LEARNING AN ENGLISH LANGUAGE LIKE CHILDREN IN ACADEMIC LYCEUMS AND SECONDARY SCHOOLS.

Majidkhon Mavlonkhonovich Ayturayev
Namangan Engineering-Technology Institute Teacher of “Foreign languages” department

Follow this and additional works at: https://uzjournals.edu.uz/namdu

Part of the Education Commons

Recommended Citation
Ayturayev, Majidkhon Mavlonkhonovich (2019) "LEARNING AN ENGLISH LANGUAGE LIKE CHILDREN IN ACADEMIC LYCEUMS AND SECONDARY SCHOOLS.," Scientific Bulletin of Namangan State University: Vol. 1 : Iss. 6 , Article 63.
Available at: https://uzjournals.edu.uz/namdu/vol1/iss6/63

This Article is brought to you for free and open access by 2030 Uzbekistan Research Online. It has been accepted for inclusion in Scientific Bulletin of Namangan State University by an authorized editor of 2030 Uzbekistan Research Online. For more information, please contact sh.erkinov@edu.uz.
LEARNING AN ENGLISH LANGUAGE LIKE CHILDREN IN ACADEMIC LYCEUMS AND SECONDARY SCHOOLS.

Cover Page Footnote
????????

Erratum
????????
LEARNING AN ENGLISH LANGUAGE LIKE CHILDREN IN ACADEMIC LYCEUMS AND SECONDARY SCHOOLS.
Majidkhon Ayturayev Mavlonkhonovich.
Namangan Engineering-Technology Institute
Teacher of “Foreign languages” department.

Abstract: The article provides information about some speaking difficulties in English languages and how to achieve fluency. Also, we have some discussions about children’s secret in learning foreign language.

Key words: teaching technologies, fluency, research, podcasts, pronunciation, child’s secret, repetitive listening, listening material.

AKADEMIK LITSEY VA O’RTA MAKTABLERDA INGLIZ TILINI BOLALAR KABI O’RGANISH.
Majidxon Ayturayev Mavlonxonovich.
Namangan Muhandislik-Texnologiya Instituti
“Chet tillar” kafedrasi o’qituvchisi.

Annotatsiya: Qiyidagi maqolada ingliz tilida so’zlashuvdagi bazi bir qiyinchiliklar hamda ravonlikka erishish usullarini ko’zdan kechirilgan. Shuningdek horijiy tilni o’rganishda bolalar usulidan foydalanish xaqida bax yuritilgan. Kalit so’zlar: o’qitish texnologiyalari, ravonlik, tadjiqot, podkastlar, talaffuz, bolaning siri, takroriy tinglash, tinglash materiali.

ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ, КАК ДЕТЯМ В АКАДЕМИЧЕСКИХ ЛИЦЕЯХ И СРЕДНЙ ШКОЛАХ.
Мажидхон Айтураев Мавлонхонович.
Наманганский Инженерно-Технологический Институт
Учитель Кафедра Иностранного Языка

Аннотация: В статье приводятся сведения о некоторых трудностях в говорящих на английском языках и как достичь беглости. Кроме того, у нас есть некоторые дискуссии по поводу детской тайны в изучении иностранного языка.

Ключевые слова: технологии обучения, беглость речи, исследование, подкасты, произношение, детская тайна, повторное слушание, материал для прослушивания.

One of the important requirements in today world is learning foreign languages. The conditions, created for young people in the field, are amid at the formation of the younger generation with high intellectual potential that not in inferior to anyone and anything. Although we have some problems with communicating in English as a second language, foreign languages are taught in the academic lyceums and secondary schools, on the basis of advanced teaching technologies in accordance with modern educational standards. Decree of 1st President I.Karimov “On measures to further improving system of
foreign language learning” dated December 10, 2012, serves as an important guide of action in this direction. [1]

Pupils start learning English language from primary school and continuous secondary school. They have at least 2 or 3 lessons in a week until their high school. The period of studies in the lyceum is three years, like in other vocational education institution of the Republic of Uzbekistan. An academic year consists of two semesters, 20 teaching weeks each. There are winter holidays between two semesters when students can have a rest and acquire new strength for studies. During the semester, students take two mid-term examinations and one final examination on each subject they learned. Moreover, during their studies students undergo in-class written and oral tests.

However, they did so many attempts during these periods they are not good at some basic languages skills. In my opinion in order to communicate well fluency is important English skill. Fluency is the ability to speak (and understand) English quickly and easily without translation. Fluency means you can talk easily with native speakers they easily understand you, and you easily understand them. In fact, you speak and understand instantly. Fluency is your most important English goal.

