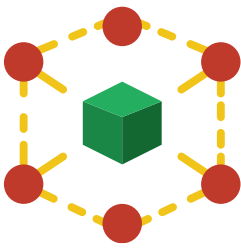
Listening Issues

1. **Difficulty Focusing Attention:** Preschool children struggle to focus for extended periods, often losing attention during listening tasks.
2. **Challenges in Understanding New Words and Concepts:** Limited vocabulary makes it hard for children to comprehend new or complex words.
3. **Underdeveloped Auditory and Spatial Attention:** They may find it difficult to differentiate between multiple sound sources, such as focusing on a teacher's voice amidst background noise.
4. **Lack of Interest:** If the topic or activity doesn't engage them, children may not actively listen.
5. **Hearing Impairments:** Some children may have undiagnosed hearing problems that hinder their ability to follow instructions or conversations."Another difficulty young learners experience is that they are not able to attribute meaning to nonverbal communication (Hennings, 1992), which occurs when they listen to CDs in class, and cannot see the speaker's gestures and movement that could help them understand better what they listen to [2]".

Speaking Issues

1. **Limited Vocabulary:** Young children may not yet know enough words to fully express their thoughts.
2. **Speech Impediments or Pronunciation Challenges:** Some children may mispronounce words or stutter, making communication difficult.
2. **Shyness or Lack of Confidence:** They may feel hesitant or afraid to speak, especially in unfamiliar situations or around strangers.
3. **Lack of Grammatical Knowledge:** They might struggle with forming proper sentences due to limited understanding of grammar rules.





4. Insufficient Practice in Expressing Ideas: If their environment doesn't encourage frequent communication, their speaking skills may develop slowly. Solutions for Improving Listening and Speaking Skills

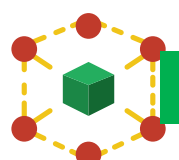
Improving Listening Skills

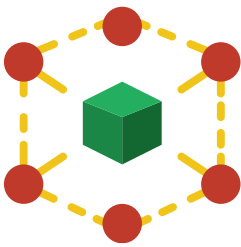
1. Engaging Listening Activities: Use audiobooks, cartoons, or songs to make listening fun and engaging.
2. Interactive Listening Games: Play games that require attention to specific sounds, like "What sound did you hear?"
3. Simple Instructions: Use clear, short instructions and gradually increase complexity as the child's listening skills improve.
4. Encouraging Repetition: Encourage children to repeat what they hear to improve memory and focus. "Therefore, in order for children to follow a story effectively and listen with understanding, learners ought to be encouraged to use guesswork, which can be achieved by teaching them important listening strategies such as predicting, inferring opinions or attitudes and working out meaning from context [3]". Enhancing Speaking Skills

1. Encourage Conversations: Ask open-ended questions and encourage children to explain their thoughts. "Researchers agree that storytelling is one of the most powerful ways to teach speaking. Storytelling is one tool for improving communicative skills in a real-life language context [2]".

2. Use Visual Aids: Show pictures and ask children to describe what they see, helping expand their vocabulary.
2. Introduce Storytelling Activities: Encourage children to create and share simple stories to build confidence in speaking.
3. Provide Positive Feedback: Praise every attempt to speak, focusing on effort rather than errors.

5. Play Word Games: Use games like rhyming or word association to make learning new





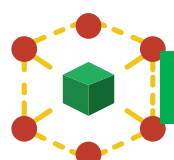
words fun. "Storytelling is the oldest method of instruction. It helped children find answers to the biggest questions about conception, existence, and the afterlife, forming human societies in the process. Stories teach us, mold us, influence us, and build us. While not every culture on the planet is literate, every cultur [4]".

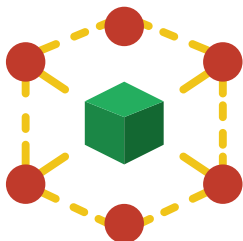
Creating a Supportive Environment

1. Group Activities: Involve children in group discussions or role-play activities to encourage interaction.
2. Regular Practice: Make listening and speaking activities part of their daily routine, such as during playtime or snack time.
3. One-on-One Interaction: Spend individual time talking to each child to build their confidence.
4. Celebrate Progress: Celebrate even small improvements to motivate them further.
5. Provide a Language-Rich Environment: Surround children with language through conversations, books, and storytelling sessions.

By implementing these strategies, preschool children can overcome challenges in listening and speaking, building a strong foundation for future communication skills. In conclusion, the topic "Improving English Listening and Speaking Skills Among Kindergarten Students" highlights the importance of developing listening and speaking skills in young learners when teaching them English.

