TEACHING ENGLISH GRAMMAR TO YOUNG LEARNERS USING INTERACTIVE WHITEBOARD

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Annotation: *This article provides information about the effective usage of interactive whiteboard to teach young learners about English grammar.*
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INTRODUCTION

Based on the previous data, we can say that interactive teaching supports students' active approach to their education and learning. Teachers work with materials that students can apply in their own lives, and therefore they are close to them. This form of learning supports student independence, collaboration, creativity, and helps students express their thoughts and ideas. It creates a sense of responsibility for a collective task. Modern technologies used in interactive teaching help teachers to make the relationship between subjects more vivid. This helps to improve inter-course communication. Different types of interactive learning help students remember and understand new things. Skalkova deals with theories of motivation in her book Obecná didaktika [1]. I agree with his theories that teachers use motivation to lead students to a chosen goal. If the teacher motivates the students wrongly, their attitude towards school and also towards certain subjects will negatively affect their positive attitude towards learning. This often leads to a lack of interest in the given subject in the students. Students look forward to school at the beginning of their education. Students who are preparing for school are encouraged by their vision of school, where they learn to write, read, count, paint, find many interesting things in certain subjects. But it may happen that due to the wrong motivational activities of some teachers, the opposite may happen, the student is afraid of school. According to Skalkova, it is very important to distinguish primary and secondary motivation from the point of view of teaching. Primary motivation is based on the natural needs of students. All children are naturally curious and try to learn new things. When we give a student a task or try to learn something new, we find that the energy inherent in each person moves to accomplish tasks and discover them. Secondary motivation motivates the learner to achieve something. In this respect, the motivating factor is a good grade or a teacher's praise. Punishment or prohibition can also be good secondary

motivational factors. Teachers can have a positive or negative effect on secondary motivation. In the learning process, primary and secondary motivational motives overshadow each other. Primary motivation works in close connection with secondary motivation, because students need to learn things that do not arouse their natural interest in the learning process. In such cases, it depends on the teacher and the motivational activity he chooses, the way to achieve the goals so that the curriculum is meaningful for the children. If he is teaching young children, he should use immediate motivation, he can use a fun game, use interesting pictures, praise or change the activity. Such motivation allows the teacher to better achieve goals and increase children's interest in learning. Other types of motivation are intrinsic and extrinsic motivation, according to the document's interactive whiteboards and study book. Motivation in the classroom context is measured by the student's desire to participate in the learning process. Although students may have the same motivation to complete a task, the sources of their motivation may vary. Some students are intrinsically motivated to learn because they seek understanding through reflection and enjoy participating in learning activities. Others are extrinsically motivated by temptations, rewards, or goals set by the teacher [1].

I. METHODS

According to Dudeney and Hockley, the use of technology in language teaching is nothing new. Technology has been used in education for many years. Tape recorders, later CD players, videos, overhead projectors and videos were used and are still used in classrooms around the world According to Dudeney and Hockley, the use of technology in language teaching is nothing new. Technology has been used in education for many years. Tape recorders, later CD players, VCRs, overhead projectors and videos were used and are still used in classrooms around the world. In the 1980s, computer-based language teaching materials called CALL (Computer Assisted Language Learning) began to appear. These programs typically require students to respond to prompts on a computer screen and perform tasks such as filling in the blanks, matching half sentences, and choosing multiplication. As information and communication technology (ICT) became more widespread, computer-based materials for language teaching began to use Internet and web-based tools. The term TELL (Technology Enhanced Language Learning) emerged in the 1990s in response to the growing opportunities offered by the Internet and communication technologies. Although teachers still do not use technology much, the use of technology in the classroom is growing so rapidly that it will soon become a regular part of English Language Teaching (ELT). One important reason for this is that young students are growing up with technology and it is a normal and natural part of their lives. The teacher uses technology with these students to bring the outside world into the classroom. Other reasons for this: Internet access - today you can connect to the Internet

almost everywhere - at home, at school, in a cafe, on the bus, in the shopping center English as an international language is used in technologically mediated contexts. in particular, the Internet offers many opportunities for realistic assignments and materials and an almost unlimited amount of ready-made study materials. . Students come to school expecting to use technology in their learning. Technology opens up new ways of language practice and assessment of achievement. Using different ICT tools allows students to practice all four basic language skills - speaking, listening, writing and reading. Dudeney and Hockley say: "Because of insufficient ICT training for teachers, they avoid using technology in language teaching, but today using technology is as natural as using a book, pen or paper. One ICT tool is interactive whiteboard (IWB).This is an irreplaceable technological tool that has its place in teaching [2].

II. RESULTS

Teaching English grammar to young learners can be a daunting task, but with the use of interactive whiteboards, it can become a fun and engaging experience. Interactive whiteboards are digital display boards that allow teachers to project images, videos, and text onto a large screen. They are equipped with touch surfaces that allow teachers to interact with the content and control it in real time. One of the main advantages of using interactive whiteboards in teaching English grammar is that they provide a visual and interactive learning experience. Young learners are often visual learners and they respond well to visual aids such as pictures, videos and animations. Interactive whiteboards allow teachers to display these visual aids on a large screen, making it easier for students to see and understand the concept being taught. In addition, interactive whiteboards allow teachers to control visual aids in real time, allowing them to highlight important points or zoom in on specific details. Another advantage of using interactive whiteboards in teaching English grammar is that they provide active student participation. Interactive whiteboards are equipped with touch surfaces that allow students to interact with the projected content. This means that students can go up to the board and control the content themselves, which can make it a more hands-on learning experience. For example, students can drag and drop words to form sentences or match pictures with matching words. This level of engagement helps students engage with the material and remember it better. Interactive whiteboards also provide teachers with a range of tools and resources to help improve teaching. For example, teachers can use built-in annotation tools to highlight key points or draw attention to specific areas of projected content. They can also use the built-in multimedia tools to play video or audio clips that illustrate the grammar concepts being taught. In addition, interactive whiteboards allow teachers to access many online resources, such as interactive games and quizzes, to make grammar learning more fun and engaging for young learners.

III. DISCUSSION

One of the most important advantages of using interactive whiteboards in teaching English grammar is that they allow teachers to differentiate their teaching. Differentiated education is the practice of adapting teaching methods and materials to meet the individual needs of students. Interactive whiteboards provide teachers with a range of tools and resources that can be used to differentiate instruction. For example, teachers can use the built-in annotation tools to modify the projected content to suit the needs of different learners. They can also use multimedia tools to provide audio or visual support to students who struggle with reading or listening comprehension. In addition, interactive whiteboards allow teachers to create individualized learning paths for students, providing them with activities and resources tailored to their needs. Another advantage of using interactive whiteboards to teach English grammar is that they provide instant feedback to students. Interactive whiteboards allow teachers to create quizzes and assessments that students can complete right on the board. After the assessment is complete, the interactive whiteboard provides immediate feedback to students to let them know whether they answered the questions correctly or not. This quick feedback helps students identify areas for improvement and work on them.

IV. CONCLUSION

The conclusion of this study is that interactive whiteboards do not encourage a transferable form of learning, at least no more than having a simple whiteboard in the classroom. The research suggests that there are ways to use IWB in an enhanced way that does not encourage a teacher-centered classroom environment, but allows students to work interactively. One of the problems is that teachers do not know how to use IWB in an improved way. A larger study examining how different teachers use the board could be done to determine whether IWBs actually promote a transfer form of teaching. The purpose of this will be to find out whether there are many teachers who use the IWB as a standard whiteboard. If so, this may support the hypothesis that IWBs encourage a transfer form of teaching, since it is not actually being used as intended.

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