

ENGLISH LANGUAGE TEACHING METHODS IN PRIMARY EDUCATION

Maxmudov Akbarjon Anvarjon o'g'li

Student of Samarkand State Institute of Foreign Languages

Scientific supervisor: Azzamova Nigora Rajabboyevna

Abstract

This paper investigates various methods of teaching English in primary education, emphasizing the critical importance of establishing a strong foundation in language development at an early age. The study compares different approaches, including interactive and communicative methods, the integration of technology, and the role of student participation in the learning process. By examining the effectiveness of these methods, the research highlights how diverse teaching strategies can enhance language proficiency among young learners. The findings suggest that incorporating a variety of engaging and participatory techniques positively impacts students' language acquisition and overall educational experience.

Keywords: The use of technology in teaching English, approaches to teaching Primaries, teaching of languages, teaching language to learners, methods of teaching.

INTRODUCTION

It is beyond doubt, that Education in general and English in particular should be taught in primary schools. Homes that expose their children to English at an early age can be assured that their children have the strong roots and foundation that would ensure their success in school and their social life. This paper reviews the methods of enhancing English Lessons in Primary Schools carried out in context environments focusing on the students in the effectiveness of new approaches.

LITERATURE REVIEW AND METHODOLOGY

Incident studies also show that young learners get enhanced outcomes by personalized and interesting methods of teaching. According to the investigations of Harmer (2007) and Cameron (2001), the use of games, songs, and storytelling during the lessons contributes to vocabulary and grammatical knowledge outcomes. Other media types are also gaining importance, which include, digital tools and applications which are more interactive and can respond according to user activity (Kervin, 2010).

Interactive and Communicative Approaches

In teaching English in primary education, there is a most significant strategy and that is; the interactive and communicative strategy. This method is very effective as it entails the involvement of students; something that is essential when it comes to the acquisition of languages. The group work like, pretending to be someone else, a debate

session, and game sessions make learning fun and exciting. Brown (2007) has noted that the CLT embraces features such as authenticity, interaction, as well as real-life communication.

Role-play involves the use of pretend real-life situations to practice the use of language. This method is effective in developing the speaking aspect while at the same time assisting in the development of confidence. Students' memory of phrases and the vocabulary used in the class is easily reinforced if used within the context of an activity.

Group discussions are effective as they promote idea sharing among the participants and also make the participants reason out. Thus, during the topic discussion in English, students work on their speaking, listening, and comprehension. This way, the teachers can manage the discussions in such a way that each student engages in the activity as well as benefit from it.

Technology Integration

Thus, concerning the overall application of technology in contemporary education, the use of technology in the teaching of English should also be regarded as quite relevant. Technology-based medium includes the use of applications for learning language as well as toys that can enable the child to learn through play in real-life situations. They are functional for the individual pacing of the learning contents and the learning style that one possesses, hence making the learning process more effective and fun. Williams (2016) emphasized the part played by technology in keeping the learners engaged and also in offering multiple options for learning.

Including options like videos, audio, and educational whiteboards can help make the lesson much more interesting. These tools make the language present in different settings, thus being useful in making the students appreciate the use of language and also pronunciation. Internet allows interaction with native speakers which is a good opportunity for practical usage of the language acquired by the student.

Storytelling and Songs

It cannot be disputed that among the effective strategies for teaching English to young learners include storytelling as well as songs. All these methods not only help in making learning more fun than it is but also help in repeating vocabulary and grammar in a fun way. Cameron (2001), as well as Brewster, Ellis, and Girard (2002), stress that the specified techniques contribute efficiently to the language learning of primary school learners.

Storytelling grabs the imagination of the students and this makes them to be more focused. It can be helpful for teachers to use stories that will incorporate some of the new words and grammatical structures that the learners are supposed to learn. Students can also be urged to devise their own stories and share them which stimulates the development of creativity as well as mastery of language.

