Duolingo's own research reports echo these findings. A company study of nearly 100 Portuguese speakers learning English found that after completing the Duolingo course's Basic (A2) level, learners achieved Intermediate High reading proficiency and Intermediate Mid listening proficiency on the ACTFL scale. This surpassed the expected A2 outcome (Intermediate Mid), indicating that Duolingo users often exceed official benchmarks. Similar results were found in a prior study of Spanish speakers. Together, these data suggest Duolingo can effectively develop reading and listening skills through regular app use.

To maximize benefits, educators recommend blended use of apps. Apps should *supplement* – not fully replace – traditional instruction. As a language school blog emphasizes, "apps shouldn't replace traditional methods entirely… A comprehensive understanding of grammar, culture, and real-life use is vital for true proficiency". This aligns with research: even the best app's content works best when reinforced by a human instructor or conversational partner. As Lim & Toh put it, the *teacher, not the tool, makes the difference*. Apps can provide drill and practice, but a teacher can clarify complex points, facilitate speaking practice, and ensure correct usage.

Finally, access and equity are considerations. Many learners, especially in under-resourced regions, benefit from free apps since they lack access to paid tutors. Duolingo and similar platforms are universally accessible via smartphone, removing cost and location barriers. However, not all languages or dialects have robust app support. And excessive screen time raises concerns, so app learning should be balanced with offline activities.

Conclusion. Educational language apps have emerged as powerful supplements to traditional teaching. When well-designed and properly integrated, apps offer flexible, engaging practice that can accelerate learning of vocabulary, grammar and comprehension skills. Empirical studies consistently find that motivated learners using apps outperform peers using only conventional methods on many metrics. These gains rest on adhering to sound pedagogical principles: apps should be interactive, immersive, meaningful and enjoyable. They must also be part of a structured learning plan, with teachers or parents guiding usage and providing feedback.

Overall, the evidence suggests that properly used educational apps can significantly enhance target-language learning – turning study time into active, playful, and effective practice. As technology and pedagogical research advance, these digital tools are likely to become even more integral to language education, empowering learners around the globe to achieve proficiency on demand.

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DEVELOPING SPEAKING SKILLS IN PRESCHOOL ENGLISH EDUCATION: A COMPARATIVE METHODOLOGICAL ANALYSIS

Annotation. *This study presents a comparative methodological analysis of approaches used to develop speaking skills in preschool English education in Uzbekistan and Finland. The research focuses on three key pedagogical methods: Total Physical Response (TPR), Content and Language Integrated Learning (CLIL), and Play-Based Learning (PBL). The study examines how these methods are implemented within different educational systems. While Uzbekistan's preschool English instruction often emphasizes structured teacher-led activities and controlled language practice, Finland's system is characterized by child-centered, play-oriented, and integrated learning environments. The findings suggest that although TPR, CLIL, and PBL are present in both contexts, their methodological application differs significantly. The study highlights the importance of balancing structured instruction with communicative and play-oriented strategies to enhance speaking skill development in preschool English classrooms.*

Keywords: *preschool English education, speaking skill development, comparative education, Total Physical Response, Content and Language Integrated Learning, Play-Based Learning, Uzbekistan, Finland, early childhood pedagogy.*

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MAKTABGACHA TA'LIMIDA INGLIZ TILI GAPIRISH KO'NIKMALARINI RIVOJLANTIRISH: QIYOSIY METODOLOGIK TAHLIL

Annotatsiya. *Ushbu tadqiqot O'zbekiston va Finlandiyada maktabgacha ta'limda ingliz tili nutq ko'nikmalarini rivojlantirish uchun qo'llaniladigan yondashuvlarning qiyosiy metodologik tahlilini taqdim etadi. Tadqiqot uchta asosiy pedagogik usulga qaratilgan: Total Physical Response (TPR), Content and Language Integrated Learning (CLIL), and Play-Based Learning (PBL). Tadqiqotda ushbu usullarning turli ta'lim tizimlarida qanday qo'llanilishi o'rganiladi. O'zbekistonning maktabgacha ta'lim muassasalarida ingliz tilini o'qitishda ko'pincha o'qituvchi boshchiligidagi tizimli faoliyatga urg'u bersa-da, Finlyandiya tizimi bolaga yo'naltirilgan, o'yinga yo'naltirilgan va integratsiyalashgan o'quv muhiti bilan ajralib turadi. Tadqiqot natijalari shuni ko'rsatadiki, TPR, CLIL va PBL ikkala kontekstda ham mavjud bo'lsa-da, ularning metodologik qo'llanilishi sezilarli darajada farq qiladi. Tadqiqot maktabgacha ta'lim muassasalarining ingliz tili o'qitishda nutq ko'nikmalarini rivojlantirishni kuchaytirish uchun tizimli o'qitishni kommunikativ va o'yinga yo'naltirilgan strategiyalar bilan muvozanatlash muhimligini ta'kidlaydi.*

