



THE USE OF DIGITAL TECHNOLOGIES AND INTERACTIVE LEARNING MATERIALS IN TEACHING ENGLISH TO LEARNERS IN PRESCHOOL EDUCATION INSTITUTIONS

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Annotation: *Abstract: This article discusses the importance of using digital technologies and interactive educational materials in teaching English to preschool learners. The main aim of the study is to explore how digital tools such as videos, educational games, interactive applications, and multimedia resources can enhance young learners' motivation and language curiosity. The article highlights age-appropriate teaching methods and emphasizes the role of visual and audio materials in improving listening, speaking and cognitive skills. The study also examines the benefits of interactive learning in creating an engaging and supportive learning environment. The researches suggest that the effective use of digital technologies in preschool education contributes to improved vocabulary development, pronunciation, and learner engagement.*

Annotatsiya: *Ushbu maqolada maktabgacha yoshdagi o'quvchilarga ingliz tilini o'qitishda raqamli texnologiyalar va interaktiv o'quv materiallaridan foydalanishning ahamiyati muhokama qilinadi. Tadqiqotning asosiy maqsadi videolar, o'quv o'yinlari, interaktiv ilovalar va multimedia resurslari kabi raqamli vositalar yosh o'quvchilarning motivatsiyasi va tilni o'zlashtirishini qanday oshirishi mumkinligini o'rganishdir. Maqolada yoshga mos o'qitish usullari ta'kidlangan va tinglash va gapirish ko'nikmalarini yaxshilashda vizual va audio materiallarning roli ta'kidlangan. Tadqiqot shuningdek, interaktiv o'rganishning qiziqarli va qo'llab-*



quvvatlovchi o'quv muhitini yaratishdagi afzalliklarini ham o'rganadi. Natijalar shuni ko'rsatadiki, maktabgacha ta'limda raqamli texnologiyalardan samarali foydalanish so'z boyligini rivojlantirish, talaffuz qilish va o'quvchilarning faolligini oshirishga yordam beradi.

Аннотация: В данной статье рассматривается важность использования цифровых технологий и интерактивных образовательных материалов в обучении английскому языку детей дошкольного возраста. Основная цель исследования — изучить, как цифровые инструменты, такие как видео, образовательные игры, интерактивные приложения и мультимедийные ресурсы, могут повысить мотивацию и усвоение языка у юных учащихся. В статье освещаются соответствующие возрасту методы обучения и подчеркивается роль визуальных и аудиоматериалов в улучшении навыков аудирования и говорения. В исследовании также рассматриваются преимущества интерактивного обучения в создании увлекательной и благоприятной учебной среды. Результаты показывают, что эффективное использование цифровых технологий в дошкольном образовании способствует улучшению словарного запаса, произношения и вовлеченности учащихся.

In recent years, the integration of digital technologies into preschool education has become increasingly important. Teaching English to young learners includes the use of engaging, interactive, and age-appropriate methods. Preschool learners have short attention spans and learn more effectively through play, visuals, and sounds. Therefore, digital technologies and interactive educational materials play a significant role in creating a motivating learning environment. This article aims to analyze the effectiveness of using digital tools and interactive materials in teaching English to preschool learners.

Preschool learners possess distinct cognitive, linguistic, and social traits that influence the language learning process. At this stage, children can learn best through sensory experiences, play, repetition, and meaningful interaction. Young learners have limited working memory capacity and benefit from concrete, visually



