

THE MOST EFFECTIVE TECHNIQUES FOR TEACHING ENGLISH TO YOUNG CHILDREN

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Abstract: *This article highlights various approaches of teaching English to young children in order to enhance their knowledge by learning important language skills and improve communication skills.*

Key words: *visual aids, strategy, role playing, immersion in the language*

Introduction: The main goal of teaching English in the early years of education is to inspire young students to be prepared and self-assured while they are continuing to learn the language in higher educational establishments. However, this procedure is considered to be the most challenging task. Not every educator has the ability to teach children for a foreign language. So, they often come across the struggles to teach them effectively. Although it is not an easy process, the skill of knowing how to carry it out makes it easier. By properly teaching stories, games, music, it will be possible to enhance four important language learning skills. It is also possible to improve children's communication skills through using interactive games.

Most instructors who work with students in the first and second grades frequently claim about their efforts and challenges. It will not be as difficult, though, if teachers know the most basic and most intriguing methods to deliver lessons well.

MAIN BODY

When teaching language to young learners, teachers encourage them in a range of intriguing games and make the lesson more engaging, which makes the kids more interested in learning the language. Teachers should verify the technology in the rooms and evaluate the teaching methods they use with the students to make sure there are no new annoyances or problems. such posters, televisions, speakers, and microphones. The games and instructional techniques also need to be age- and interest-appropriate for the children. The psychological well-being of young children is greatly influenced by the suitability of language education methodologies. From a psychological perspective, for instance, it can encourage critical thinking, activity, and self-confidence among the peers and set an example for them that they can follow in life as it is, such as playing interactive games with friends. Welcome at the door, teamwork with rewards, a discussion, and the use of foreign songs and

music. It helps with speaking as well as other English language skills including writing, reading, and listening. Teaching English should make instruction as simple and engaging as possible for younger learners. Additionally, teachers should manage the students' seating arrangements during class based on their age. For instance, children with shorter than others may find it difficult to see the blackboard and focus on the lesson, thus it is best to seat the kids at their desks first. Their enthusiasm and interests attract them not only in learning foreign language study but also in other subjects. It is also appropriate to arrange children in the classroom based on their height. For example, children with eyesight problems and those who pupils are shorter should sit in the front seat, followed by children who are medium-height in the next row, and tall students who do not have issues with their eyes or ears should sit at the back desks. Children might display enthusiasm and satisfaction for the learning. There are several strategies that are thought to be useful for instruction:[1]

Welcome students at the door. This is what many primary school instructors do. They give each of their students a high five, handshake, or even an embrace to start the day. The teacher strives to make the initial contact with the students in this brief period of time. This serves as a sort of pulse check to evaluate how the pupils are feeling and how prepared they are for work. On the other hand, you might be concerned about a student's negative attitude, tiredness, or hot forehead, which parents may not have quickly noticed. Teachers can improve student learning and establish a positive tone for the day by welcoming students at the door. Additionally, it can lessen the possibility that specific pupils will act negatively.

Working together game with rewards Working with one of the schools' the high school pupils, the approach of using a bonus-based collective game proved to be effective. The students were given a wide field of duties to complete cooperatively at the start of the school year. If the class finished the assignments and the professors did not comment on discipline over the week, it was feasible to advance the chip closer to the finish line and take a step across the playing field. Prizes for participating in the game (both at the end and in the middle) include group outings to the movies, bowling, and picnics.

Make use of pictures and songs. Pictures are a great way to improve learning. A young child can identify what a pencil picture is, even when they are unaware that the word "pencil" truly refers to a pencil. The text and picture mix will improve the comprehension of young readers. Moreover, pictures provide vibrancy and color to your classroom, which enhances the environment for learning. To do this, you may use these excellent ESL classroom display resources. When it comes to using music, teachers had better choose songs, especially, from cartoons so that they can enjoy and entertaining cartoons so that they can enjoy and entertain.[2]

Working with sound One of those effective activities is working with sound. Herbert Puchta believes that a clear commonality is that both methods prioritize the auditory aspect of language acquisition. Sound holds significant appeal for very young learners, drawing them in through various sound effects. Basic instincts drive us to naturally pay attention to auditory stimuli. [Herbert Puchta (2015),3-4, 3]

Ensure the rules are applied properly. All students must be treated equally and with respect when it comes to following the rules and processes of the school and classroom. Avoid singling out specific pupils. Pay attention to the conduct rather than the specific kid. Remind them of the established guidelines and, if need, have further discussions to enforce them. Alternatively, when you observe recurring infractions of discipline, decide with the class to clarify particular guidelines. Overall, teachers can benefit from classroom management strategies by using them to assist students behave better, create a sense of community inside the classroom, and create a welcoming environment where learning is the primary objective.

