

METHODS OF TEACHING ENGLISH FOR YOUNG PEOPLE

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ABSTRACT

Learning English will open up many opportunities for people in the future and will be invaluable for their future careers. However, teaching English to children is not an easy task. But it's not difficult if we already know how to do it. This article addresses the following topics: what are the principles of teaching English to children, what are the characteristics of a language teacher, why do we teach children a foreign language, the social and psychological preparation of teachers, the emotional level and physical aspects of young students, the main roles of teachers in the classroom, and finally some practical tips and teaching techniques for beginner teachers of English. In this study is investigated teachers should experience how to teach young learners in different ways and by using methods at primary school. Furthermore, in this article is given that what kind of techniques, methods and activities are essential to teach easily for primary schools.

Keywords: teaching approaches, teaching techniques, total physical response, feedback, visual aids, coherence, teaching methods, creativity.

Introduction

Language as a means of communication plays a very important role in social relationships between people. English is the first foreign language that we teach to children at very early school levels. During the first and second term of the school years in 2022. I was experimental approach with students who started to learn English. The main aim of teaching English in the early years of school is to motivate young students to prepare and give them the confidence to learn English at higher levels of education. Some children are born to polyglot parents and therefore have to learn two or three different languages. Another are learning a second or third language because they will emigrate to a new country. Compared to adults, children are more energetic, have shorter attention spans, and learn language at certain developmental stages. These present planning challenges for the teacher. The key to teaching English to children is understanding the principles of language acquisition and applying them in a way that keeps children motivated to learn. Many teaching jobs involve teaching children because a unique experience that is both challenging and fun. Nowadays, learning a language is essential for children who want to emigrate to other countries. Young students divided into two groups: lower class (the students are in the 1st, 2nd,

and 3rd grades) and upper class (the students are in the 4th, 5th, and 6th grade). Based on the previous explanation, it is concluded that kindergarten students are assigned to the first level (5-7 years).

Teaching approaches for young students. Scott and Ytreberg (1993) observed the characteristics of young students as active learners who learn through the senses and the five senses and respond to language through concrete things (visual things) rather than abstract things, interested in physical movements and real-life activities to stimulate their thinking. They will love having taught to them through fun activities or by participating in activities. They love playing and learn best when they are having fun; Phillips (1999) argued that young students are holistic learners. They respond to language based on what it does and what they can do with it, rather than treating it as an intellectual game or abstract system. The main objectives are to focus the children's perspectives on practical activities and meaningful goals. Most activities for young learners need to involve physical movement and their senses. Teaching techniques for young students. The teacher must prepare many visual elements, images, objects and real objects. The key word in describing the teacher's approach should be playful and meaningful. Playing with language is a natural way for young learners to learn languages. Because children's concentration and attention spans are short, especially in the early stages of language learning, teachers need to create a variety of activities, a variety of classroom organizations, a variety of spaces, and of course a variety of techniques and methods. To some extent, different methods may have similar techniques even though they should have different techniques. According to the various teaching techniques mentioned above, teachers can combine more than one teaching technique in the class. English as an additional language to young learners, an area of growing interest for both practicing teachers and researchers. By young language learners we mean students aged from 6 to 14, although we are aware of a growing number of programs for younger children. The interests of young students and their age should be taken into an account when selecting teaching strategies. Additional activities could be used to make lesson more engaging and engaging. Teachers' techniques in teaching English to young students included singing a song, games, practicing and making presentations, demonstration exercises, storytelling, reading, and dictation. The best teaching techniques implemented by teachers in were games, demonstration and presentation practice and production.

1. Build lessons around activities and physical movement. A number of principles can serve as the basis for the following approaches to teaching young students.

