

10-5-2021

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Dildora Safarova

Jizzakh State Pedagogical Institute, safarova@jspi.uz

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Recommended Citation

Safarova, Dildora (2021) "PRINCIPLES AND METHODS OF TEACHING FOREIGN LANGUAGES AT PRIMARY SCHOOLS," *Mental Enlightenment Scientific-Methodological Journal*: Vol. 2021 : Iss. 5 , Article 26.

Available at: <https://uzjournals.edu.uz/tziuj/vol2021/iss5/26>

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PRINCIPLES AND METHODS OF TEACHING FOREIGN LANGUAGES AT PRIMARY SCHOOLS

Safarova Dildora,

Senior English language teacher,

Jizzakh state pedagogical institute

e-mail: safarova@jspi.uz

Abstract. Lately, there has been a growth of interest in teaching English as a foreign language to young learners around the world, and it has found its reflection in Uzbekistan, too. Although there has been a great interest in learning English all around the world, majority of English as a Foreign Language learners who graduate from public schools are unable to communicate in the foreign language they have been learning. One of the greatest challenges a learner experiences is that English is not used authentically within the real life context. Therefore, learners may not have enough opportunities to be exposed to the target language or to use it in authentic interactions. In this article several suggestions have been presented to overcome such drawbacks with the help of communicative language teaching which serves to apply alternative approaches and methods rather than traditional methods.

Keywords: foreign language, method, methodology, principle, primary school, young learner, traditional approach, communicative language teaching, games, mixed-ability class, strategy, technique.

INTRODUCTION.

There are similarities between teaching young learners and teaching adults. Teachers of young learners will need many of the same skills in planning, teaching, classroom management and language proficiency as teachers of adults. Depending upon the educational and cultural context in which they are working, the aims of their teaching may often be similar: helping learners to understand and

communicate, and to develop learning strategies which help them to learn independently. Like adults, young learners are individuals with their own characteristics, likes, dislikes and beliefs. It is therefore difficult to generalise about teaching them. However, there are four key areas where teaching young learners differs from teaching adults [2, p.6]:

-Young learners are still developing cognitively, linguistically, socially, emotionally and physically. Smith [7, p.14] describes young learners as ‘products in process’. Learners aged 6–12 are still developing their thinking skills, their first language systems, their hand–eye co-ordination and other motor skills. They are still discovering the rules for interacting with others, and learning to understand their own reactions to others and to events. The breadth, volume and speed of this early development also means there are significant differences in the abilities, interests and characteristics of children within the 6–12 age range. There can be significant learner variables, for example, between children aged 8–9, and children aged 10–11 [4, p.57].

-Young learners often have no obvious reason for learning English. Many adults choose to learn English for a specific job-related purpose, or for personal reasons. Learners at secondary school are often motivated to learn English in order to pass an exam, get a job, or go to university. Young learners, by contrast, are generally conscripts in language classes (even in private tuition). They generally do not need, for example, to order a meal in English, give directions, or discuss the weather (Clark 1990) – typical focuses of early language learning classes for adults. However, the lack of a clear reason for learning English may not worry the young learner, who will very often bring goodwill, energy and curiosity to learning.

-Young learners may not always have well-developed literacy skills to support their learning of English. Many children at the younger end of the 6–12 year-old spectrum may not be able to read and write in their own language, or may be starting to read and write – sometimes in a different script – in parallel with

learning English. It is often the case, therefore, that children up to the age of about 9 may not be able to use reading or writing to support their learning in a foreign language. Cameron (2001:108) refers to this phenomenon as a 'literacy skills lag'. This means that in many young learner classrooms, talking is the main medium of input, as children may not yet have the skills to decode meaning from text.

-Young learners often learn slowly and forget quickly. The popular belief that young learners find it somehow much easier to learn than adults is attractive, but not supported by evidence from classroom contexts where children have a few English lessons a week. From the rather limited evidence available, research tends to show that older learners (from around age 13 and up) may have advantages in terms of remembering grammar and vocabulary [1, p.45], possibly due to advantages over younger learners in learning skills and cognition. In addition, given similar conditions, older learners' pronunciation may not differ significantly from that of younger learners over time [8, p.357].