Make use of role-playing. One of the best ways to assist your pupils become more confident and enhance their speaking skills is through role-playing. By offering learners a variety of role-playing scenarios, they can develop and enjoyably exercise their vast vocabulary. For those who are only watching, role-playing can be very beneficial as well. Some students can still pick up excellent speaking skills by watching their friends, even if they lack the guts to act out a client at a cafe in front of their class. We provide a wealth of ESL role-playing resources to help you with this. It enhances effective communication skills.[5]

Make use of technological devices. Garcia and Wang conducted a study investigating the influence of social media on language development. Their research highlighted that utilizing social media for language learning could enhance learners' self-assurance and cultural understanding, ultimately fostering language proficiency.[Garcia , R, & Wang , L, 2020,4].

Use the mother tongue when needed. Avezova researched that using as much English in the classroom as feasible is the aim when teaching young learners, it is completely acceptable to use the mother language when needed to clarify meanings of terms and expressions and to aid in the explanation of activities in homogeneous classes. Young learners can feel more at ease when their mother tongue is spoken occasionally, but both the teacher and the students shouldn't become overly reliant on it. [N.B.Avezova] [2022],17-18,6]

Select familiar content for young children. Additionally, lessons might be based on well-known elements from the kids' culture, such tales and occasions (like national holidays or customs). As the learners are used to

discussing these subjects in their mother tongue, it will be simpler for them to connect with how they can discuss these subjects in English.

To avoid creating a dull environment, teachers should always use a variety of activities and teaching techniques. It works wonders for youngsters and young people to use cartoons, music, rhymes, role plays, and photos. Without audiovisual and visual resources, the lesson will be so straightforward and dull that all of the students will become anxious and bored. If it is played a lot of games, it will be hilarious. The idea that games could benefit their understudies may be difficult for certain language teachers to accept. Rivals without a doubt argue that playing games is a guilty pleasure and that it is not the greatest way to practice at homeroom. Nonetheless, a larger body of research clearly identifies a variety of benefits associated with the use of games in language study hall.

In a low-pressure environment created by game-based learning, students shift their focus from language use to winning, reducing fear of negative feedback and allowing those with low confidence to fully participate, thereby facilitating fluency in communication. Game play inherently requires students to actively use the target language to engage, communicate, persuade, and negotiate with peers, promoting practical language skills. Additionally, games are enjoyable and can disrupt monotonous learning patterns, making them universally effective for learners of all ages, including adults who may be apprehensive about traditional classroom participation. Introducing competition through games motivates learners to utilize language purposefully, fostering engagement and relevance. Most students who have experienced game-based activities maintain positive attitudes towards them due to the relaxed atmosphere, competitiveness, and motivation they bring to the classroom.[7] It's crucial to ensure that every student understands the educational purpose behind any game you introduce in class. Dr. James J. Asher (1977), a philosophy professor at San Jose State University in California, created the TPR technique (Technical Performance Report). In this experiment, children are taught English through physical actions and commands. For example, the teacher might say "Touch your nose" or "Jump up and down" in English, and the children would perform the actions accordingly. This method capitalizes on young children's natural inclination to learn through movement and action, making language learning more engaging and memorable for them. Studies have shown that TPR can significantly improve children's vocabulary acquisition and comprehension skills in a second language like English.[7] Another experiment shows that in order to put the young learner-oriented approach into practice, this study presents an innovative storytelling technique. With the help of this innovation, textbook classes may be redesigned into storytelling sessions that give young students

dynamic opportunity to utilize language in relevant circumstances. There were two stages to the research.

The first phase used a qualitative approach to investigate how stories and storytelling are now used in Vietnamese state elementary schools to teach English as a foreign language. An intervention study was conducted in the second phase to look at how narrative innovation lessons were used.

In this experiment, children are exposed to English language stories through picture books or oral storytelling sessions. The stories are carefully chosen to be age-appropriate and engaging, with simple language and vivid illustrations. After reading or listening to the stories, children may engage in activities such as retelling the story, acting it out, or creating their own versions. This approach helps children develop language skills such as vocabulary, grammar, and comprehension in a natural and enjoyable way.[8]

Conclusion

The study is concluded that to diversify teaching methods for teaching English to young learners in schools and nurseries, educators utilize activities such as singing songs, playing games, conducting presentations, drilling exercises, storytelling, reading aloud, and dictation. Despite encountering challenges, teachers can tackle these issues by sparking students' interest through activities like games, demonstrations, and presentation practice.

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