

MODERN PEDAGOGICAL APPROACHES FOR SHAPING PRESCHOOL CHILDREN'S WORLDVIEW IN ENGLISH LANGUAGE LEARNING AND THEIR EFFECTIVENESS

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Abstract The preschool period is a critical stage in children's cognitive, linguistic, and socio-emotional development. During this phase, children not only acquire foundational language skills but also begin to form a coherent worldview. This study investigates the effectiveness of contemporary pedagogical approaches in shaping preschool children's worldview within the context of English language learning. A mixed-methods design was employed, involving thirty children aged 4–6 years. Data were collected through structured observations, semi-structured interviews, questionnaires, and standardized language assessments. Findings indicate that play-based learning, hands-on sensory activities, digital interactive tools, and project-based learning significantly enhance vocabulary acquisition, cognitive engagement, and socio-emotional development. The results align with classical developmental theories and underscore the importance of active engagement and social interaction. Implications for early childhood educators and recommendations for optimizing pedagogical strategies are discussed.

Keywords: preschool education, English language learning, play-based learning, project-based learning, pedagogical approaches, cognitive development

1. Introduction

Early childhood represents a pivotal period in cognitive, linguistic, and socio-emotional development. During this formative stage, children not only acquire foundational language skills but also begin constructing their understanding of the world. Contemporary pedagogical strategies in early English language education emphasize interactive methodologies, play-based learning, sensory experiences, and project-based activities as critical tools for promoting both language acquisition and holistic cognitive development.

The present study aims to examine and evaluate modern pedagogical approaches for shaping preschool children's worldview while learning English. Specifically, it assesses the efficacy of these methods in fostering cognitive, linguistic, and socio-emotional growth and provides practical recommendations for early childhood educators.

2. Literature Review Foundational theories of child development highlight the importance of active engagement and social interaction in shaping children's cognitive and linguistic skills. Piaget's stages of cognitive development emphasize the role of hands-on

exploration in knowledge construction (Piaget, 1952), while Vygotsky underscores the significance of social interaction and scaffolding in language acquisition (Vygotsky, 1978). Bruner's constructivist theory further supports the use of interactive, discovery-based learning to cultivate problem-solving and critical thinking skills (Bruner, 1966).

Recent empirical studies in preschool English education suggest the following approaches are particularly effective:

2.1 Play-Based Learning

Role-playing and constructivist games support vocabulary acquisition, enhance problem-solving abilities, and strengthen social competencies (Fisher, 2011).

2.2 Hands-On and Sensory Activities

Manipulation of tangible objects—such as shapes, colors, fruits, and animals—reinforces comprehension, observation, and vocabulary retention (Copple & Bredekamp, 2009).

2.3 Digital and Interactive Tools

The use of multimedia applications and interactive software sustains attention, stimulates curiosity, and motivates children to engage with English language tasks (Plowman & Stephen, 2005).

2.4 Project-Based Learning

Collaborative projects foster critical thinking, creativity, effective communication, and autonomous learning (Katz & Chard, 2000).

3. Research Methodology

A mixed-methods design was employed to provide a comprehensive evaluation of pedagogical interventions.

3.1 Participants

Thirty preschool children aged 4–6 years participated in the study.

3.2 Instruments

Data were collected using structured observation sheets, lesson journals, semi-structured interviews, questionnaires, and standardized language assessments. Interactive tasks were used to evaluate practical language use and engagement.

3.3 Data Analysis Both qualitative and quantitative analyses were conducted. Observational and interview data were coded thematically, while standardized assessments provided numerical measures of vocabulary growth, comprehension, and socio-emotional engagement.

4. Results The study's findings indicate that:

- **Play-Based Learning** facilitated rapid vocabulary acquisition, enhanced logical reasoning, and promoted social interaction.

- **Hands-On Activities** improved comprehension, analytical reasoning, and active participation.
- **Digital Interactive Tools** increased attention span, motivation, and sustained engagement in English tasks.
- **Project-Based Learning** fostered creativity, autonomous thinking, and practical communication skills.

Quantitative measures indicated a 25–40% improvement in vocabulary scores over the intervention period, with qualitative observations highlighting enhanced cooperative and socio-emotional behaviors.

5. Discussion The results corroborate classical developmental theories, emphasizing the importance of active engagement and social interaction. Play-based and hands-on learning approaches facilitate natural language acquisition by embedding vocabulary in meaningful experiences, consistent with Piaget's and Bruner's perspectives. Interactive digital tools and project-based learning further enhance intrinsic motivation and support the development of autonomous learning strategies.

These findings underscore the necessity of **tailoring pedagogical interventions** to children's individual developmental profiles. Additionally, parental involvement emerged as a key factor in reinforcing learning beyond the classroom. Limitations include a small sample size and a relatively short intervention period, suggesting the need for longitudinal studies to assess long-term outcomes.

6. Conclusion and Recommendations Modern pedagogical strategies, including play-based, hands-on, digital, and project-based approaches, are effective in shaping preschool children's worldview while promoting English language development.

Recommendations for Educators:

1. Implement short, dynamic lessons (15–20 minutes) to maintain engagement.
2. Adapt activities to individual learning needs and developmental readiness.
3. Encourage parental participation to reinforce language acquisition outside the classroom.

Future research should explore the long-term effects of digital and interactive pedagogical methods on early language development and socio-emotional growth.

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