

## THE USE OF METHOD MARIA MONTESSORI AND ITS IMPACTS ON CHILDREN'S LEARNING LANGUAGE ABILITY IN ENGLISH LANGUAGE.

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***The secret of good teaching is to regard the child's intelligence as a fertile field in which seeds may be sown, to grow under the heat of flaming imagination.***

***Maria Montessori***

**Abstract:** *Human-beings are residing in modern technology century, and every day we face with modern technology in all spheres of education or teaching methods in English language. Although there are many kinds of methods or ways to learn foreign languages, basically in The English language in the globe. In this article there are given a brief information and explanation of Montessori schooling methods.*

**Keywords:** *Maria Montessori method, ESI, instructor, self-confidence, censoring materials, games.*

The teaching method for learning foreign languages has become increasingly renowned in recent years. With the rise of causes and chances, educators have been to enhance their teaching methods and encourage children in new and exciting ways. From simple reading a book to interactive games, teaching style has enabled instructors to personalize instruction, provide youngsters with the access to a wealth of information, and resource while teaching English language,

However, the integration of teaching method also presents challenges such as adaption to accept the voice of humans in the early years of children's life and ignores any kind of voice related to not human such as animal or voice of construction. Despite to this, to speak via children by gentle voice gives to become a key role for part of speech, after then, it will also offer assistance her feel associated and pay consideration to the language. In the world the best artist or writer, renowned people attended to Montessori schools, that's why teaching and learning methods were the best compared to other kinds of schooling. From Gabriel Garcia Marquez to Google's founder Larry Page and Sergey Brin all have in common. In 1988, The UN claimed that there are 4 instructors mentioned as The Great such as a German pedagogic teacher George Kerschensteiner, an American scholar Jhon Dewey, An Italian Maria Montessori and a Russian writer Anton Makarenko. In this list the only woman was Maria Montessori. In the

beginning of working Montessori became as a volunteer then worked from doctor to instructor for any kinds of children. During her experience she tried to learn children's mental ability how to learn foreign languages easily. Then she wrote that the best age of children is aged under 3-7 years. She preferred children via conservational method such as using games, sounds, charts and pictures. The fabric for sense-training may be clarified in one dialect as well as another. The sandpaper and script letter sets may moreover be utilized, and the correct phonetic combinations given. This type of method increased to be popular in the late 1800s to early years of 1900s, there was a problem between grammar and reading approach to learning languages, which impacted on writing and grammar a lot rather than speaking. The direct via conservational method focused on practicing skills in the language over the study of grammar or reading. At same time grammar was not ignored, but not use as a main basic for learning language. Montessori suggests children to play with "games", "song", "charts" and "pictures" related to children's age. She urged the youngster to play with sandpaper letters, movable alphabet, sensorial materials. Moreover, her schools were full with amazing items like home or school. It means that children should feel themselves like home although they were at the school. The materials in the school helped to do many activities, think all the names of objects while children are using. Because younger generation are engaged in magnetic, sink, living or non-living classifying animals, sensorial materials provide to follow directions easily then children think adjectives to explain direction at same time. They have taught the language with material, there are things they can work on touching or handling. It means than working via Montessori method materials is amazing, relaxing so you have more opportunities to practice language before you try to introduce about new topic while teaching.

If you want to be a Montessori EFL teacher, at least you should do in your language too that your languages will only happen while children work with languages materials. For example, you want to teach English language, so the classroom should fill with an English leaning environment.

### **LEARNING EFFICIENCY**

By learning this method encourages children and effects on brainstorming, this is activities that improve one's thinking, expressiveness, and creativity. The automatic rounding function inherent for learning, home-use teaching materials, as well as the repetition of challenging units, both contribute to more effective learning.

What is our primary objective within the Montessori outside dialect classroom? Is our objective to educate the dialect and push the understudies within the dialect? Or is it to assist create a more normal approach to dialect? With Montessori's thoughts of advancement and instruction, I would recommend that to introduce a moment or remote dialect to the child, we would ought to make it as common as conceivable.

An awfully grassroots development has begun in dialect educating that looks for to create remote and moment dialect educating based off a person's characteristic capacity to memorize dialects. It is Exceptionally distinctive from what most of us grown-up children went through in learning a diverse dialect. But let's start with looking at what Maria Montessori watched with essential dialect improvement in children. The foremost she composed almost this was in her book *The Retentive Intellect*. Chapter 11 is called "How Dialect Calls to the Child" and she traces a point by point portrayal of the method and ages where dialect aptitudes tend to create. (Note: This can be not 100% precise for Each SINGLE child who is still within the extend of "ordinary" dialect. This may be exceptionally distinctive for numerous children). Let's take a brief see at it:

About 2 Months: Turn to the sound of a voice.

4 Months: Focus intently on mouth of the person speaking.

6 Months: First syllable that gets repeated.

6-10 Months: Absorption of language. A lot more babbling.

10 Months: Seems to show that language has a meaning to it.

1 Year: First INTENTIONAL words start to be uttered.

15 Months: Understands inflection, tone, and meaning behind words. Mimics words.

18 Months: Starts to use noun words to identify with things.

21 Months: Phrases of a few words.

21 Months - 2 Years: Explosion of new words and phrases.

At around age one and one and a half a long time ancient the child realizes that everything has its possess title. The child is mindful of environment and the world around her. Whereas the child is shaping the dialect, she is additionally shaping her sense of arrange. The child can be battle and baffled with her expression. In some cases she blends words together which causes her to gotten to be irate or having mental anguish. The educator and guardians must pay consideration to the child's words so that ready to offer assistance her convey message easily and viably. Montessori too proposes that guardians should let children live in contact with adults and let the children listen the leading discourse clearly articulated as often as possible. Within the to begin with two a long time, the child has learned her mother tongue dialect. In Montessori schools children are given motivation, self-confidence, anxiety which they faced.

**In conclusion**, the use of materials in the classroom or home has revolutionized the way to teach and learn for children. It offers a number of benefits, such as personalized instruction, attempt to call the name of materials, focus on playing freely. However, it also presents challenges, such as the need for teacher training, methods and potential distractions. It is important to strike a balance between traditional teaching methods, materials and technology. With

careful planning and teaching via materials can enhance the learning experience and prepare children to learn foreign languages successfully.

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