2026-yil
9(2)-son

“FAN VA TA’LIM YANGILIKLARI”

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2026-yil
9(2)-son

Bosh muharrir:
Shoumarov G‘ayrat Bahromovich, psixologiya fanlari doktori, akademik

Bosh muharrir o‘rinbosari:
Qodirov Umarali Do‘stqobilovich, psixologiya fanlari doktori (DSc), professor

Mas’ul kotib:
Muqimov Alisher

Texnik muharrir:
Qarshiyev Jamshid Murotaliyevich, pedagogika fanlari bo‘yicha falsafa doktori (PhD), dotsent v.b.

TAHRIR HAY’ATI:

01.00.00 – FIZIKA-MATEMATIKA FANLARI
Ayupov Shavkat Abdullayevich, fizika-matematika fanlari doktori, akademik
A’zamov Abdulla, fizika-matematika fanlari doktori, akademik
Zohidov Erkin A’zamovich, fizika-matematika fanlari doktori, professor

02.00.00 – KIMYO FANLARI
Normaxamatov Nodirali Soxobataliyevich, kimyo fanlar doktori, professor
Tojibayev Komiljon Sharobitdinovich, kimyo fanlar doktori, akademik

03.00.00 – BIOLOGIYA FANLARI
Abdurahmonov Ibrohim Yo‘lchiyevich, biologiya fanlari doktori, akademik
Sulaymonov Botirjon Abdushukurovich, biologiya fanlari doktori, akademik

04.00.00 – GEOLOGIYA-MINERALOGIYA FANLARI
Fayziyev Abdulhaq Radjabovich, geologiya-mineralogiya fanlari doktori, professor
Husanov Sultonboy To‘xtayevich, geologiya-mineralogiya fanlari doktori, professor

05.00.00 – TEXNIKA FANLARI
Allayev Qahramon Rahimovich, texnika fanlari doktori, akademik
Majidov Inom Urishevich, texnika fanlari doktori, professor
Turobjonov Sadritdin Maxamatdinovich, texnika fanlari doktori, akademik
Shaumarov Said Sanatovich, texnika fanlari doktori, professor

06.00.00 – QISHLOQ XO‘JALIGI FANLARI
Namozov Shodmon Ergashovich, qishloq xo‘jaligi fanlari doktori, akademik
Shoumarov Hikmat Bahromovich, qishloq xo‘jaligi fanlari nomzodi, professor

07.00.00 – TARIX FANLARI
Ziyo Azamat Hamid o‘g‘li, tarix fanlari doktori, akademik
Sagdullayev Anatoliy Sagdullayevich, tarix fanlari doktori, akademik
Yusupova Diloram Yunusovna, tarix fanlari doktori, akademik

08.00.00 – IQTISODIYOT FANLARI
Abdurahmonov Qalandar Xodjayevich, iqtisod fanlari doktori, akademik
Musayev Behzod Anvarovich, iqtisod fanlari nomzodi
To‘xliyev Nurislom, iqtisod fanlari doktori, akademik
G‘ulomov Saidahror Saidahmedovich, iqtisod fanlari doktori, akademik

FAN VA TA'LIM YANGILIKLARI
JURNALI
2026-yil
9(2)-son

09.00.00 – FALSAFA FANLARI
Nazarov Qiyom Normirzayevich, falsafa fanlari doktori, professor
Saifnazarov Ismoil Saifnazarovich, falsafa fanlari doktori, professor

10.00.00 – FILOLOGIYA FANLARI
Mengliyev Baxtiyor Rajabovich, filologiya fanlari doktori, professor
Sirojiddinov Shuhrat Samariddinovich, filologiya fanlari doktori, akademik
Xidirov Rajab Gulmatovich, filologiya fanlari nomzodi, dotsent (Tojikiston)

11.00.00 – GEOGRAFIYA FANLARI
Nigmatov Asqar Nigmatullayevich, geografiya fanlari doktori, professor
Tojiyeva Zulxumor Nazarovna, geografiya fanlari doktori, professor

12.00.00 – YURIDIK FANLAR
Rustamboyev Mirzayusuf Hakimovich, yuridik fanlar doktori, professor
Saidov Akmal Xolmatovich, yuridik fanlar doktori, akademik
Xolmo'minov Jumanazar Toshtemirovich, yuridik fanlar doktori, professor
Qodirov Bobiromon Bekmurodovich, yuridik fanlar doktori, professor