Kalit so'zlar: *maktabgacha ingliz tili ta'limi, nutq qobiliyatini rivojlantirish, qiyosiy ta'lim, to'liq jismoniy reaksiya, kontent va tilni integratsiyalashgan o'rganish, o'yinga asoslangan o'rganish, O'zbekiston, Finlyandiya, erta bolalik pedagogikasi.*

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РАЗВИТИЕ НАВЫКОВ ГОВОРЕНИЯ НА АНГЛИЙСКОМ ЯЗЫКЕВ ДОШКОЛЬНОМ ОБРАЗОВАНИИ: СРАВНИТЕЛЬНЫЙ МЕТОДОЛОГИЧЕСКИЙ АНАЛИЗ

Аннотация. *В данном исследовании представлен сравнительный методологический анализ подходов, используемых для развития навыков устной речи в дошкольном образовании на английском языке в Узбекистане и Финляндии. Исследование сосредоточено на трех ключевых педагогических методах: метод полного физического реагирования (TPR), интегрированное обучение содержанию и языку (CLIL) и обучение на основе игры (PBL). В исследовании рассматривается, как эти методы реализуются в различных образовательных системах. В то время как в Узбекис-тане дошкольное обучение английскому языку часто делает акцент на структурированных заня-тиях под руководством учителя и контролируемой языковой практике, система Финляндии харак-теризуется ориентированной на ребенка, игровой и интегрированной учебной средой. Результаты показывают, что, хотя TPR, CLIL и PBL присутствуют в обоих контекстах, их методологическое применение значительно различается. В исследовании подчеркивается важность сочетания структурированного обучения с коммуникативными и игровыми стратегиями для развития навы-ков устной речи в дошкольных группах.*

Ключевые слова: *дошкольное образование на английском языке, развитие навыков устной речи, сравнительное образование, метод полного физического реагирования, интегрированное обучение содержанию и языку, обучение на основе игры, Узбекистан, Финляндия, педагогика раннего детства.*

Introduction. The development of speaking skills in early childhood is a fundamental objective of preschool English education. Oral communication forms the basis of language competence and supports cognitive, social, and emotional development. In preschool settings, speaking ability is not limited to pronunciation accuracy but also includes vocabulary use, sentence formation, and communicative fluency. However, the methodological approaches used to develop speaking skills differ significantly across national contexts.

This article presents a comparative methodological analysis of preschool English education in Uzbekistan and Finland. Both countries recognize the importance of early language learning, yet their educational philosophies, classroom practices, and pedagogical traditions differ. Uzbekistan has recently reformed its preschool system and expanded English instruction, often emphasizing structured activities and teacher-guided practice. In contrast, Finland's preschool education system is widely known for its

child-centered and play-oriented philosophy, where learning occurs through exploration, interaction, and integrated thematic activities.

The study focuses on three major methodological approaches that influence speaking skill development: Total Physical Response (TPR), Content and Language Integrated Learning (CLIL), and Play-Based Learning (PBL). These approaches are present in both educational systems but are implemented differently. TPR supports comprehension and oral response through physical movement; CLIL integrates language learning with subject content; and PBL promotes spontaneous communication through play and social interaction.

By comparing the methodological application of these three approaches in Uzbekistan and Finland, this article aims to identify how different pedagogical frameworks shape opportunities for oral language development in preschool classrooms.

Literature Review. The development of speaking skills in early childhood is closely connected to cognitive and social interaction processes. According to Lev Vygotsky, language develops through social interaction and guided participation. His concept of the Zone of Proximal Development emphasizes that children acquire new linguistic forms when supported by more knowledgeable partners. [9]

From a cognitive developmental perspective, Jean Piaget argued that children in the preoperational stage learn best through active engagement and symbolic play. This theoretical position supports the idea that speaking skills should be developed through interactive activities [7].