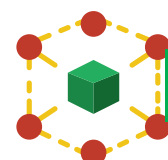
For kindergarten children, these skills are the foundation of language learning, helping to shape their communication abilities. To develop these skills, it essential to engage children through games, songs, visual materials, and interactive activities, ensuring effective communication. The teacher's support, encouragement, and continuous interaction play a significant role. Such approaches increase children's interest in English and provide them with the opportunity to learn the language naturally. Thus, this process lays a strong foundation for their future success in language learning.

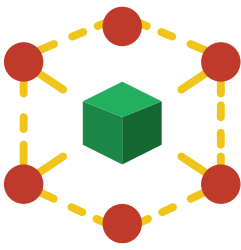




English is a global language that is spoken as a first language as well as a second or foreign language in many countries. It is taught in almost every country's school system, and the fact that English is now the most widely spoken language on the planet is undeniable [1]. English is the universal language in all areas of international life, including commerce, research, diplomacy, education, and travel, and has been for many years. In the researcher class, pupils did not want to speak English because they were embarrassed or not confident. There were also other factors, namely lack of training for pupils to speak English at home. It made them not available or could not use English for daily conversations at school. Then, they only imitated or repeated what the teacher/researcher says. This was what the underlies pupils to be accustomed or familiar in English. For this matter, the teachers should create the situation and learning activity more active and interesting for pupils to learn English. "When possible, make learning fun, interesting and rewarding" [7]. From the background that has been written, It meant that there were some important problems to be solved which existed in the classroom which involved the learning processes, the students, and the teaching technique. Researchers agree that storytelling is one of the most powerful ways to teach speaking. Storytelling is one tool for improving communicative skills in a real-life language context [6]. The problems of this research may thus be formulated as follows, based on the problem's context and identification: "How does the use of storytelling techniques boost the speaking ability of kindergarten students at Palembang Paramount School?" The study's goal was to see if using the Storytelling technique could develop kindergarten students' speaking skills at Palembang Paramount School, based on the research question.

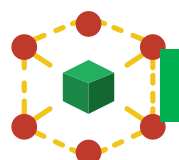
Improving Kindergarten Pupils' Speaking Skills Through the Storytelling Ike Aprillina^{1*}), Baginda Simaibang², Mulyadi² ¹Paramount School Palembang ²Universitas PGRI Palembang *Corresponding author. Email: ikeaprilina@gmail.com **ABSTRACT** The objective of this research is to investigate the improvement of kindergarten pupils' speaking skills through the storytelling at Palembang Paramount School. The data were

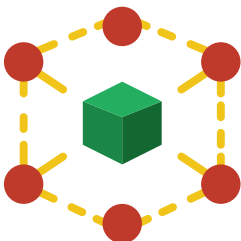




collected through observing, oral test, and interview result and data analysis by using qualitative and quantitative. The result of the study showed that the technique of storytelling in the class effectively improved pupils' speaking skills. The results show that there was a development in pupils' ability in speaking skills. From the data analysis, it was found that the score obtained in cycle 1 was 50.2 (Poor), then in the second cycle the score increased to be 66.56 (Fair). Then, there was a very high increase in the third cycle, which was 87.88 (Excellent). In conclusion, the application of storytelling could improve pupils' speaking skills of kindergarten in Paramount school. Keywords: Storytelling, Speaking Skills, Kindergarten Pupils

1. INTRODUCTION English is a global language that is spoken as a first language as well as a second or foreign language in many countries. It is taught in almost every country's school system, and the fact that English is now the most widely spoken language on the planet is undeniable [1]. English is the universal language in all areas of international life, including commerce, research, diplomacy, education, and travel, and has been for many years. In the researcher class, pupils did not want to speak English because they were embarrassed or not confident. There were also other factors, namely lack of training for pupils to speak English at home. It made them not available or could not use English for daily conversations at school. Then, they only imitated or repeated what the teacher/researcher says. This was what underlies pupils to be accustomed or familiar in English. For this matter, the teachers should create the situation and learning activity more active and interesting for pupils to learn English. "When possible, make learning fun, interesting and rewarding" [7]. From the background that has been written, It meant that there were some important problems to be solved which existed in the classroom which involved the learning processes, the students, and the teaching technique. Researchers agree that storytelling is one of the most powerful ways to teach speaking. Storytelling is one tool for improving communicative skills in a real-life language context [6]. The problems of this research may thus be formulated as follows, based on the problem's context and identification: "How does the use of storytelling techniques boost the speaking ability





of kindergarten students at Palembang Paramount School?" The study's goal was to see if using the Storytelling technique could develop kindergarten students' speaking skills at Palembang Paramount School, based on the research question. Theoretical Review Concept of Kindergarten Pupils Early childhood education, according to the national education framework, is an attempt made to show children from birth until the age of six years by offering educational stimulation to aid physical and spiritual growth and development so that children are ready to enter further education [8].

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