13.00.00 – PEDAGOGIKA FANLARI
Djurayev Risboy Haydarovich, pedagogika fanlari doktori, akademik
Ibraimov Xolboy, pedagogika fanlari doktori, akademik
Musurmonova Oynisa, pedagogika fanlari doktori, professor
Umarov Bahrom Norboyevich, pedagogika fanlari bo'yicha falsafa doktori, dotsent

14.00.00 – TIBBIYOT FANLARI
Akilov Xabibulla Ataullayevich, tibbiyot fanlari doktori, professor
Nazirov Feruz Gafurovich, tibbiyot fanlari doktori, akademik

15.00.00 – FARMATSEVTIKA FANLARI
Abdullabekova Viloyat Nurillabekovna, farmatsevtika fanlari doktori, professor
Tulaganov Abduqodir Abdurahmonovich, farmatsevtika fanlari doktori, professor

16.00.00 – VETERINARIYA FANLARI
Daminov Asadullo Suvonovich, veterinariya fanlari doktori, professor
Jabborov Shuhrat Abdumajidovich, veterinariya fanlari doktori, professor
G'afurov Aktam G'afurovich, veterinariya fanlari doktori, professor

17.00.00 – SAN'ATSHUNOSLIK FANLARI
Ahmedova Nigora Rahimovna, sanatshunoslik fanlari doktori, professor
Hakimov Akbar Abdullayevich, san'atshunoslik fanlari doktori, akademik

18.00.00 – ARXITEKTURA
Nozilov Dodo Avazovich, arxitektura fanlari doktori, professor
Uralov Axtam Sindarovich, arxitektura fanlari doktori, professor

19.00.00 – PSIXOLOGIYA FANLARI
Abdusamatov Hasanboy Usmonjon o'g'li, psixologiya fanlari doktori, professor
Barotov Sharif Ramazonovich, psixologiya fanlari doktori, professor
Karimova Vasila Mamanosirovna, psixologiya fanlari doktori, professor
Halimova Mashraboy Vohidovna, psixologiya fanlari doktori, professor
Lazar Drajeta, psixologiya fanlari doktori, professor, Belgrad, Serbiya
Karpinskiy Konstantin Viktorovich, psixologiya fanlari doktori, professor, Grodno, Belarussiya
Boboyeva Sayyora Boboradjabovna, psixologiya fanlari doktori, professor, Tojikiston
Suletbayeva Ella Serikbayevna, psixologiya fanlari doktori, dotsent

Turaxonov Abdukarim Eshkuziyevich, psixologiya fanlari bo'yicha falsafa doktori, dotsent

22.00.00 – SOTSIOLOGIYA FANLARI

Bekmurodov Mansur Bobomurodovich, sotsiologiya fanlari doktori, professor
Toshmuhamedova Dilorom Gafurdjanovna, sotsiologiya fanlari doktori

23.00.00 – SIYOSIY FANLAR

Fayzullayev Alisher Omonullayevich, siyosiy fanlar doktori, professor
Hasanov Otabek Abdurashidovich, siyosiy fanlar doktori
Paxrutdinov Shukritdin Ilyasovich, siyosiy fanlar doktori, professor
Omonov Baxtiyor Axtamovich, siyosiy fanlar doktori, professor
Quronboyev Qahramon Qo'chqorovich, siyosiy fanlar doktori, professor
Avazov Komil Xolliyevich, siyosiy fanlar bo'yicha falsafa doktori

24.00.00 – ISLOMSHUNOSLIK FANLARI

Ibrohimov Ne'matulla, filologiya fanlari doktori, akademik
Islomov Zohidjon Mahmudovich, filologiya fanlari doktori, professor

FAN VA TA'LIM YANGILIKLARI
JURNALI
2026-yil
9(2)-son

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DIFFERENTIATED APPROACHES TO TEACHING ENGLISH TO PRESCHOOL CHILDREN WITH DIFFERENT LANGUAGE ABILITIES: A CLASSROOM-BASED STUDY

Abstract. Preschool children learning English as a foreign language differ in vocabulary knowledge, listening comprehension, pronunciation, confidence and previous language experience. These differences require flexible teaching strategies that can accommodate individual learning needs within the same classroom. This article examines the application of differentiated approaches in teaching English to 5–6-year-old preschool children. The classroom-based study involved 26 children with mixed beginner-level English abilities and was conducted over two months. Games, songs, flashcards and role-play were used as the main instructional activities. Classroom observation focused on children's participation, vocabulary use, willingness to communicate and responses to different forms of teacher support. The observations indicate that visual materials, repetition, modelling, scaffolding and flexible task difficulty can facilitate children's participation in English activities.