rich stimuli. Abstract explanations or lengthy verbal instructions may reduce comprehension and engagement. Children in early childhood education often exhibit brief periods of attention. Instructional materials must therefore be dynamic, colorful, and interactive to sustain their focus. Play is a natural mode of learning during early childhood. Integrating games, songs, and playful activities into English lessons fosters joy and intrinsic motivation. Several scholars have expressed their opinions on this topic. The first of them which Jean Piaget emphasized that preschool children learn best through active interaction with their environment. According to his theory of cognitive development, young learners are in the preoperational stage, where learning occurs through visual stimuli, play, and hands-on experiences. Piaget's ideas support the use of interactive learning materials that encourage exploration and discovery rather than passive memorization. Lev Vygotsky highlighted the importance of social interaction and scaffolding in children's learning processes. His concept of the Zone of Proximal Development (ZPD) suggests that children learn best when guided by adults or more capable peers. Vygotsky's theory strongly supports the integration of digital and interactive materials as tools that mediate language learning and promote meaningful communication in English. Stephen Krashen's Input Hypothesis states that language acquisition occurs when learners are exposed to comprehensible input that is slightly above their current language level ($i+1$). Krashen's theory supports the idea that interactive digital materials make English input more accessible and engaging for preschool learners, leading to more effective language acquisition.

These characteristics indicate that traditional lecture-based or textbook-focused methods alone are insufficient for effective language acquisition in preschool settings. Instead, an approach that prioritizes interaction, exploration, and sensory engagement is necessary. Digital technologies encompass a wide range of tools that support language learning. Apps that combine audio, visuals, and text offer multi-sensory learning experiences. For example, animated storybooks and digital flashcards help reinforce vocabulary through sound and imagery. Game-based



learning increases motivation and encourages active participation. Games with rewards and levels make repetition enjoyable and help solidify language patterns. These devices allow teachers and learners to interact with digital content collaboratively. Activities like drag-and-drop matching or tracing letters enhance kinaesthetic learning.

Tablets and smartphones with English language apps provide opportunities for practice outside the classroom, enabling personalized learning at the learner's pace. The use of digital technologies in teaching English to preschool learners offers several significant benefits. Bright visuals, sounds, and interactive elements capture learners' attention more effectively than static materials. Combining auditory and visual stimuli supports memory retention and pronunciation accuracy. Many digital tools adjust difficulty levels according to learners' responses, ensuring that children are neither bored nor overwhelmed. Interactive programs often provide immediate feedback, helping learners correct mistakes and build confidence.

Research has shown that learners who engage with appropriately designed digital English learning tools demonstrate higher levels of participation and improved language comprehension compared to those receiving only traditional instruction.

Interactive learning materials are resources that require active learner participation to achieve educational outcomes. Flashcards with sound and animation make vocabulary learning more memorable. Music and rhythm enhance phonological awareness and help learners internalize language patterns. Digital stories where children can tap objects to hear words and sentences reinforce listening and reading skills. Activities like word matching, puzzles, and simple quizzes motivate learners to explore language structures. Interactive materials support several pedagogical goals. Active Learning: Learners make choices, respond, and manipulate objects, which deepens understanding and retention. Interactive activities often encourage group participation and communication among peers. Many materials blend listening, speaking, reading, and vocabulary tasks, offering comprehensive



language exposure. Interactive content increases enthusiasm and makes learning feel like play, which is crucial in early childhood education.

Despite the advantages of digital and interactive resources, the teacher's role remains central to successful implementation. Teachers must:

Select age-appropriate and pedagogically sound digital tools.

Guide learners through activities with clear instructions and scaffolding. Monitor learners' progress and provide individualized support. Integrate digital activities with real-world interaction and social play. Effective use of digital technologies does not mean replacing teachers; rather, it augments their instructional strategies and enhances learning opportunities. While digital tools and interactive materials offer clear benefits, preschool institutions may encounter challenges. Not all schools may have adequate devices or reliable internet access. Educators must receive training to use digital tools effectively and integrate them with curriculum goals. Screen time should be balanced with hands-on activities to support healthy development. Teachers must evaluate the educational quality of digital content to ensure suitability for young learners. By addressing these considerations through strategic planning, professional development, and infrastructure support, preschool institutions can maximize the positive impact of digital innovations.

Conclusion. The integration of digital technologies and interactive learning materials in preschool English instruction represents a forward-thinking approach that aligns with young learners' developmental needs. By leveraging engaging multimedia tools and interactive resources, educators can create vibrant, motivating, and effective language learning environments. As educational technology continues to evolve, its thoughtful application in early childhood English education promises long-term benefits for learners' linguistic growth and lifelong learning attitudes.

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