While there may not be immediate linguistic benefits in teaching English to young learners, there are many good reasons for doing so. Most crucially, positive early experiences of learning a foreign language may help young learners to develop self-esteem and positive attitudes that will equip them to study English with greater confidence when they are older. It can also help them apply more developed learning and cognitive skills to the more formal and abstract learning they may experience in secondary school. Intercultural benefits may derive from the realization that other countries have a language with sounds and rules different from their own. As they realize both the similarities and differences between English-speaking people and themselves, they may also learn values of tolerance, empathy and curiosity. These values will be useful in later life and for the society in which they live. They may gain academic benefits from learning English, too: generic concepts such as time, number and changes in the season can be consolidated through learning English, as can learning skills such as planning, organizing and checking work.[6, p.28]

RESULTS AND ANALYSIS.

Children begin to learn foreign languages from the first grade of a comprehensive school. On the one hand, this is an excellent opportunity to acquire knowledge at the minimum B1 level before the graduation class, but on the other hand, it adds questions to teachers. It is not so easy to find the right teaching methodology that will bring measurable and noticeable results. The most common approach for all levels of education in most countries of the world is traditional method. In traditional classes the teacher actively works with children, selects different types of activities: writing, reading, retelling. However, the disadvantage is that it is not always accurate to check the degree of success of the material learned due to the large number of students.

For complex assessment, monotonous tests are often used that do not give a visual result. Only multi-faceted tests in several versions can be indicative. Often the teacher does not have time for this.

In addition, when using only this technique, oral speech is noticeably "lame". The child may know perfectly grammar and write competently, but have difficulty communicating in English on a free topic. Thus, the traditional approach to learning has its own distinctive features:

Here are some advantages of traditional teaching method: 1. Mastering the fundamental rules of grammar, 2. Relatively easy control over the course of the lesson, 3. Ability to schedule classes down to minutes, 4. The regularity of the educational process, 5. The presence of a large number of benefits

Disadvantages of traditional teaching method: 1. Lack of conditions for speech-thinking activity, 2. "Detachment" from other objects, 3. Lack of interesting and useful interaction of children with each other and with the teacher, 4. Low level of active vocabulary, 5. The complexity of evaluating the learned material.

As traditional method could not and still cannot be approved to be completely true, methodologists came up a new approach in primary grades, this

approach is Communicative language teaching method and it is implemented in the form:

- reading specialized adapted literature,
- doing written exercises in the Work book or Activity book,
- listening to videos, short films, cartoons.
- work with pictures, cards, illustrations [10].

To maximize the effect of the lessons, this approach should be combined with others. Communicative approach- one of the most promising areas. It gained popularity at the end of the 20th century and is still the most effective alternative to the usual memorization of the rules.

The main idea is to immerse the kids in the language environment and traditional life of the country. In elementary school, this technique includes:

- reading and working with children's fiction in the original,
- reading bilingual or multilingual books,
- watching cartoons in the original,
- active work in pairs and mini-groups,
- study of real life situations in a foreign language,
- a lot of speaking practice.

Teachers teach in English, usually in a free form. For example, the lesson is fully devoted to the traditions and history of any holiday. The topic of the classes may overlap with other subjects - this is a common practice for private schools. In addition, in the classroom, children actively communicate with each other, draw, perform creative tasks and learn how to interact with each other and with the teacher.

For successful practice within the framework of the communication methodology, the teacher must rely on the following key aspects:

- working with motivating children through engaging content,
- the use of relevant topics or the integration of English and other subjects,
- the formation of an active vocabulary,

- maintaining a healthy and friendly atmosphere conducive to interaction and communication,
- empowering students with personal responsibility for the level of speech proficiency,
- removing barriers and fears associated with fluent communication in English.

With the correct distribution of classroom time, children learn grammar well, learn to communicate freely, develop social and creative skills, applying and consolidating all grammatical constructions during a live conversation. Many teachers who have been working in elementary grades for a long time are well acquainted with the psychophysiological characteristics of babies and use only the play method. The game will almost never go wrong, unlike any other lesson planning approach.

Students perceive new material better when the teacher adheres to the following scheme:

- demonstration and visual support,
- scoring and multiple repetition,
- confirmation by letter,
- practical actions that will be associated with new information.

Each item has its own characteristics. So, when demonstrating, the rule applies: an illustration in a book is not enough, so you can use additional pictures, videos, drawings, posters, a projector, a computer, or thematic items.

