

PRACTICAL ASPECTS OF TEACHING FOREIGN LANGUAGES AT AN EARLY AGE

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Abstract

This scientific article is dedicated to the study of semantic characteristics of teaching foreign language. Teaching English as a foreign language can be fun, challenging, hugely rewarding, and can enable you to see the world and meet new people. You will have opportunities to develop skills through authentic teaching practice, teaching English to young learners (primary and secondary), and teaching English online. This course can equip you with vital skills in English language, linguistics and practical teaching so you can provide an immersive and engaging educational experience.

Key words : Teaching English, young learners, passive method, active method, interactive method, pre-activity, while-activity, post-activity, game, reading, listening, speaking, vocabulary.

CHET TILLARNI ERTA YOSHDAGI O'QUVCHILARGA AMALIY O'QITISHNING AMALIY ASSPEKTLARI

Anotatsiya

Ushb ilmiy maqola chet tilini o'rgatishning semantik xususiyatlarini o'rganishga bag'ishlangan. Ingliz tilini chet tili sifatida o'rgatish qiziqarli, qiyin va juda foydali bo'lishi mumkin va sizga dunyoni ko'rish va yangi odamlar bilan tanishish imkonini beradi. Siz rivojlanish uchun imkoniyatlarga ega bo'lasiz. haqiqiy o'qitish amaliyoti, yosh o'quvchilarga ingliz tilini o'rgatish (boshlang'ich va o'rta) va onlayn ingliz tilini o'rgatish orqali ko'nikmalar.

Kalit so'zlar: Ingliz tilini o'rgatish, yosh o'quvchilar, passiv usul, faol usul, interaktiv usul, boshlang'ich mashq, o'rta mashq, mustahkamlash mashqi, o'yin, o'qish, tinglash, gapirish, so'z boyligi

ПРАКТИЧЕСКИЕ АСПЕКТЫ ОБУЧЕНИЯ ИНОСТРАННЫМ
ЯЗЫКАМ В РАННЕМ ВОЗРАСТЕ

Абстрактный

Данная научная статья посвящена изучению семантических особенностей обучения иностранному языку. Преподавание английского языка как иностранного может быть интересным, сложным, чрезвычайно полезным и может позволить вам увидеть мир и познакомиться с новыми людьми. У вас будет возможность развивать навыки с помощью аутентичной педагогической практики, преподавания английского языка молодым учащимся (начальных и

средних школ) и преподавания английского языка онлайн. Этот курс может вооружить вас жизненно важными навыками английского языка, лингвистики и практического обучения, чтобы вы могли обеспечить захватывающий и увлекательный образовательный опыт.

Ключевые слова: преподавание английского языка, юные ученики, пассивный метод, активный метод, интерактивный метод, предварительная деятельность, во время активности, после активности, игра, чтение, аудирование, говорение, словарный запас

INTRODUCTION

Educating and teaching young learners have always been a challenge and required new sophisticated approaches and solutions in terms of teaching foreign languages.

So far, considerable attention has been paid to the organization of effective lessons to develop language skills and education technologies in teaching process in Uzbekistan. Thanks to active research, independent discovery, modeling and solution, practical tasks, to ensure the quality of education has been possible.

Preparing schoolchildren for real life involves the formation of methods of teaching foreign languages in terms of establishing contacts, exchanging information, sharing search and creativity in language teaching. All this is possible only through the organization of a lesson based on different interactive methods.

The course paper presents the theoretical and practical analysis of teaching foreign languages and a number of used methods in primary school classrooms.

The topicality of the research is the analysis of effectiveness and weaknesses of several most influential teaching approaches and methods in primary school classrooms in order to have a better understanding and application in the future teaching practice and the process of using different interactive and communicative language methods in primary school classrooms.

This research examines the theory and practice of teaching foreign languages methodology and the use of different interactive and communicative methods in primary school classrooms.

The aim of the research work is to investigate the effectiveness of applied effective interactive methods to teach foreign languages for primary schoolchildren.

