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ENHANCING COGNITIVE AND LINGUISTIC DEVELOPMENT IN PRESCHOOL CHILDREN THROUGH AN INTEGRATIVE MULTIMEDIA APPROACH TO TEACHING ENGLISH

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Abstract: *This article investigates the use and pedagogical significance of multimedia technologies in teaching English to preschool children through an integrative approach. It identifies age-specific and pedagogical-psychological factors that influence young learners' interest and engagement in English. Additionally, it provides evidence-based recommendations for effectively integrating multimedia tools to enhance cognitive, linguistic, and cultural development in early childhood education.*

Keywords: *preschool education, English language teaching, integrative approach, cognitive development, cultural development, worldview, modern technologies, computer, television, interactive whiteboard, video, audio, animation, didactic games, preschool institutions, foreign language curricula, multimedia technologies*

Introduction

Currently, global preschool education emphasizes teaching foreign languages to children according to their age-specific characteristics. Research focuses on teaching English to preschoolers through songs, colorful and engaging flashcards, stories, information technology tools, and digital games. At the same time, attention is given to using multimedia technologies in teaching, organizing lessons as games, identifying psychological features of foreign language learning, creating interactive visual resources, and improving multimedia presentations and teaching methods.

Literature Review

The use of an integrative approach in preschool education has been widely applied. Pedagogically, this approach helps children form a holistic understanding of the world and their place within it.

Considering the current research, it is important to note that in Uzbekistan, integration in preschool education has not yet been fully studied or researched from a scientific-pedagogical perspective.

Other research in the preschool education field includes:

- **G. Nazirova**, who studied improving the pedagogical process in preschool institutions;

- **N. Mo'minova**, who focused on developing media competence in preschool teachers during professional development;

- **I. To'ychiyeva**, who studied the development of cognitive activity in preschool preparatory groups and emphasized the importance of integrating elements of folk pedagogy;

- **Z. Azizova**, who contributed by studying moral and aesthetic development in older preschoolers through puppet theater;

- **F. Qodirova**, who investigated the development of children's speech based on their native language, including phonetic, lexical, and grammatical aspects.

Using multimedia technologies in teaching English through an integrative approach gradually increases the complexity of foreign language material, helps develop children's intellectual and personal potential, and enhances their ability to acquire foreign language skills, making later English learning more effective.

In modern conditions, fostering a holistic perception of the world allows effective foreign language teaching. An integrative-communicative approach, combining age-appropriate activities, can promote communication and engagement among learners.

Research Methodology

The study applied a combination of theoretical (analytical-statistical, comparative), diagnostic (surveys, interviews, questionnaires, observations), pedagogical-experimental, and mathematical methods (statistical processing, graphical representation, etc.). Philosophical, methodological, pedagogical, and psychological approaches were considered, alongside national experience and both domestic and international research on developing cognitive activity in preschoolers.

The components of English learning assessed included:

- **Motivational component:** the child's desire to acquire new knowledge and recognize the personal relevance of learned material;

- **Content-activity component:** interest in learning through activities in development centers, independent cognitive activity, collaboration in pairs or small groups, and engagement in research and reflection;

- **Emotional-evaluative component:** the presence of positive feelings during learning and the ability to assess personal successes and areas for improvement.

Analysis and Results

The study highlights the scientific significance of using multimedia technologies to teach English to 5–6-year-old children through an integrative approach. Age-specific and pedagogical-psychological features of developing interest in English were identified.

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Components and functions of multimedia technologies were defined, and didactic opportunities for their use in integrative English teaching were revealed.

Considering children's strong interest in modern information technologies, it is appropriate to use these tools effectively in English lessons. Multimedia plays a crucial role in teaching comprehension and speaking skills. Combining lesson materials with audio and video resources helps preschool children learn English through an integrative approach and motivates their speech activity.

An example of this implementation is the **"English is Fun"** multimedia educational resource. This resource allows children to learn English using computers, televisions, interactive whiteboards, and the internet. It includes video, audio, animation, and didactic games that facilitate rapid and easy learning. Animated topics help children fully comprehend new knowledge.

The **"English is Fun"** resource covers topics comprehensively and includes interactive exercises and games to reinforce learning. Its primary goal is to develop preschool children's cognitive interest and English language skills through multimedia technologies. Texts, images, and audio materials are presented in a way that facilitates easy comprehension. The resource also contains songs, poems, cartoons, educational videos, and didactic games to reinforce each topic.

Conclusion and Recommendations

Based on the study, the following conclusions were drawn:

• Using multimedia technologies (poems, songs, storytelling, dramatization) in combination with integrative English lessons effectively strengthens children's language skills.

• Integrating English, music, rhythm, and creative activities enhances listening comprehension, speaking ability, and motivation to learn English.

• Multimedia resources play a major role in teaching comprehension and speech production. Incorporating audio, video, and animation materials helps preschool children learn English effectively and motivates speech activity.

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