Songs and rhymes should be used as a major teaching aid because they are very useful in teaching the children pronunciation and rhythm. Through songs, students are forced to repeat the same words or phrases hence enhancing their memory. Promisingly, integrating music makes learning a language less stressful and enjoyable hence eliminating anxiety.

Gamification

Another effective approach to teaching English, which is gradually gaining popularity, is 'Gamification', that is the use of elements, typical for games, in other spheres of human activity. With the help of the games, teachers can leverage and encourage motivation and adequate learning processes. It is also possible to put points, and badges, and use the concept of a leaderboard to make the process look quite engaging.

Games in language can range from different concepts such as word usage, grammar, speaking, or even listening. For instance, word-matching games, language puzzles along quiz competitions make learning fun and help to understand concepts even better. All these can be done on an individual basis or as a group hence enhancing both individual learning and group learning.

RESULTS AND DISCUSSION

As the study findings have shown, several methods like role performances and group discussions would be efficient with learners of the young generation. Lessons with the component that allowed the students' participation were described as more effective by the teachers, as the students appeared more attentive and receptive to the material being taught. Besides, in my case, applying Information and Computer Technology, gadgets like language learning applications, and online games were effective in enhancing students' attention and delivering individual learning.

The specified research question guided the development of a questionnaire for the learners, which was developed and divided into four sections. The first part highlighted overviews of the general basic knowledge of students. The second part dealt with the major challenge that affects students in their spoken English. The third part analyzed the antecedents to the student's poor performance in the English language and their motivation to learn the English language. The fourth part aimed at asking students about the relevance of the offered curriculum.

The research indicated that the type of lessons given to the students favors more of the teacher-oriented method than the students-oriented one. Examples of activities to support the delivery of the lessons included teachers' presentations, preparation, and facilitation of students while they had rarely the chance to act in different roles. Several students said that if they attempted to speak the language other students would laugh at their mistakes.

They also reported difficulties, for instance in accessing resources and in the readiness of the teachers to teach utilizing technology. Despite the difficulties seen above, the overall response was relatively positive; many teachers noted a definite improvement in students' language usage.

CONCLUSION

The population for this study is made up of children in primary school; thus, this study emphasizes the need to adopt multiple and entertaining teaching approaches and methods in teaching English. The suggestions made above point to the fact that the integration of technology and a focus on the students can significantly improve the learning of language. In this way, young ELs can have a better learning environment that would also be quite beneficial for the teachers as well.

Teacher involvement is very important in the teaching of English, assisting the learners in enhancing their English language and even overcoming speaking barriers. Wisely formulated recommendations are in front of educators, and this case, they will be able to discover purposeful and timely ways of teaching and learning the English language.

REFERENCES

1. Harmer, J. (2007). This paper by focusing on 'The Practice of English Language Teaching', aims to discuss the given topic in an extensive manner. Pearson Longman.
2. Cameron, L. (2001). Teaching languages to young learner. Cambridge University Press.
3. Kervin, L. (2010). Supporting Digital Natives. Primary English Teaching Association.
4. Krashen, S. D. (1982). Meickers and Gersten (2000) titled their paper 'Principles and Practice in Second Language Acquisition'. Pergamon Press.
5. Nation, I SP & Newton, J. (2009). The objective of this article is to provide a theoretical foundation for teaching ESL/EFL listening and speaking strands. Routledge.
6. Horwitz E.K., Horwitz M.B., & Cope J. (1986). Foreign language classroom anxiety. *Mod. Lang. J.*, 70 (2), 125-132.
7. Brewster, J. , Ellis, G. , & Girard, D. (2002). The primary source of the English as a foreign language instruction is known as Primary English Teacher's Guide. Penguin Books.
8. Al Hosni, S. (2014). Communication disorder that are experienced by young EFL learners. *IJELL International Journal on Studies in English Language and Literature* 2 (6) 22 – 30.
9. Brown, H. D. (2007). Finally the paper should give an insight on the principles of second language learning and Teaching. Pearson Education.
10. Williams, M. (2016). Cases of Technology Integration in Primary Schools. *Journal of Modern Education*, 14(2) 2003, pp 45-59