

THE ROLE OF CARTOONS IN FOREIGN LANGUAGE TEACHING IN PRESCHOOL EDUCATION

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Abstract: We would prefer to demonstrate in this article about old and contemporary methodologies in teaching foreign language to preschool educational establishments. The article considers innovative methods of foreign languages teaching and various techniques used in the teaching course.

Key words: Cartoons, tourism, hypothesis

Nowadays English has gained the situation of an international language it has become an important part of modern culture, economics, politics, sports, education, art, tourism and knowledge all over the world. The main idea of all his works is that in order to learn any language more efficiently, it should be taught in a natural way. The linguist has put forward every interesting hypothesis about the acquisition of foreign languages according to Stephen Krashen (1982) there are two ways in which we can study a foreign language acquisition and learning. They can watch movies, TV Shows cartoon, listen to talk shows, speeches from conferences, download and use a wide variety of programs, including games that them to replenish vocabulary learn grammar, develop listening and writing skills in the life. Watching cartoon in a foreign has a positive effect not only improving the skill but also and other language levels mastering, in particular the child learns new words, learns to build sentences, ask question and use them in the appropriate context, for example, Dr. Bayaz Enayati and Farhad Kakarash investigated the influence of English cartoon-viewing on grammatical accuracy of elementary students. The researchers noted the positive impact of cartoons on language acquisition, in particular, it's grammatical structure. However, as the results of their research showed, watching cartoons does not allow to improve writing skills. These skills are the most difficult to master and cartoons or any other video materials do not actualize them (Enayati and Kakarash, 2016). Using cartoon language classroom from a constructivist point of view, nowadays, the world of educational technology has been rapidly improving with the development of audiovisual tools and means which awards educator with many possibilities to construct activities and utilize techniques around the use of authentic materials in language classroom. Baylor (1996) first believe that utilization of cartoon as an educational tool has an immediate impact in the classroom. Both wanted to encourage teachers to use purposeful approach to practical and instant influence in the classroom. Using animated as an educational tool in language. Classroom not only has an influence of cartoon classroom also has an effective impact. However, innovative learning creative teaching strategy consequently the aim of this paper is to discuss how animated cartoon as a pedagogical material can be employed in language classroom from a constructive point of view. Moreover, when students watch cartoon they can gain the stimulus to speak the target language. Hull (1943) in his "behavioral theory" that four main factors influence second language acquisition: stimulus, association, reinforcement and imitation. Watching cartoons films creates on opportunity for the students to employ vocabulary they gain in different contextual situations, because they are able to get this stimulus needed for building up vocabulary and using language in different forms. Watching cartoon films in language would change students' attitude from negative to positive. Because watching cartoons films allows the two hemispheres of the brain to fully work and because they are embedded with facilitating tools such as music, sound, colorful attributes cartoon films would be meaningful learning material that need less comprehension skills and keep the classroom manageable and orderly. Cartoon, usually attract students' attention and don't allow learners to get released out of the learning context as the include satisfying tools and comic speeches.

Different techniques are used in the field of foreign language teaching to make the learning effective. Teachers choose a technique according to context and availability of resources in the class one of the audiovisual (AV) media in class to assist learning. Computer assisted animations and cartoon can be used in the class. There are many advantages of using AV media in class (Arsyad, 2008). A quantitative research

design was chosen to investigate the efficiency of instruction methods in teaching English on primary level through action research. The population was selected from governing primary school for the research study. The aim of this is to increase the foreign language learning of primary school children through cartoons action and contextual presentation of cartoons for primary school children helps to increase children's vocabulary in a foreign language, replaced the effects of boring quit lessons. Cartoon the audios on this screen help students memorize new words and memorize them. Cartoons are very helpful in teaching a foreign language because cartoons explain to children with cartoons colorful landscapes and its characters, music and sound effects, rather than just learning the language. And the world of life can help children learn both worldview and vocabulary and a foreign language and make their imagination more interesting and make it easier for students to understand and learn and guess the meaning of words because language and action garden in cartoons. It is useful for high school and support students such skills are mainly effective in teaching a foreign language but also in teaching other subjects. The use of cartoon as a teaching material for children also helps teachers and encourages students to actively participate in lessons and improve their skills. As a learning material from basic animated cartoons develops the language of students when varied out with constructive production cartoons are an expressive from of language and animated cartoons suit the level of all students and are easier for everyone understand.

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