Keywords: differentiated instruction, preschool education, English language teaching, young learners, language abilities, educational games, songs, flashcards, role-play.

MAKTABGACHA YOSHDAGI TURLI TIL QOBILIYATLARIGA EGA BOLALARGA INGLIZ TILINI O‘QITISHDA DIFFERENSIAL YONDASHUVLAR: SINFXONA SHAROITIDAGI TADQIQOT

Annotatsiya. Ingliz tilini chet tili sifatida o‘rganayotgan maktabgacha yoshdagi bolalar lug‘at boyligi, nutqni tushunish, talaffuz, o‘ziga ishonch va avvalgi til tajribasi jihatidan bir-biridan farq qiladi. Bunday farqlar bir guruh doirasida bolalarning individual ta’limiy ehtiyojlarini hisobga olishga imkon beruvchi moslashuvchan pedagogik yondashuvlardan foydalanishni talab etadi. Mazkur maqolada 5–6 yoshli maktabgacha ta’lim yoshidagi bolalarga ingliz tilini o‘rgatishda differensial yondashuvdan foydalanish masalasi yoritilgan. Tadqiqot ikki oy davomida olib borilib, ingliz tilini boshlang‘ich darajada turlicha biladigan 26 nafar bola ishtirok etdi. Asosiy ta’lim faoliyatlari sifatida didaktik o‘yinlar, qo‘shiqlar, flesh-kartalar va rolli o‘yinlardan foydalanildi. Kuzatuv jarayonida

bolalarning mashg‘ulotlardagi ishtiroki, lug‘at boyligidan foydalanishi, og‘zaki muloqotga tayyorligi hamda turli pedagogik yordam shakllariga munosabati o‘rganildi. Natijalar vizual materiallar, takrorlash, namuna ko‘rsatish, pedagogik ko‘mak va turli murakkablikdagi topshiriqlardan foydalanish bolalarning ingliz tili mashg‘ulotlaridagi faolligini oshirishga yordam berishini ko‘rsatdi.

Kalit so‘zlar: differensial ta’lim, maktabgacha ta’lim, ingliz tilini o‘qitish, maktabgacha yoshdagi bolalar, til qobiliyatlari, didaktik o‘yinlar, qo‘shiqlar, flesh-kartalar, rolli o‘yinlar.

РАЗДИФФЕРЕНЦИРОВАННЫЕ ПОДХОДЫ К ОБУЧЕНИЮ АНГЛИЙСКОМУ ЯЗЫКУ ДОШКОЛЬНИКОВ С РАЗНЫМИ ЯЗЫКОВЫМИ СПОСОБНОСТЯМИ: ИССЛЕДОВАНИЕ В УСЛОВИЯХ УЧЕБНОЙ ГРУППЫ

Аннотация. Дошкольные дети, изучающие английский язык как иностранный, различаются по уровню словарного запаса, пониманию речи, произношению, уверенности и предшествующему языковому опыту. Эти различия требуют гибких педагогических подходов, позволяющих учитывать индивидуальные образовательные потребности детей в рамках одной учебной группы. В статье рассматривается применение дифференцированного подхода при обучении английскому языку детей 5–6 лет. Исследование проводилось в течение двух месяцев с участием 26 детей, имевших различный уровень начальной языковой подготовки. В качестве основных видов деятельности использовались обучающие игры, песни, флеш-карточки и ролевые игры. С помощью классного наблюдения изучались участие детей в занятиях, использование лексики, готовность к устному общению и реакция на различные виды педагогической поддержки. Результаты наблюдений показывают, что использование визуальных материалов, повторения, моделирования, педагогической поддержки и заданий различной степени сложности способствует активизации участия детей в изучении английского языка.

Ключевые слова: дифференцированное обучение, дошкольное образование, обучение английскому языку, дошкольники, языковые способности, обучающие игры, песни, флеш-карточки, ролевые игры.

Introduction. Early childhood is an important period for language development. Young children are generally responsive to repetition, rhythm, visual materials, movement and meaningful interaction. At the same time, children studying a foreign language within the same preschool group may differ considerably in their previous language experience, vocabulary knowledge, pronunciation and confidence.

Teaching English to young learners therefore requires approaches that correspond to children's age, cognitive development and individual language abilities. Cameron [1] emphasises the importance of adapting language activities to children's developmental characteristics, while Pinter [2] highlights interaction, meaningful activities and appropriate teacher support.

One of the approaches that can address such differences is differentiated instruction. Tomlinson [3] describes differentiation as an approach in which teachers adapt aspects of instruction according to learners' readiness, interests and learning needs. In preschool English education, differentiation does not necessarily require separate lessons for individual children. Rather, the same topic and learning objective can be maintained while varying the amount of support, task complexity and expected language production.

