

HOW TO EFFECTIVELY TEACH ENGLISH TO YOUNG LEARNERS

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Annotation:

English is a very popular language in the world. Therefore, there is always a need for English teachers. But even if a person wants to become an English teacher and enters a pedagogical university, this is far from always a guarantee that after graduation he will be a good teacher, armed with modern methods of teaching English. In this article, you will learn what golden rules you need to follow and what methods you need to use when conducting a lesson. Teaching methods are different, in this article we will consider some of them.

Key words: English, golden principles, be a role model, encourage, method, technique, skills, language, students, do the opposite, develop.

It takes a lot of patience and creativity to prepare the spongy minds of children to master the wonders of the English language. If you have taken language classes both as a child and adult, you will know how vastly different your lessons might have been. Knowing how to teach English to young learners is another matter entirely.

As a teacher, apply the four golden principles: acknowledge, listen, challenge, support. Acknowledge the individuality of students who make up the class group by showing that you value what they bring to the group. Learn to listen carefully and without pre-judgements to what they say or try to say. Make sure that you provide the right level of challenge in what you ask them to do. In addition, offer support to them while they struggle to meet that challenge. It sounds easy but of course, it is not. Be a role model. This means working with the students, not simply telling them to do things. This is especially true for reading and writing activities. If they see you are reading, or writing, they will be more likely to engage in these activities themselves. Make it clear that what they do in the classroom is only the tip of the iceberg. To get real benefit from these activities, they need to do a lot of work outside class hours. Encourage them to collect data which may be used later: pictures, books and magazines. Students also need to be encouraged to be curious and to follow up with 'research' – looking for more information, whether in books, on the internet or by asking other people. James J. Asher defines the Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows

the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation. Techniques are:

TECHNIQUE

Step 1 The teacher says the commands as he himself performs the action.

Step 2 The teacher says the command as both the teacher and the students then perform the action.

Step 3 The teacher says the command but only students perform the action

Step 4 The teacher tells one student at a time to do commands

Step 5 The roles of teacher and student are reversed. Students give commands to teacher and to other students.

Step 6 The teacher and student allow for command expansion or produces new sentences

Understanding the spoken language before developing the skills of speaking. Imperatives are the main structures to transfer or communicate information. The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances. This approach is limited due to not being able to physically demonstrate everything however using aspects of this approach especially with beginners is very effective. Encourage students to discuss their work together in a frank but friendly manner. We get good ideas by bouncing them off other people (Johnson, 2010). Help them establish an atmosphere where criticism is possible without causing offence. This implies creating a 'storied class' (Wajnryb, 2003) –a co-operative learning community. Establish a relaxed, non-judgmental atmosphere, where students feel confident enough to let go and not to worry that their every move is being scrutinised for errors. This means attending to what they are trying to express rather than concentrating on the imperfect way they may express it. Do the opposite. This has been extensively described by John Fanselow (1987, 2010). Essentially, it involves observing the routines and activities we consciously or unconsciously follow, doing the opposite and then observing what happens. Examples would be: if you always stand up to teach, sit down; if you teach from the front of the class, teach from the back; if you usually talk a lot, try silence. Expand (or reduce) something. For example, increase (or decrease) the length of a text in various ways; increase (or decrease) the time allotted to a task; increase the number of questions on a text; increase (or decrease) the number of times you do a particular activity. (Maley's books, Short and Sweet [1994, 1996]. In order to understand how best to teach English to beginners, remember your childhood. Maybe there have been cases in your life when an adult asked you something, and you just looked at him without answering a word. It was not because you were rude or ill-mannered, it was just that you did not understand half of what was said. This is how newcomers to language classes feel. If a teacher immediately starts

speaking in a language they do not understand, people just get nervous and turn off their attention.

Conclusion:

All of these listed methods will help you to effectively pass the lessons and achieve the greatest results. More practice - more success. Seek support from other teachers who also English learners. They can support in building content concepts. Develop using this methods you can also create your own, which will be much more effective. Remember that the responsibility for the result lies with both participants in the process, not only the teacher, but also the student. The teacher teaches, but the student also learns. Without his active work, the result will be approximately equal to zero, no matter how professional the teacher is, and no matter what advanced methods he uses. It is our sincere wish that teachers everywhere will find inspiration and encouragement to experiment for themselves.

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