2. Develop lessons around linked activities. Combine language learning with physical activities by letting children use and listen to English to make things, draw pictures, solve puzzles, label pictures, match words and pictures, play games, movements in response to instructions, etc. other activities involving hands, eyes and

ears. Teachers often use activities based on linking language and actions using the method known as “Total Physical Response”. Many listening activities for young children use this principle, such as activities in which children listen and respond to commands (e.g. “sit”, turn around, “touch your nose”), listen and choose a picture, listen and draw a picture, or listen and number a sequence of actions in a picture. Likewise, speaking activities with young learners can include the use of songs, dialogues, chants and fixed expressions that students can practice in different situations.

3. Quiet/loud activities. Because young learners' attention spans are limited, it is important to incorporate several short activities into a lesson and move quickly from one activity to the next. Activities that are five to ten minutes long are the most successful. A balance between the following types of activities is usually useful: Various skills: listening, speaking, reading/writing.

Individual/pair work/group work/whole class activities.
teacher-student/student-student activities.

4. Give out scarf . The process of a youngster learning through cooperation with a more experienced partner—a parent, a classmate, or a teacher—is referred to as scaffolding. In cooperative learning environments, where kids work together to complete tasks like puzzles, information-gathering chores, or visual sequencing in stories, more experienced students can frequently offer the support that less experienced students require.

5. Involve students in the creation of learning-supporting materials. Students can make puppets to assist in retelling stories or sketch sketches of the characters they hear in stories. They are able to colour illustrations of objects and fictional characters. They can locate images in periodicals that correspond with a lesson's theme or subject and bring them.

6. Build lessons around themes. Lessons can be built around topics or themes, such as animals, friends, food or family, for very young learners; and for older learners, themes can be drawn from subjects in their other classes and the community, such as transport, country life, travel and famous people Theme-based lessons provide continuity across activities English learning to be connected to the children's lives.

7. Choose content children are familiar with. Teaching can also be built around familiar content from the children's culture, such as stories and events (national holidays or cultural practices). Since the learners will be familiar with talking about these topics in their native language, it will be easier for them to connect with how they can talk about them in English.

8. Use activities that involve collaboration. Children enjoy socializing with other children, and activities that work best with young learners which children are working with others in pairs or groups, rather than remaining in their seats, listening to the

teacher. Activities that involve collaboration require careful preparation to ensure that children have the words and expressions they need in order to carry out an activity.

9. Create a supportive learning community in the classroom. A class of young learners needs to become a community of learners - that is, a group of learners with shared goals, needs and concerns. Thinking of a class as a community means seeing it as a place where each child in the class cooperates and collaborates to achieve the class's common goals. This leads to more productive learning. Children who interact and collaborate with other learners develop a more positive attitude towards learning and a greater sense of self-confidence than those in other learning arrangements.

10. Use enjoyable activities that children can accomplish without frustration. Young learners enjoy taking part in activities that they can successfully achieve, but which also offer some kind of challenge. Activities of this kind depend on the teacher providing language input and modelling for young language learners, where the teacher and the materials are the primary source of language.

11. Give clear goals and feedback. Children like to be successful at things they do in class. In order to achieve this,

12. When necessary, use the mother tongue. While the purpose of teaching young learners is to use as much English as possible in class, it is perfectly acceptable to use the mother tongue as necessary to clarify the meaning of terms and expressions and to help explain activities in homogeneous courses.

13. Bring English speakers to class. Invite English speakers to class whenever possible to meet the learners. These could be students from an international school or children from a local school.

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Conclusion

It is not necessary to constantly devise fresh teaching approaches for young students. Continue to employ a series of games if your pupils respond well to them and love them! Each round's content and difficulty can be changed at any time. And, once you've found your teaching rhythm, you'll have all of your lesson plans and games ready to go for each new group of students. These approaches are excellent for using while teaching English to young learners since they can assist pupils have a positive English learning experience. These tactics are valuable for teachers who want to create an enjoyable learning environment for their students. Teacher must use techniques to teach young learners as well as be prepare many visual elements, images, objects and real objects for lesson. Young learners enjoy taking part in activities that they can successfully achieve Furthermore, it is preferable for the teacher to create good atmosphere for learning language. By using techniques, methods and activities in

English, teacher develop the language and create interesting, extraordinary lesson in the auditorium

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