To practice practical actions, teachers most often resort to the following options:

"Snow globe" - the first student says a new learned word, the second repeats it and adds his own, and so on, until a set of 10 or more words is obtained. Instead of words, you can use learned rules or grammatical examples - it all depends on the teacher's imagination. Children are sitting in a circle or standing - they do not have to be at their desks.

"Talking ball" - the teacher throws the ball and says the word, and the student must throw the ball back to him with the translation.

"Alterations" - you can use a ball, or you can use an impromptu magic wand or toy. The teacher gives the child a stick and names a word, for example, a baby, and the child must wave the stick and turn it into a plural. There are many options.

"Friends" - students pass the toy in a circle and ask each other questions about the material covered.

"Guess" - everyone in turn draws outlines of an object from the passed vocabulary on the blackboard and guess.

Surprise is a live game in which you can come up with many different interpretations. You can blindfold and let the student touch the object that he has to describe in English. In addition, you can hide an object in a box and talk about it without naming it - let the class guess what is inside.

Test Your Luck - This game requires a large alphabet or carved letters in a bag. The idea is for the baby to stretch and poke at random at the letter and name as many words as possible on it.

"Who hid" - children make up many small words out of large ones.

It is always better to come up with your own games - the main thing is to choose what will resonate with the students. You should not be upset if you prepared carefully, but the desired effect did not happen - in this case, you should find out who their favorite cartoon characters are and use this information to prepare the next lesson.

Young learners get tired much faster than others, but they also need more activity, so do not be afraid to play games with a ball, toys, physical elements such as jumps, squats, claps. The kids will love it for sure.

Games are:

- role-playing (plays, dialogues, life situations),
- improvisational (monologue, creative projects, general conversation),
- competitive (crosswords, lotto, board games),

- rhythmic and musical (dances, ball games),
- artistic (graphic dictation, collective fairy tale, coloring, modeling).

With such training, the teacher combines, at his own discretion, any types of activities in the lesson. With a mixed approach, everything is allowed:

- creation of projects,
- learning songs,
- use of literature,
- games with a constructor,
- acting out plays,
- creative pursuits,
- excursions and much more.

One way to make the learning more fun is to involve students in the creation of the visuals or realia. Having children involved in creating the visuals that are related to the lesson helps engage students in the learning process by introducing them to the context as well as to relevant vocabulary items. In addition, language related to the arts and crafts activities can be taught while making or drawing the visuals. Certainly students are more likely to feel interested and invested in the lesson and will probably take better care of the materials. [13]

One way to capture their attention and keep them engaged in activities is to supplement the activities with lots of brightly colored visuals, toys, puppets, or objects to match the ones used in the stories that you tell or songs that you sing. These can also help make the language input comprehensible and can be used for follow-up activities, such as re-telling stories or guessing games. Although it may take a lot of preparation time to make colorful pictures and puppets or to collect toys and objects, it is worth the effort if you can reuse them in future classes. Try to make the visuals on thick paper or laminate them whenever possible for future use. Sometimes you can acquire donations for toys and objects from the people in your community, such as parents or other teachers. A great way to build your resources is to create a “Visuals and Realia Bank” with other teachers at your

school by collecting toys, puppets, pictures, maps, calendars, and other paraphernalia and saving them for use in each other's classes. [14]

Of course, variety is a huge plus. But with such a rich program, it is difficult for a teacher to follow a program that still includes mandatory checkpoints, assessment and the result expected at the end of the school year. The teacher has a great responsibility - to instill in the little person the desire to learn about the world, cope with difficulties and study diligently.

CONCLUSION

Based on this, global goals in the lesson are not only about learning grammar and improving vocabulary. It is important for the child to convey the importance of knowing the language and cultural characteristics of other countries. The chosen methodology should emphasize the practical importance of English, encourage the dreams and goals of the baby, awaken interest in travel and a possible future profession. Thus, it is necessary to teach children to perceive the information in the lesson as useful and necessary for a successful future.

It can be summarized that the teaching methodology for children in primary school should be based on the following principles:

- Learning through communication and communication with people.
- The most individual approach to students, both in terms of material presentation and assessment.
- Interesting, useful, fresh and new information as a basis for the lesson.
- Raising awareness and responsibility for their results.
- Integration of the foreign language with other subjects.
- By applying the above rules, you will be able to be the most successful teacher.

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