Materials and Methods. A teaching method is formed in the teaching process through the interaction between the teacher and learner. Within the existing learning conditions, the learning process is considered as an interaction between the teacher and student, aiming to transfer common knowledge, skills, and values to the student. From the very first day when the teaching situation emerged up today there have been formed only three widely spread forms of the interaction between a teacher and student:¹

¹ Borich , G. D. (2007). *Effective Teaching Methods: Research Based Practice* (6th edition). Englewood Cliffs: Prentice Hall.

- ❖ Passive methods;
- ❖ Active methods;
- ❖ Interactive methods.

A passive method of instruction is a form of interaction between the teacher and students with the teacher being the center of the lesson while the learner remains to be a passive listener. Feedback on such lessons is conducted through surveys, independent tasks, tests and so on. The passive method is considered as the most inefficient method in terms of material use, but the advantages of this method include the ability to prepare less labor-intensive lessons in advance and present a large amount of information in a short time.

An active approach is a form of a teacher-student interaction equally involving both a teacher and students. In this form of learning, students are not passive listeners anymore but they are active participants in the learning process. Because of these advantages, a lot of teachers choose this method of instruction. In some cases, this method is effective if employed by experienced teachers with the learners who have clearly defined learning objective. If passive lessons represent an authoritative style of instruction, the active approach is a democratic style. Active and interactive approaches have a lot in common. In general, an interactive method can be considered as a modern version of active methods. In contrast to the passive approach, active learning is focused on a closer relationship between learners and a teacher, and students are more active in the learning process. The main difference between active and interactive approach is that, in contrast to active approach, interactive learning involves students' interaction not only with the teacher but with each other as well.

An interactive approach involves interaction in dialogue mode (“inter” - reciprocally, “act” – do, perform).² In other words, an interactive teaching method is a form of learning and communicative activity in which students are involved in the learning process and reflect on what they know and what they are thinking. Unlike a traditional teaching method oriented on the teacher whose main function is to assist learners and facilitate, interactive learning focuses on students' needs, abilities, interests. While in a traditional approach teacher is a center of the learning process and learners are passive and only receive information, in a learner-oriented system the teacher and the learner swap their traditional roles enabling the learner to actively engage in the learning process and be the center of the classroom.

Based on this knowledge and experience, learners categorize, analyze, assume opinions, acquire new skills, and develop their attitudes towards facts and events (Figure 4).

The teacher's role in interactive learning is directed towards achieving the goals of students in the process of teaching. The teacher makes a lesson plan - interactive activities and assignments, through the working of which students acquire new information and an individual task is transformed into a group task. Each member of the group contributes to the whole group's success. Interactive exercises and tasks

² Interactive Teaching Styles Used in the Classroom. Available at: <http://education.cuportland.edu/blog/tech-ed/5-interactive-teaching-styles-2/>

that students perform are the basic components of interactive lessons. The use of interactive teaching methods ensures full participation of students in the learning process, and which is a major source of learning. The fundamental difference between traditional and interactive activities is that the student does not only revise and strengthen his knowledge but also constructs and completes it with new material(Figure 5,6).

Among widely spread and popular interactive methods, we can single out the following:

- ✓ Creative tasks;
- ✓ Games (role-plays, imitations, business and development games);
- ✓ Use of human resources (excursions, inviting experts);
- ✓ Social Projects;
- ✓ Use of new material (interactive lectures, video-audio materials, student in the role of a "teacher", Socratic dialogue, asking questions);
- ✓ Solving tasks (associative maps, brain storming, case analysis).

Teaching vocabulary

Three-phase Framework of Teaching Vocabulary is as follows:³

- Pre-activity
- While-activity
- Post-activity
- Pre-activity

Presenting new words

• Different teachers have different ways to present new words. Whatever methods are used, the following suggestions may help teachers:

- Prepare examples to show meaning.
- Ask students to tell the meaning first.
- Think about how to show the meaning of a word with related words such as synonyms, antonyms etc.
- Think about how to check students' understanding.
- Draw pictures, diagrams and maps to show meanings or connection of meanings;
- Use real objects to show meanings;
- Mime or act to show meanings;
- Use synonyms or antonyms to explain meanings;
- Use lexical sets;
- Translated and exemplify, especially with technical words or words with abstract meaning;
- Use word formation rules and common affixes.