The research is clear - there is only one way to get fluency. You do not get fluency by reading text-books. You do not get fluency by going to English schools. You do not get fluency by studying grammar rules. First of all, choosing the method depends on the goal, characteristic, age, and contents of the lesson. Listening and drawing pictures is a very effective method for teaching young children in the English classrooms. The goals of English instruction for young learners should be 1) make children feel competent and confident while learning English: 2) provide a safe, entertaining, and educational environment: 3) create basis for life-long learning English. ELT at colleges is organized within content-based and task-based instructions. [2.1]

Have you ever considered why we can’t speak English well? I did some research with pupils and students who have learnt English for many years. There I was, in an English class, in some academic lyceums and secondary schools. The English teacher was standing in front of a class of middle school students. The students were young and eager to learn. I sat to the side, watching and the teacher wrote an English sentence on the blackboard: “Abror is taller than Lola”. Then she began to talk in Uzbek language. While she was talking, she circled different words of the sentence. She used different colored chalks and she talked, and talked, and talked.... in uzbek language... as she pointed to the word “Abror”. Finally, after almost 10 minutes, she finished explaining the words “Abror and Lola” (in Uzbek). The students were now looking stressed and tired. The teacher underlined the word “is” next, using white chalk. Then she did it again--- talking, talking, in Uzbek language. By the end of the class, the young students were tired, stressed, and totally confused. But they still have problems with their speaking skills. They spent so many years for learning grammar books, text books and so on but they can’t speak. We can give some reasons for these difficulties below according to survey with these students.

They said: Lessons are boring. They were bored so they didn’t remember what they were taught. Teachers taught them reading and grammar, not listening and speaking. They focused on translating to their native language. Their teachers were not fluent English speakers. Their teachers focused on complicated grammar. Teachers did not focus
on pronunciation. They did not learn correct pronunciation. They did not listen to native English speakers enough. They read textbooks, not real English stories, articles and books.

You can ask how we can speak English easily. I am going to mention listening is a key for speaking without difficulties, fluent and perfectly. So I can suggest some new strategies which I have already used with my students for overcoming these issues. You have to focus mostly on listening to native speakers and listen at least one hour every day. Try to listen to real stories, articles, and movies. Practice pronunciation, not grammar. Listen to topics you enjoy. Join a learning community rather than boring lessons. Listen, listen, listen to native speakers (podcasts, MP3s, movies, stories, etc..)! Read easy books that you enjoy, never read textbooks.[3.1]

What was the child’s secret in learning a foreign language? Because everyone knows that when people move to a new country the children will eventually speak the language natively and the adults won’t. The normal explanation is that children have a special ‘talent’ that they lose as they grow up. Teachers said that for adults, languages should be taught and studied instead of learned naturally. But are we any better with present language teaching? Why, for example, do adults in our country do better when they move to a new language community than our modern students do? Could it be that early teachers were mistaken? Maybe adults can do what children do. Maybe it’s just adult behavior (not lack of talent) that prevents them from succeeding. It seemed the mistake – children can do something that adults cannot. What would happen if an adult were to just listen for a year without speaking? [3.2] Our answer – both adults and children can do it right, but only adults can do it wrong.

Imagine a 4 year-old child and an adult reacting to somebody talking to them in a foreign language. The child most often just listens, while the adult usually tries to talk back. Now imagine that ‘not trying to speak’ was the child’s secret. It makes sense that listening to things that are always right would build the language right, while saying things that are always wrong would built it wrong. It seems that the difference between adults and children is not that adults have lost the ability to do it right- but that children haven’t yet gained the ability to do it wrong that to destroy it with forced speaking. Forced speaking damages adults. Consciously thinking of one’s sentences – with translations, rules, substitutions, or any other kind of thinking prevents you from speaking like a native.

What I’m suggesting is this. The reason that children always end up as native speakers is because they learn to speak by listening. And the reason that adults don’t is because they learn to speak by speaking. The formula is this: ‘Listen’, ‘Don’t speak’, and ‘Be patient’. And now it appears that this is not only the child’s secret. It’s everybody’s secret. And while children do it more faithfully, adults can do it faster. The ability to hear is a natural process that develops in all normal infants. Indeed, most of us begin to hear sound before we are even born. [2.2]

To get English fluency, you must have a lot of understandable repetitive listening. That is the only way. To be a fantastic English speaker, you must learn English with your ears, not with your eyes. In other words, you must listen. Your ears are the key to excellent speaking.[4]
What kind of listening is best? Well, it must be understandable and must be repetitive. Both of those words are important - understandable and repetitive. If you don't understand, you learn nothing. You will not improve. That's why listening to English TV does not help you. You don't understand most of it. It is too difficult. It is too fast. It’s obvious right? If you do not understand, you will not improve. So, the best listening material is easy. That’s right, you should listen mostly to easy English. Most students listen to English that is much too difficult. They don’t understand enough, and so they learn slowly. Listen to easier English, and your speaking will improve faster!

Understanding is only half the formula. Understanding is not enough. You must also have a lot of repetition. If you hear a new word only once, you will soon forget it. If you hear it 5 times, you will still probably forget it! You must hear new words and new grammar many times before you will understand them instantly. How many times is necessary? Most people must hear a new word 30 times to remember it forever. To know a word and instantly understand it, you probably need to hear it 50-100 times!

References:
1. Presidential Decree PQ-1875 “On measures to further improve of foreign language learning system” on10th December, 2012.