Research in second language acquisition also highlights the importance of meaningful input and output. Stephen Krashen proposed the Input Hypothesis, suggesting that language acquisition occurs when learners are exposed to comprehensible input slightly above their current level [4].

Total Physical Response (TPR). Total Physical Response was developed by James Asher. The method is based on the coordination of language and physical movement. Asher argued that children learn language more effectively when comprehension is developed before forced speech production. [1] In preschool contexts, TPR supports vocabulary acquisition and pronunciation practice. However, researchers note that if TPR remains limited to command-response patterns, it may not fully develop spontaneous speaking ability. Therefore, its effectiveness depends on how teachers extend physical response into communicative production.

Content and Language Integrated Learning (CLIL). Content and Language Integrated Learning was conceptualized by David Marsh as an approach where subject content and language learning occur simultaneously. In early childhood education, CLIL allows children to learn topics such as nature, art, or mathematics through English. [5] CLIL promotes contextualized vocabulary learning and meaningful

Play-Based Learning (PBL). Play-based learning is deeply rooted in progressive education theories. John Dewey emphasized experiential learning and argued that education should be grounded in real-life experiences [2]. Similarly, Maria Montessori highlighted the importance of child autonomy and active exploration in early education [6]. Contemporary early childhood research confirms that play promotes linguistic creativity and spontaneous communication. During role-play and imaginative games, children negotiate meaning, experiment with vocabulary, and develop sentence structures naturally.

Comparative Educational Context. Comparative education research emphasizes that national educational philosophies significantly influence methodological practices in early childhood education.

In the context of Finland, preschool education is internationally recognized for its child-centered, play-based, and trust-oriented structure. Pasi Sahlberg argues that the Finnish education system is built on principles of equity, teacher autonomy, minimal standardized testing, and holistic child development. According to Sahlberg, early childhood education in Finland prioritizes well-being, play, and integrated learning rather than academic pressure [8].

In contrast, preschool English education in Uzbekistan has undergone rapid reform in recent years, with increased emphasis on early foreign language instruction. Methodological foundations of English teaching in Uzbekistan are influenced by structured pedagogical traditions. The works of J. Jalolov in English Language Teaching Methodology provide systematic guidelines for foreign language instruction, including structured lesson planning, controlled vocabulary presentation, and teacher-guided practice. Jalolov emphasizes the importance of repetition, clear instruction, and step-by-step skill development, which align closely with structured implementations of TPR and guided communicative exercises. [3]

While Uzbekistan increasingly incorporates communicative elements into preschool English classrooms, structured teacher-led activities remain dominant. In Finland, however, methodological

approaches such as TPR, CLIL, and PBL are integrated within broader child-centered frameworks, allowing greater flexibility and spontaneous speaking opportunities.

Thus, although both countries apply similar teaching methods in theory, their pedagogical environments differ significantly. Finland's holistic model promotes spontaneous oral interaction and integrated language exposure, whereas Uzbekistan's system emphasizes structured progression and guided repetition.

Methodology. The research integrates qualitative document analysis with comparative pedagogical evaluation in order to identify how different educational systems implement key instructional methods and how these implementations influence opportunities for oral language development among preschool learners.

The study does not aim to measure student performance quantitatively but rather to analyze methodological structures and pedagogical orientations that shape speaking instruction in early childhood settings. The focus is placed on three major teaching approaches: Total Physical Response (TPR), Content and Language Integrated Learning (CLIL), and Play-Based Learning (PBL). These methods were selected because they are widely recognized in early foreign language education and are present, though differently applied, in both national contexts.

The primary data sources consist of official preschool curriculum documents, national education policy guidelines, and methodological literature from both countries. In the case of Uzbekistan, particular attention was given to structured curriculum frameworks and methodological principles described in the works of J.Jalolov, which emphasize systematic language instruction, repetition, and teacher-guided progression [3]. For the Finnish context, the analysis draws on national early childhood education guidelines and the educational philosophy discussed by Pasi Sahlberg, who highlights the role of equity, play, and holistic child development within Finland's education system [8].

The comparative analysis was conducted according to four core dimensions of speaking skill development: pronunciation, vocabulary expansion, sentence formation, and communicative fluency. Each instructional method, TPR, CLIL, and PBL was examined in both countries based on the degree of teacher control, the level of child autonomy, the integration of language within daily activities, and the extent to which spontaneous oral interaction is encouraged.

