USE OF THE METHODS IN TEACHING ENGLISH TO YOUNG LEARNERS

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Annotation. This article covers the easiest ways to learn a foreign language for the children at an early age. It includes activities that may interest children and teach them to think in English. If we use these methods in teaching young people, if we can increase their interest in learning the language, in the future they would not only become masters of their profession, but also have the opportunity to expand their abilities even more. The purpose of this article is to increase the interest of many people in learning a language with the help of task- based learning approach and project-based learning approach.

Keywords: Mentality, persistence, foreign languages, imitate, ability, critical thinking, activity, curriculum, project-based, approach.

Аннотация. В этой статье описаны самые простые способы выучить иностранный язык для детей в раннем возрасте. Он включает в себя занятия, которые могут заинтересовать детей и научить их думать по-английски. Если мы будем использовать эти методы в обучении молодых людей,
если мы сможем повысить их интерес к изучению языка, в будущем они не только станут мастерами своей профессии, но и получат возможность еще больше расширить свои способности. Цель этой статьи - повысить интерес многих людей к изучению языка с помощью подхода к обучению, основанного на задачах, и подхода к обучению, основанного на проектах.

**Ключевые слова:** менталитет, настойчивость, иностранные языки, имитация, способность, критическое мышление, деятельность, учебная программа, проектный подход.

We all know that today the demand for learning foreign languages in our country is growing. Of course, many foreign-speakers today are undergoing major changes in their life. Well-known psychologists also argue that the study of foreign languages has the potential to change a person's worldview, albeit partially. As we learn foreign languages, we will be able to get acquainted with the way of life, mentality, and worldview of those people.

Today, the majority of foreign language learners are between the ages of 17 and 35. We can learn a foreign language not only with the help of a teacher but also independently. All it takes is a little persistence, a strong will, and a firm agenda. But young children have a natural tendency to learn languages. Because they have a strong ability to imitate. They have more free time, especially than adults. *For example, a 6-7-year-old child memorizes information mechanically, not comprehensibly. That is why we do not think language teaching should start with the grammar system. This is because it can be stressful for children and can make it difficult for young children to learn a language.*

As for me I try to use an interesting and easy learning methods in teaching English to children and I hope to get the results I expected and here I want to share with you some of my methods:

For example, *Exercises and games are related to physical activity: children may not understand the words in movies and cartoons during language learning,*
but they understand the meaning of words through the actions of the protagonists will be more effective.

Turn lessons into songs

Every English learner, both native and not, is familiar with, at the very least, one classic jingle. Yes, the ABCs are what we turn to for a reminder of what letter comes after Q. Although the middle part (something about Elemenopee?) requires a bit more brain power, the song offers English speakers a comfortable reference point for all their alphabetical needs.  

Turning vocab, grammar, and dialogues into catchy tunes is a fabulous method for teaching English to young learners. If you are reviewing common material, try turning to YouTube to see if there is already a suitable song out there. Otherwise, you can hone your inner Beethoven to compose a musical masterpiece using the tune of another easy song, such as Twinkle Twinkle Little Star.

— Explaining through songs, poems, various visual aids, colorful shapes: school supplies should be colorful on the theme of “My School”. A triangular roof, a red door, a rectangular door, a different color, and around the window are ideal. This method helps them to learn the names of shapes, colors, and objects in English;

matter what language the question is asked in, the answer must be in English: they have a strong interest in finding the answer to the riddle. Even if the teacher says the riddle in English or in Uzbek, the children should be asked to answer in English. This allows children to learn words faster.\footnote{Raquel Thoesen. “How to Teach English to Young Learners”. BridgeTEFL. 2020. P.2}

While learning this theme we find an interesting \textit{traditional curriculum} design and class planning revolved around the topics considered useful for students. This meant students were to learn the grammar and vocabulary that educators thought students needed to know. Student input was minimal to say the least.

\textit{What we learned from this is why?} It is imperative to build lesson plans around activities that all students can feel comfortable with and relate to. The task-based approach represents a significant paradigm shift since the focus on content has shifted to skills and competencies. So, planning and design aren’t about what is taught, but why it is taught? This approach isolates individual skills and competencies in order to teach material students actually need to know how to meet their goals and objectives. Sample tasks could be \textit{ordering in a restaurant, booking a hotel room}, or perhaps more advanced tasks like \textit{critiquing a movie or voicing their opinions about politics}. In this approach, the language taught revolves around the task itself, not the other way around. For this method to work, teachers must understand their students’ needs and expectations in order to design lessons that help their students succeed. Grammar, vocabulary and language skills are just the vehicles that enable students to achieve their final outcomes.
Before adopting the task-based approach, educators must ask themselves, “Why are my students learning English?” Educators must then look at ways to help their learners achieve their personal or professional goals. The answers to these questions will help create a program that’s relevant to your students. Want to work from home? Maintain flexible hours? Make a positive impact? Be part of an empowering and collaborative community? Much like the task-based approach, the project-based approach is meant to address students’ real needs by adapting language to the skills and competencies they truly need personally and/or professionally. The application of this approach begins by determining the one, global objective that the individual or group of students have.

For example, if you are teaching a business English class, you should look at why students are in the class to begin with and plan accordingly. One time when working for a corporate client, I taught a room full of accountants who were all vying for promotions up for grabs in their company.

Naturally, I taught them differently than I would make students interested in learning casual English conversations because of the nature of their jobs. They had to produce specific monthly reports in English for multiple departments in their office. So, we broke one sample report into sections and analyzed each segment. Each student prepared the sections as if they were the real thing. In class, discussed the difficulties my students encountered, in addition to covering all the vocabulary and grammar needed to complete each section. Their final project was a finished report they could submit to their boss for approval, and the criteria we used to create the report was based their company handbook. It was a lot of work, but we had fun with it.

But what if you have a class full of teenagers who don’t want to be in class to begin with? Start by doing needs assessment, looking at what they are interested

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8 Raquel Thoesen. “How to Teach English to Young Learners”. BridgeTEFL. 2020. P.4
in and what topics they really need to know. This assessment will lead to the design of one overarching project that will become the end result of the class, term or course. This project can be anything from an oral presentation to a large-scale production such as a class play. Whatever the case, the project must be comprised of individual tasks that lead students to the goals in the assessment.

Think of the project as their final, comprehensive assessment. Whereas small tests or the completion of individual tasks are cumulative assessments. Just remember, your evaluation criteria must be clear so students know what they are being graded on.

Oh, and one more thing. The project-based approach works best with a lot of relevant supplemental material like the resources found on Fluent U. By adding a mixture of real-world videos, natural dialogues and relevant course content, you can revitalize your English lessons and give your students the learning material they need to succeed. Combine that with effective use of technology in the classroom, and you have got a winning formula no teacher can ignore. If teachers can explain to children that learning a language is a fun activity, they will learn the language easily and will have no difficulty in mastering it.

References:


