



**MODERN METHODOLOGICAL APPROACHES TO
TEACHING ENGLISH IN PRESCHOOL GROUPS WITH
CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

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ABSTRACT

This article explores modern methodological approaches to teaching English in preschool groups that include children with special educational needs (SEN). The study focuses on strategies that consider the psychological, cognitive, and social characteristics of children, aiming to enhance language acquisition and overall development. The research highlights the effectiveness of differentiated instruction, activity-based learning, multisensory methods, play-based technologies, communicative approaches, and digital learning tools in inclusive classrooms. Results demonstrate that innovative pedagogical methods support English language development, foster social integration, motivation, and cognitive growth in children with diverse learning needs. The article also provides practical recommendations for educators to improve teaching practices and create supportive learning environments in inclusive preschool settings.

**СОВРЕМЕННЫЕ МЕТОДИЧЕСКИЕ ПОДХОДЫ К ОБУЧЕНИЮ
АНГЛИЙСКОМУ ЯЗЫКУ В ДОШКОЛЬНЫХ ГРУППАХ С ДЕТЬМИ СО
СПЕЦИАЛЬНЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ.**

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ABSTRACT

В данной статье рассматриваются современные методические подходы к преподаванию английского языка в



Интерактивные методы, изучение языка, навыки устной речи, образовательные технологии, индонезийский язык как иностранный.

дошкольных группах, в том числе для детей с особыми образовательными потребностями (ООП). Основное внимание в исследовании уделяется стратегиям, учитывающим психологические, когнитивные и социальные особенности детей, направленным на улучшение усвоения языка и общего развития. Результаты демонстрируют эффективность дифференцированного обучения, деятельностного обучения, мультисенсорных методов, игровых технологий, коммуникативных подходов и цифровых обучающих инструментов в инклюзивных классах. Результаты показывают, что инновационные педагогические методы способствуют развитию английского языка, социальной интеграции, мотивации и когнитивному росту детей с различными образовательными потребностями. В статье также представлены практические рекомендации для педагогов по совершенствованию методов преподавания и созданию благоприятной образовательной среды в инклюзивных дошкольных учреждениях.

**MAKTABGACHA TA'LIM GURUHLARIDA MAXSUS TA'LIM
EHTIYOJLARIGA EGA BOLALAR BILAN INGLIZ TILINI O'QITISHDA
ZAMONAVIY METODOLOGIK YONDASHUVLAR.**

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ABSTRACT

Ushbu maqola maktabgacha yoshdagi bolalarga, shu jumladan maxsus ta'lim ehtiyojlariga ega bolalar (SEN) ishtirok etadigan guruhlarda ingliz



Inklyuziv ta'lim, maktabgacha yoshdagi bolalar, ingliz tilini o'qitish, maxsus ta'lim ehtiyojlari, differensial ta'lim, faoliyatga asoslangan o'qitish, multisensor metodlar, o'yin texnologiyalari, kommunikativ yondashuv, raqamli ta'lim vositalari, pedagogik strategiyalar.

tilini o'qitishning zamonaviy metodik yondashuvlarini o'rganadi. Tadqiqot bolalarning psixologik, kognitiv va ijtimoiy xususiyatlarini hisobga oluvchi strategiyalarga qaratilgan bo'lib, til o'rganishni va umumiy rivojlanishni rivojlantirishni maqsad qilgan. Tadqiqot natijalari inklyuziv sinflarda differensial ta'lim, faoliyatga asoslangan o'qitish, multisensor metodlar, o'yin texnologiyalari, kommunikativ yondashuvlar va raqamli ta'lim vositalarining samaradorligini ko'rsatadi. Natijalar shuni ko'rsatadiki, innovatsion pedagogik usullar ingliz tilini rivojlantirish, ijtimoiy integratsiya, motivatsiya va turli o'qitish ehtiyojlariga ega bolalarning kognitiv rivojlanishini qo'llab-quvvatlaydi. Maqolada shuningdek, pedagoglarga inklyuziv maktabgacha ta'lim muassasalarida o'qitish amaliyotini takomillashtirish va qo'llab-quvvatlovchi ta'lim muhitini yaratish bo'yicha amaliy tavsiyalar berilgan.

Introduction. Teaching English to preschool-aged children is a multifaceted process that extends beyond the mere development of language skills. It significantly contributes to children's **cognitive, emotional, and social growth**, as language acquisition is closely linked with communication, creativity, and interaction. In inclusive settings, this process becomes more complex because children have diverse abilities, learning needs, and social-emotional characteristics.

Preschool educators must account for these differences when designing and implementing language activities. One of the primary requirements for effective teaching in inclusive settings is **individualized and humanistic pedagogical approaches**. These approaches focus on understanding each child's unique learning style, cognitive capacity, emotional state, and motivational factors. Modern educational research emphasizes creating a learning environment that supports autonomy, encourages curiosity, and fosters cooperative learning among children.