Analysis and Results. The comparative analysis reveals both similarities and significant methodological differences in the implementation of Total Physical Response (TPR), Content and Language Integrated Learning (CLIL), and Play-Based Learning (PBL) in preschool English education in Uzbekistan and Finland. Although all three methods are present in both contexts, their pedagogical application reflects broader national educational philosophies.

Total Physical Response (TPR). In Uzbekistan, TPR is commonly applied as a structured classroom technique. Teachers typically introduce vocabulary through commands such as "stand up," "open the book," or "touch the table," and children respond collectively with physical actions. This implementation supports listening comprehension and pronunciation accuracy, particularly during early exposure to English. However, speaking production often remains limited to repetition or short responses following teacher prompts. In Finland, TPR is integrated more flexibly within play and thematic activities. Children may use movement as part of role-play or collaborative tasks, which encourages spontaneous verbal participation. As a result, TPR in the Finnish context tends to create more opportunities for communicative fluency rather than only comprehension-based responses.

Content and Language Integrated Learning (CLIL). The analysis indicates that CLIL is implemented differently in the two systems. In Uzbekistan, English in preschool is often taught as a separate subject within a defined time frame. Although thematic elements may be introduced, language learning generally remains structured and teacher-led. CLIL principles are applied occasionally, for example, when vocabulary related to colors, animals, or seasons is integrated into art or nature lessons. In contrast, Finland's preschool education system incorporates CLIL more naturally within daily activities. This integrated exposure supports contextual vocabulary acquisition and more natural sentence formation.

Play-Based Learning (PBL). The most significant methodological difference appears in the implementation of play-based learning. In Uzbekistan, play is recognized as an important element of preschool education; however, English instruction often retains structured characteristics. Role-play and games are used, but they are frequently guided by predetermined vocabulary targets and teacher supervision. Speaking activities during play may remain limited to short memorized phrases. In Finland,

play constitutes the foundation of early childhood education. Language development occurs within free play, collaborative problem-solving, and imaginative interaction.

Discussion. The comparative findings demonstrate that while Total Physical Response (TPR), Content and Language Integrated Learning (CLIL), and Play-Based Learning (PBL) are present in both Uzbekistan and Finland, their effectiveness in developing speaking skills is closely related to the broader pedagogical framework within which they are implemented.

In Uzbekistan, the structured application of TPR and controlled vocabulary practice provides clear scaffolding and supports pronunciation accuracy. However, interaction often remains vertically organized, with the teacher leading communication. In contrast, the Finnish preschool model reflects a more horizontally structured interaction pattern. Guided by child-centered principles and holistic education philosophy, the integration of PBL and CLIL within daily activities creates natural communicative situations. Children negotiate meaning, initiate conversations, and experiment with language forms during play and thematic exploration.

The contrast in play-based learning is particularly significant. Although play is present in both systems, its role differs substantially. In Finland, play is the central pedagogical structure of preschool education, as emphasized by Pasi Sahlberg, who highlights the importance of holistic child development and reduced academic pressure in early years. [8] This environment fosters communicative confidence and spontaneous speech.

The findings suggest that methodological effectiveness depends not only on the choice of TPR, CLIL, or PBL, but also on the degree of flexibility, child autonomy, and communicative openness within the classroom. Structured approaches may support accuracy and foundational vocabulary development, whereas integrated and play-oriented approaches may enhance fluency and communicative confidence. Therefore, an optimal model for preschool speaking development may involve a balanced integration of structured guidance and child-centered interaction. Combining systematic pronunciation practice with spontaneous communicative opportunities could strengthen both accuracy and fluency in early English education.

Conclusion. This article has presented a comparative methodological analysis of speaking skill development in preschool English education in Uzbekistan and Finland, focusing on the implementation of Total Physical Response (TPR), Content and Language Integrated Learning (CLIL), and Play-Based Learning (PBL). In Uzbekistan, speaking instruction tends to emphasize structured, teacher-guided activities. This approach supports pronunciation accuracy, controlled vocabulary acquisition, and systematic progression of language skills. However, opportunities for spontaneous oral interaction may be comparatively limited. In Finland, speaking development is embedded within holistic, child-centered, and play-oriented environments. Language learning occurs through integrated thematic activities and social interaction, creating broader conditions for communicative fluency and confidence. The findings suggest that methodological effectiveness is shaped not only by the selected teaching method but also by the degree of flexibility, autonomy, and communicative interaction within the classroom. Structured repetition and guided practice contribute to linguistic accuracy, while integrated and play-based approaches promote fluency and authentic communication.

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