



THEORY AND METHODS OF TEACHING ENGLISH TO YOUNG LEARNERS

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Abstract: This article aims to help young school teachers understand the characteristics of the different methods used in teaching a foreign language to avoid difficulties in teaching a foreign language and to achieve good results taking into account the individual needs of young learners.

Key words: Teaching approaches, teaching techniques, Total Physical Response, scaffolding, giving feedback, visual aids, coherence, teach teaching methods, creativity.

Аннотация: Целью данной статьи является помочь молодым учителям школ понять особенности различных методов, используемых при обучении иностранному языку, чтобы избежать трудностей в обучении иностранному языку и добиться хороших результатов с учетом индивидуальных потребностей младших школьников.

Ключевые слова: подходы к обучению, методы обучения, общая физическая реакция, строительные леса, обратная связь, наглядные пособия, последовательность, методы обучения, креативность.

Language as a means of communication plays very important role in social relationship among human beings. The English Language is the first foreign language we teach to children at very early stages of schooling. The primary aim of teaching English in the early years of schooling is to motivate young learners to be ready and have self confident in learning English at higher levels of education. Some children are born to parents who polyglots, so they have to acquire two or three different languages. Some others learn second or third language because they are to immigrate to a new country. Nowadays language learning is essential needed for children who want to immigrate to other countries. Teachers of young learners should realize that they should not make their child's age the basis for their maturity. There are several factors that influence children's maturity, including their culture, their environment (in the city or in the village), gender, expectations of their parents and so on. Thus, any activities that we provide to young learners, including the provision of English lessons, must be adjusted to their abilities and stages of development. The teaching and learning of English offers young learners English skills at a golden age – the age when children can easily learn anything. The two are known as linguistic skills and language performance. Chomsky in Clark and Clark (1977: 6) noted that linguistic competence is defined as the ability of the individual to use a language, while



linguistic performance, the actual implementation of that ability is specified in language speech and listening. Brown (1987: 24) has also argued that competence refers to the basic knowledge of a system, event, or reality. The ability to achieve something is not observed, idealized, to perform. Meanwhile, performance is the obvious and actual embodiment or realization of skill. It is the real thing to do: walk, sing, dance or speak. Based on the previous description, this paper discusses Principles and Methods of Teaching English to young learners, classroom management, and what to consider in designing teaching materials in order to make sense of new language for the learners. Young learners' interests and their age should be taken into consideration when choosing teaching strategies. More activities could be used for the purpose of the lesson more fascinating and exciting. The teachers' techniques in teaching English to young learners were singing a song, games, presentation practice and production, drilling, demonstration, story-telling, reading aloud, and dictation. The best teaching techniques implemented by the teachers were playing games, demonstration and presentation practice and production. A number of principles can inform the following approaches to teaching young learners.

1. Build teaching around activities and physical movement. Link language learning to physical activities by having children use and hear English for making things, drawing pictures, completing puzzles, labelling pictures, matching words and pictures, playing games, acting out movements in response to instructions and other activities that involve hands, eyes and ears. Teachers often make use of TPR activities (activities based on linking language with actions, drawing on 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 down', '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. Similarly, speaking activities with young learners may involve use of songs, dialogues, chants and fixed expressions that students can practise in different situations.

2. Build lessons around linked activities. Since young learners have limited attention spans, it is important to include several short activities in a lesson and to move quickly from one activity to another. Activities of five to ten minutes in length are most successful. A balance between the following kinds of activities is often useful:

- Quiet / noisy activities.

- Different skills: listening, talking, reading / writing.
- Individual work / pair work / group work / whole-class activities.
- Teacher–pupil / pupil–pupil activities.

3. Build lessons around tasks. A task is a meaning-focused activity that requires learners to draw on and use their existing linguistic resources to complete a task, such as drawing a picture from oral instructions, or working in pairs or groups and sequencing a series of pictures to complete a story. The key features of classroom tasks for young language learners are:



- They have coherence and unity for learners (from topic, activity and/or outcome).
- They have meaning and purpose for learners.

- They have clear language-learning goals.

- They involve the learner actively.

4. Provide scaffolding. Scaffolding refers to how a child learns through collaboration with a more knowledgeable partner (a parent, a classmate, a teacher). When children work collaboratively on tasks (such as sequencing pictures in a story, completing a puzzle or completing an information-gap task), more proficient learners can often provide the scaffolding less proficient learners need.

Teachers must understand the concepts of acquisition and learning when teaching English to young learners. The process of acquiring language, whether naturally or unconsciously, is known as acquisition. Learning, on the other hand, is the deliberate acquisition of language. According to Krashen and Terrell (1983: 18), learning a language entails "picking it up," or "growing linguistic capacity by utilizing it in real, communicative contexts." Children learn their first language and, most likely, their second language. Language acquisition is not the same as language learning. Learning a language entails 'knowing the rules,' or having a cognitive understanding of grammar. According to new research, formal language acquisition is not nearly as significant as previously thought in acquiring communicative ability in second languages. However, how young learners learn English as well as how to teach it is highly dependent on their developmental level. Young learners respond to language based on what it does or what they can do with it. Young learners have the advantage that they like to imitate and they are often not aware of themselves and usually they are ready to enjoy the activities that have been prepared by the teacher for them. These factors mean it is easy to maintain a high level of motivation and make teaching English an enjoyable and enjoyable experience for young learners. In providing English subject matter, teachers must adjust it to young learners' level of development. The scope of material that can be given to young learners may include the following:

- Names of colors

- Numerals

- Family

- Animals

- Fruits and Vegetables

- Parts of the body

- Demonstrative pronouns:

There is There are

- Singular/Plural subjects such as I, You

- Simple Classroom commands such as stand up, sit down, open your book, etc.

Those techniques are effective to be implemented in teaching English to young learners because they can help the students to have a good English learning



experience. Those strategies are worthy for teachers conducting a learning process that is fun and suitable for young learners. Moreover, it is better for the teacher to create other creative teaching strategies (such as in-pair activity, group activity, and outdoor activity) so that the students as young learners are more engaged in the learning process. Tedious lessons should be skipped and interactive ones should be set that will both raise young learners' mood and enhance their language performances. To strengthen the taught lessons teachers can opt for activities rather than just questioning. One thing is sure, even adults till like being educated with the practice of games and activities. The study is concluded that in order to vary the teaching techniques in teaching English to young learners, particularly at schools and nurseries, the teachers apply singing a song, playing games, presentation practice and production, drilling demonstration, storytelling, reading aloud, and dictation. However, the teachers faced some problems in teaching but they can tackle the problems by provoking and inviting the students' interest in playing games, demonstration and presentation practice and production.

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