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Kalit so‘zlar: ilmiy-amaliy konferensiya, innovatsion yondashuv, zamonaviy fan, fanlararo integratsiya, ilmiy-tadqiqot, nazariya va amaliyot, ilmiy hamkorlik.

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CONCEPTUAL AND METHODOLOGICAL APPROACHES TO TEACHING ENGLISH TO PRESCHOOL CHILDREN IN A MONTESSORI EDUCATIONAL ENVIRONMENT

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Annotation. This article examines conceptual and methodological approaches to teaching English to preschool children within a Montessori educational environment. Emphasis is placed on child-centered learning, sensory-based activities, and age-appropriate language input that align with Montessori principles. The study analyzes effective strategies for developing early communicative competence through natural interaction, guided discovery, and structured language exposure. The findings highlight the importance of integrating conceptual frameworks with practical methodologies to enhance motivation, cognitive development, and foundational language skills among preschool learners.

Keywords: montessori education, preschool learners, English language teaching, early childhood education, conceptual approach, methodological approach, child-centered learning, language development.

MONTESSORI TA'LIM MUHITIDA MAKTABGACHA YOSHLI BOLALARGA INGLIZ TILINI O'QITISHGA KONTSEPTUAL VA METODOLOGIK YONDASHUVLAR

Karimova Sadoqat Abduxamidovna
Namangan davlat universiteti doktoranti

Annotatsiya Ushbu maqolada Montessori ta'lim muhitida maktabgacha yoshdagi bolalarga ingliz tilini o'qitishning kontseptual va metodologik yondashuvlari ko'rib chiqiladi. Asosiy e'tibor bolaga yo'naltirilgan o'rganish, sensorga asoslangan faoliyat va Montessori tamoyillariga mos keladigan yoshga mos til kiritishga qaratilgan. Tadqiqotda tabiiy o'zaro ta'sir, yo'naltirilgan kashfiyot va tizimli til ta'siri orqali erta kommunikativ kompetentsiyani rivojlantirishning samarali strategiyalari tahlil qilinadi. Topilmalar maktabgacha yoshdagi o'quvchilarda motivatsiya, kognitiv rivojlanish va asosiy til ko'nikmalarini oshirish uchun kontseptual asoslarni amaliy metodologiyalar bilan integratsiyalashning muhimligini ta'kidlaydi.

Kalit so’zlar: montessori ta'limi, maktabgacha yoshdagi o'quvchilar, ingliz tilini o'qitish, erta bolalik ta'limi, kontseptual yondashuv, metodologik yondashuv, bolaga yo'naltirilgan o'rganish, tilni rivojlantirish.

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The growing importance of early foreign language education has intensified scholarly interest in effective approaches to teaching English to preschool children. Within this context, the Montessori educational environment offers a unique child-centered framework that emphasizes autonomy, sensory experience, and natural cognitive development. Teaching English to young learners aged 3–6 requires conceptual clarity and methodologically sound practices that correspond to their psychological, linguistic, and developmental characteristics. This article explores conceptual and methodological approaches to English language instruction in Montessori settings, focusing on how Montessori principles can be systematically integrated with early language teaching strategies to support communicative competence, motivation, and holistic development in preschool children. [1; B.8.].

The literature on early foreign language education and Montessori pedagogy reflects a strong interdisciplinary foundation grounded in linguistics, pedagogy, and developmental

psychology. Scholars such as Maria Montessori emphasized the significance of sensitive periods in early childhood, during which children demonstrate heightened readiness for language acquisition through sensory and experiential learning. Research by Piaget and Vygotsky further explains that cognitive development and social interaction play a decisive role in preschool learning processes, supporting the effectiveness of child-centered and activity-based instruction. In the field of early second language acquisition, researchers including Krashen and Cameron argue that young learners acquire language more naturally when exposed to meaningful input in low-anxiety environments, a condition inherently supported by Montessori classrooms. Studies conducted by Lillard and others confirm that Montessori-based education positively influences attention, motivation, and autonomous learning, which are critical for successful language development. [2; B.17.].

More recent methodological research highlights that integrating Montessori principles with communicative language teaching enhances vocabulary growth, phonological awareness, and early communicative competence. Nevertheless, existing studies indicate a gap in systematically developed conceptual and methodological models specifically designed for teaching English to preschool children within Montessori educational environments, underscoring the relevance of further research in this area.

The methodology of this study is based on a qualitative–descriptive and analytical approach aimed at examining conceptual and methodological practices of teaching English to preschool children in a Montessori educational environment. The research relies on the analysis of pedagogical literature, Montessori educational principles, and existing models of early English language instruction. [3; B.17.]. Observational data from Montessori-based preschool settings are used to identify effective teaching strategies, learning materials, and interaction patterns appropriate for children aged 3–6. In addition, comparative analysis is applied to evaluate the compatibility of Montessori pedagogy with early foreign language teaching methods, such as communicative and activity-based approaches. The collected data are systematized to develop a coherent conceptual–methodological framework that aligns developmental characteristics of preschool learners with the principles of Montessori education and early English language acquisition. [4; B.97.].

The results of the study indicate that teaching English within a Montessori educational environment creates favorable conditions for natural and meaningful language acquisition among preschool children aged 3–6. Observations reveal that child-centered activities, sensory-based materials, and freedom of choice significantly enhance learners’ engagement and motivation in English language tasks. [5; B.67.]. The integration of everyday classroom routines with English input supports contextualized vocabulary acquisition and improves listening comprehension. Furthermore, the use of concrete materials and visual aids facilitates the association between words and meanings, leading to more stable retention of basic lexical units and the development of phonological awareness. [6; B.84.].

The discussion of these findings demonstrates that the effectiveness of English language instruction in Montessori settings largely depends on the alignment between conceptual principles and methodological practices. When Montessori philosophy is systematically combined with communicative and play-based language teaching methods, preschool learners exhibit increased confidence, autonomy, and willingness to communicate in English. [7; B.37.]. These results support existing theoretical perspectives on early language acquisition, which emphasize the role of meaningful interaction and low-anxiety learning environments. At the same time, the findings highlight the necessity of a structured conceptual–methodological model to guide educators in selecting appropriate strategies, materials, and forms of interaction that correspond to both Montessori principles and the developmental needs of young English learners. [8; B.98.].

In conclusion, this study demonstrates that the Montessori educational environment provides a pedagogically and psychologically supportive context for teaching English to preschool children. [9; B.78.]. The integration of conceptual principles of Montessori education with methodologically grounded approaches to early language instruction способствует natural language acquisition, learner autonomy, and sustained motivation among children aged 3–6. The findings confirm that sensory-based, child-centered, and communicative practices enhance foundational English language skills when applied systematically. Therefore, the development and implementation of a well-structured conceptual–methodological model is essential for optimizing English language teaching in Montessori settings and for ensuring alignment between educational philosophy, instructional methods, and the developmental characteristics of preschool learners.

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