Contemporary pedagogy examines both the **organization of scientific and practical educational activities** and the **systematic application of instructional methods and principles**. This dual perspective allows educators to select optimal strategies for facilitating language acquisition while supporting social, cognitive, and emotional development.

Methodological Foundations. Teaching English in preschool groups with SEN requires the integration of modern, research-based methodological approaches. The key components include:

1. Differentiated Instruction. Differentiated instruction involves adapting lessons to accommodate the wide range of abilities in an inclusive group. Children with SEN may



require additional support, simplified instructions, or extended time to complete tasks. By tailoring activities to each child's learning level, educators ensure that every student progresses and builds confidence in language use.

Example: While teaching vocabulary related to animals, the teacher might provide picture cards for visual learners, simple songs for auditory learners, and interactive role-play for kinesthetic learners.

2. Activity-Based Learning. Activity-based learning engages children in **hands-on experiences** that are both meaningful and motivating. This approach connects English language lessons with real-life experiences, enhancing comprehension and retention.

Example: Children could participate in a "market" activity where they buy and sell toy items using English phrases such as "I want an apple" or "How much is it?" This encourages natural language use and social interaction.

3. Multisensory Methods. Multisensory approaches involve using visual, auditory, tactile, and kinesthetic stimuli to reinforce learning. This method is especially effective for children with learning difficulties or attention challenges, as it provides multiple pathways for understanding and remembering new concepts.

Example: When learning numbers, children can trace numbers in sand, say them aloud, and match them with picture cards, engaging multiple senses simultaneously.

4. Play-Based Technologies. Play-based methods transform learning into an enjoyable experience. Interactive games, role-play scenarios, and educational storytelling encourage children to practice English in **authentic, meaningful contexts**.

Example: A "Doctor's Visit" role-play activity can help children learn vocabulary related to body parts, feelings, and basic conversational phrases like "I feel sick" or "Open your mouth, please."

5. Communicative Approach. The communicative approach emphasizes authentic language use in **real-life contexts**, fostering practical listening, speaking, reading, and writing skills. Children are encouraged to interact with peers and teachers using meaningful communication rather than rote memorization.

Example: During snack time, children can practice English by asking and answering questions such as "Can I have juice?" or "Do you want a sandwich?"

6. Digital Learning Tools. Digital resources, apps, and multimedia platforms can **support individualized learning**, maintain engagement, and provide immediate feedback. They also help integrate visual and auditory learning modalities effectively.

Example: Using an interactive English language app, children can learn colors, shapes, and numbers through songs, animated videos, and touch-based games.

Practical Implementation in Inclusive Classrooms. Inclusive classrooms require specific planning and strategies:

1. **Assessment of Individual Needs:** Teachers should evaluate each child's cognitive, social, and emotional development. Identifying strengths and potential difficulties helps tailor lesson content and instructional strategies.

2. **Curriculum Adaptation:** Lessons must be flexible to ensure accessibility. Visual aids, simplified instructions, or alternative materials may be required for children with SEN.



3. **Collaborative Learning:** Pairing children with different abilities promotes peer learning, social interaction, and language practice in authentic contexts.

4. **Continuous Feedback and Motivation:** Positive reinforcement and formative assessment help maintain children's interest and support their confidence.

5. **Parental Involvement:** Engaging parents in language learning through home activities and communication ensures continuity and reinforces classroom learning.

Sample Activities.

Activity	Objective	Method
"Animal Parade"	Vocabulary building (animals)	Multisensory: flashcards, songs, and movement
"Market Game"	Conversational phrases and numbers	Play-based role-play
"Story Time"	Listening comprehension	Communicative: retelling and questioning
"Interactive App Fun"	Colors, shapes, numbers	Digital learning with immediate feedback
"Body Parts Song"	Vocabulary + motor skills	Multisensory: singing, actions, and visuals

Recommendations for Educators.

- Use **flexible lesson plans** to adapt to diverse learning needs.
- Combine **traditional and digital tools** for a balanced approach.
- Encourage **peer collaboration** to promote social integration.
- Provide **clear, positive feedback** to motivate children.
- Continuously **observe and assess** progress, adjusting strategies as needed.

Conclusion. Teaching English to preschool children with special educational needs demands a **holistic, innovative, and flexible methodological approach**. Differentiated instruction, activity-based learning, multisensory methods, play-based technologies, communicative techniques, and digital learning tools form the backbone of effective inclusive teaching. When implemented thoughtfully, these strategies foster **linguistic competence, social integration, motivation, and cognitive development**, ensuring that every child can participate meaningfully in the learning process. The study highlights that **pedagogical innovation is essential** in creating inclusive, supportive learning environments. Teachers should continually adapt methods, incorporate new educational technologies, and maintain a child-centered approach that prioritizes each learner's unique abilities and needs.

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