Thus, a child with limited English experience may identify a picture or repeat an individual word, whereas a more confident learner may use the same vocabulary in a short sentence. Such an approach enables children with different abilities to participate in a common learning process while receiving an appropriate level of challenge.

Purpose of the study. The purpose of the study was to examine how differentiated teaching approaches can support English language learning among preschool children with different beginner-level abilities.

Particular attention was given to children's participation in English activities, understanding and use of basic vocabulary, willingness to communicate orally, responses to visual and verbal support, and ability to participate in tasks with different levels of difficulty.

Research questions

The study addressed the following questions:

1. How can differentiated activities accommodate different English language abilities among preschool children?
2. How can games, songs, flashcards and role-play support children's participation in English lessons?
3. What forms of teacher support can facilitate participation among beginning preschool English learners?

Literature review

Differentiated Instruction

Learners differ in their previous knowledge, readiness, interests and learning needs. Differentiated instruction seeks to respond to these differences by adapting teaching processes and learning tasks [3].

Tomlinson [3] identifies content, process, product and learning environment as important areas of differentiation. In preschool English lessons, these principles can be implemented through relatively simple adaptations. Children may work with the same vocabulary while demonstrating their knowledge in different ways.

For example, a beginning learner may identify a picture or repeat a word, while a more confident learner may use the same word in a short sentence.

Consequently, differentiation allows children to participate in a shared learning experience without requiring identical linguistic performance.

Teaching English to Young Learners

Young learners require teaching approaches that take their developmental characteristics into consideration. Cameron [1] argues that language activities for children should provide meaningful opportunities for language use and correspond to their cognitive development. Pinter [2] similarly emphasises interaction and communication in language learning.

Songs, games, stories and movement activities can therefore provide valuable opportunities for repetition and language practice. Brewster, Ellis and Girard [4] also emphasise the pedagogical value of such activities in young learners' English education.

Interaction and Teacher Support

The role of interaction and appropriate support can also be explained from a sociocultural perspective. Vygotsky [5] emphasised the importance of social interaction and assistance in children's learning and development.

This perspective is particularly relevant to differentiated teaching because children may need different levels of assistance when completing the same task. Teachers can use gestures, pictures, modelling, repetition and sentence prompts to support learners. As children's competence develops, such support can gradually be reduced, encouraging greater independence.

Methodology

Research Design. The study employed a classroom-based qualitative observational design. It focused on the practical implementation of differentiated activities in an authentic preschool English-learning environment. The study was not intended to produce statistical generalisations; rather, it examined children's participation, responses and interaction during regular English lessons.

Participants. The participants were 26 preschool children aged 5–6. All children were beginner-level English learners, although differences were observed in vocabulary knowledge, pronunciation, comprehension and confidence.

Duration. The classroom observations were conducted over two months during regular English language lessons.

Instructional Activities

Four main types of activities were used: educational games, songs and movement activities, flashcard-based tasks, and role-play. These activities were adapted according to children's individual language abilities.

Differentiation Procedures. Differentiation was implemented through three main forms of adaptation. First, different levels of teacher support were provided through visual prompts, gestures, modelling, repetition and sentence starters. Second, children were encouraged to produce language at different levels:

beginning learners could respond with individual words or short phrases, while more confident learners could produce complete sentences. Third, task complexity was adjusted while maintaining a common topic.

For example, during an activity on animals, a beginning learner could respond to "Where is the cat?" by pointing to the correct picture. A developing learner could answer "Cat", while a more confident learner could say "It is a cat". Thus, the same vocabulary was practised at different levels of linguistic production.

Differentiated classroom activities

Games were used to introduce, practise and revise vocabulary. They provided opportunities for repetition while maintaining children's attention and participation [4]. During colour-recognition activities, for example, beginning learners could find an object of the requested colour, developing learners could name the colour, and more confident learners could produce a short sentence such as "It is red".

Songs and Movement Activities. Songs were used to practise vocabulary and simple expressions through repetition, rhythm and movement. Children with limited confidence could initially participate by following the teacher's movements and later repeat individual words. More confident learners could sing independently and use target vocabulary without direct modelling.

Flashcards. Flashcards were used to introduce and revise vocabulary. Visual materials can provide young learners with a concrete representation of the meaning of new words [1]. Beginning learners repeated words after the teacher, while more confident learners identified pictures independently or used target vocabulary in simple sentences, such as "It is an apple".