While-activity

- *Deriving words* (creating the necessary form of the words)

Yakovleva, N., Yakovlev E. (2014). Interactive teaching methods in contemporary higher education. Pacific Science Review 16. www.sciencedirect.com. Pp. 75-80

- *Using vocabulary* (choose the right synonym)
- *Communicating the message* (describe the gadget using technical jargon)

Post-activity

- Reflecting on task fulfillment
- Focusing on vocabulary use
- Integrating vocabulary with teaching communicative skills

Active Vocabulary Activities

- Remembering a word - its meaning, pronunciation, grammar form
- Creating collocations/sentences
- Using – grouping words
- Applying in unprepared speech without any help

Passive Vocabulary Activities are based on:

- reading aloud (involving different senses of perception – seeing, listening and articulation)
- filling gaps aimed at developing prediction skills

Results and discussion

There are several basic prerequisites necessary for the quality management of interactive method programme. These relate to a free selection of activities, the professionalism of their leaders and the use of contemporary forms, methods, programme and organization. Therefore, the students ought to have the option of freely selecting from a diverse array of quality interactive method based activities at the beginning of the school year. Furthermore, leaders of interactive activities should possess professional knowledge and an affinity towards the area they are leading, while also systematically pursuing the latter. The material, technical and other conditions necessary for the satisfactory conduction of interactive programme also ought to be ensured; it is necessary to use diverse forms, methods and procedures. The creative capabilities of each student should be stimulated and developed with a quality programme, one with many diverse approaches to the implementation and execution of the same.

The manners and methods of execution ought to take the form of a workshop, project, group research or independent research; as such a method of work contributes to the contemporariness of education. Work should be free, open, unhampered, dynamic and varied. The students' interests and their wishes, affinities and talents ought to represent an important starting point.

Such a process of “active learning” presupposes various activities of pupils who learn together with those who teach them. It can be viewed from two angles: that of the student and that of the teacher, while its key feature is its shifting of focus to the students as an active, participatory constructor of his own knowledge. The achievement of higher levels of understanding and motivation through such active learning satisfies the demands of constructivism, whose teachings are based on: the importance of previous knowledge, immediate experiences in reality, and the holistic nature of experience, the reflexivity of learning and teaching, students’ creativity, inner motivation, the role of the teacher, the method of holistic teaching. Considering that the student is involved immediately and focused on carefully selected activities, he is

in the position to deliberate on what he is doing. In this manner, he constructs a system of logically connected knowledge that he will be able to utilize in various situations in life. By using creative teaching as a starting point, utilizing strategies and methods that stimulate the development of active learning and critical thinking and by introducing cooperative and experiential learning models specific interests are developed, while the students' understanding and application of acquired knowledge is also improved. In order to achieve this, it is essential to include elements of “positive co-dependence, individual and group responsibility, the stimulation face to face interaction, social skills as well as group processing” in cooperative activities.

CONCLUSION

As a conclusion we can say that the course paper does not attempt to contrast interactive and traditional methods but rather to highlight advantages of the interactive method and underline its effectiveness to activate creative thinking, analytic and argumentation skills in students; to develop conversation, discussion, team-working and effective communication skills as emotional contacts created through interactive learning make students listen to peers. Interactive methods in multicultural education allow students to have not only knowledge and compassion for others but also be able to make rational decisions in any situation in order to develop the most acceptable models of thinking, action, and communication. In order to make the aforementioned feasible, not only is the teacher necessary as an initiator and a companion, but also the student, who acquires an important role in decision making. The selection of methods and activities should be based precisely on the students' inclinations, interests, abilities, capabilities and affinities, on the stimulation of creativity and on the applicability of the activities in practical, everyday life.

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