Role-Play. Role-play created opportunities for children to use English in simple communicative situations [2]. For example, children practised a short shop dialogue:

"Hello."
"Apple, please."
"Here you are."
"Thank you."

Beginning learners could repeat individual expressions, while more confident children could participate in a longer exchange. In this way, role-play provided different levels of communicative participation within one activity.

Classroom observations and results. The two-month classroom observations revealed several important patterns. Children differed considerably in their participation in the same activities. Some responded immediately to questions and instructions, whereas others required additional modelling, repetition or visual support.

Visual materials were particularly useful for children with limited vocabulary. Flashcards helped connect English words with concrete visual representations and enabled children to demonstrate comprehension even when they could not produce complete verbal responses.

Games and songs also encouraged participation among children who were initially less confident. Their repetitive structure provided repeated exposure to target vocabulary in an engaging context. Role-play, in turn, enabled more confident children to produce longer expressions while allowing beginning learners to participate using short phrases.

Another important observation was that children's participation changed over time. Some children who initially required substantial teacher support gradually became able to respond with less assistance. This suggests that differentiation should remain flexible rather than being based on permanent ability groups.

Discussion. The classroom observations indicate that differentiated instruction can be incorporated into ordinary preschool English lessons without creating separate programmes for individual children. A common topic and learning objective can be maintained while the level of support, task complexity and expected language production are adjusted.

This approach corresponds to Tomlinson's [3] understanding of differentiation as a means of responding to learner differences. It also supports the use of interactive activities in teaching young learners. Games, songs and role-play provide opportunities for repetition, communication and active participation, which are important characteristics of age-appropriate language learning [1; 2].

Teacher scaffolding was another important component. Gestures, pictures, modelling and repetition helped children who needed additional assistance, while gradual reduction of support encouraged greater independence. This is consistent with the sociocultural perspective on learning proposed by Vygotsky [5].

At the same time, effective differentiation requires continuous observation. Tasks that are too easy may reduce children's interest, whereas excessive difficulty may discourage less confident learners. Teachers therefore need to adjust support and challenge according to children's changing responses.

Practical recommendations. For preschool English teachers, several practical recommendations can be proposed. Teachers should first identify differences in children's vocabulary knowledge, comprehension, pronunciation and willingness to participate. Common topics can then be taught through tasks with different levels of difficulty.

Visual materials, gestures and real objects can support children with limited vocabulary, while songs, games and classroom routines can provide repeated exposure to target language [4]. Role-play can be adapted to children's linguistic abilities by varying the length and complexity of dialogues. Teacher modelling should gradually be reduced as children become more confident.

Importantly, children should not be permanently labelled as “weak” or “strong” learners. Language abilities are dynamic and may change as children gain experience and confidence.

Limitations of the study. The study involved only one group of 26 preschool children; therefore, its observations cannot be generalised to all preschool learners.

The two-month observation period was also relatively short for assessing long-term foreign-language development.

Another limitation is the use of classroom observation rather than standardised language assessment. Consequently, the findings describe children's participation and classroom behaviour rather than statistically measured language gains.

Future research could involve several preschool groups, longer observation periods and systematic pre- and post-assessment of vocabulary, comprehension and speaking abilities.

Conclusion. Differentiated instruction provides a practical way to address differences among preschool children learning English as a foreign language. The classroom-based study of 26 children aged 5–6 demonstrated that games, songs, flashcards and role-play can be adapted according to children's different levels of language ability.

The observations suggest that visual support, repetition, teacher modelling, scaffolding, flexible task difficulty and different expectations for language production can facilitate children's participation in English activities. At the same time, differentiation does not require permanent separation of children according to their abilities. A common learning objective can be maintained while the level of support and linguistic challenge is adjusted to individual needs.

Therefore, differentiated approaches can contribute to a more inclusive, interactive and supportive environment for early English language learning.

References:

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FAN VA TA'LIM YANGILIKLARI
JURNALI

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Maqolada keltirilgan fakt va ma'lumotlarning to'g'riligi uchun mualliflar mas'uldirlar.

"Fan va ta'lim yangiliklari" ilmiy-amaliy jurnali Oliy attestatsiya komissiyasi Rayosatining qarori (25.08.2025 y., №374/5) bilan pedagogika va psixologiya fanlari bo'yicha falsafa doktori (PhD) va fan doktori (DSc) ilmiy darajasiga talabgorlarning dissertatsiyalari asosiy ilmiy natijalarini chop etish tavsiya etilgan milliy ilmiy nashrlar ro'yxatiga kiritilgan.

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