

LEARNING ENGLISH THROUGH MODERN METHODS IN ELEMENTARY CLASSES

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Abstract: *in learning foreign languages it is necessary to learn the grammar of the language, because everything begins from it. If they know grammar well they can understand words of foreign people, can make correct sentences and can tell them, and also they can communicate with others without any difficulties. Children learn English as a second or foreign language much faster than the adults. They imitate the teacher's pronunciation, sentences, phrases, and words more easily. They do not ask for explicit rules which explain how sentences are put together, produced, and pronounced. They may ask for the meanings of words, but they are able to intuitively identify salient features of the meanings of a word and use the word more or less correctly.*

Keywords: *pronunciation, method, powerful, process, communication, activity.*

УЧИТЬ АНГЛИЙСКИЙ ЧЕРЕЗ СОВРЕМЕННЫЕ МЕТОДЫ В НАЧАЛЬНЫХ КЛАССАХ

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Аннотация: при изучении иностранных языков необходимо изучать грамматику языка, потому что все начинается с нее. Если они хорошо знают грамматику, они могут понимать слова иностранцев, могут делать правильные предложения и могут говорить с ними, а также они могут общаться с другими без каких-либо трудностей. Дети учат английский как второй иностранный язык намного быстрее, чем взрослые. Они легче подражают произношению, предложениям, фразам и словам учителя. Они не требуют четких правил, которые объясняют, как предложения составляются, производятся и произносятся. Они могут спрашивать значения слов, но они могут интуитивно определить характерные особенности значений слова и более или менее правильно использовать слово.

Ключевые слова: произношение, метод, мощный, процесс, общение, деятельность.

The effective methods of learning that do yield results are as follows: It is important that the teacher sets goals for himself or herself and also for his or her students so that they aim and work towards that goal and when they fail to achieve to that goal the target they realize it before it is too late and work upon it.

Every person who knows any foreign language, especially English, and know his or her profession very well could find job according to their qualification easily. So, future begins from today that is why we should pay attention and take into control that pupils are being taught well, powerful at the schools. Because everything begins from there, if they are taught well at schools they can make their future perfectly colorful. But, the teacher who is going to learn at school should be well-qualified with powerful knowledge and must know his own subject perfectly well. She should be not only well-qualified, but also should know how to control pupils' mind and check their knowledge.

An important prerequisite for effective learning and retention appears to be that instruction should be activity-based, rather than explanation- or theory-oriented. And the activities should be of an engaging nature. We, the teacher, should be pleasant and sweet-natured, able to communicate at the level of the children. We should not be a terror! Use of audio-visuals is more important than the printed text. The printed text should be colorful, full of pictures, and should have only few language elements such as words, phrases, and sentences.

Language learning should be encouraged in all the classes and in all the environments. Children have a natural curiosity to investigate the environment in greater detail. When they go to the bazaar, they see a lot of signboards and they

start reading the same. They start reading the road signs with great interest. We can create a bazaar inside the classroom for reading and conversation purposes. Pretend situations are greatly enjoyed by children, and they do actively participate in such games.

Activity-based lessons. Children are interested in group activities. Devise group work which would require use of words and sentences for communication among members of the group. Devise group work which aim at accomplishing some language-related task such as language games.

If the textbook lessons are not activity-based, we should be able to convert the lessons in such a way that there are abundant activities built into the learning of the lesson. Conventional textbooks provide for some activities as part of the exercises.

An activity-based lesson centers around the activity to learn the language. Children are given some words and some simple sentences. They are asked to perform a task as a group, conversing with each other. They will use the words and sentences, some in full and most of the time in abbreviated form to communicate with one another. They may use many gestures while performing the task. Ultimately they would achieve what they set out to achieve. They would complete the task and would be greatly involved in doing the task. In this process children are introduced to the use of English in natural communicative contexts.

“This language is meaningful and understandable, because the activities are meaningful and understandable. Children are taught in English; children are not introduced to English language in an artificially pre-determined sequence of grammatical structures or functions; the input from the teacher, and their learning about their world, is in English” [1].

Orientation to learn English. Vale and Fountain (1995) suggest the following orientation when we teach English to children:

- build confidence;
- provide the motivation to learn English;
- encourage ownership of language;
- encourage children to communicate with whatever language they have at their disposal (mime, gesture, key word, drawings, etc.);
- encourage children to treat English as a communication tool not as an end product;
- show children that English is fun;
- establish a trusting relationship with the children, and encouraging them to do the same with their classmates;
- give children an experience of a wide range of English language in a non-threatening environment.

Physical activities help in learning the words and sentences. An activity-based approach is always better than more classroom learning made with repetition, imitation drills, etc.

Emphasize fluency, not correctness. Remember that children are in for a long haul. They will have several years of English. If the fundamentals of motivation, fluency and correct pronunciation are built in a steady manner without overemphasizing correctness of speech at the entry level, and if the teachers, we ourselves have a good command of English with model setting pronunciation capabilities, children will learn English better and faster.

Class activities. Nursery rhymes and songs acted out help children to internalize some words and sentences. Use nursery rhymes and songs for testing their knowledge and command of English. Use English all the time in the class. However, do not refuse to give brief explanations in the native language of children. But such explanations should have the focus on strengthening the use of English, not the mastery of translation from one language into another. Do not use the native language to elicit English responses. Use objects and actions instead [2].

Keep the corrections to the minimum. But we can ask children to repeat an utterance several times so that some approximation to our pronunciation will be encouraged. Do not focus on the quantum of words, phrases and sentences to be mastered. Focus on developing an ability to communicate in contexts meaningful to the children. Comics appropriate to children may be used. Children will see the pictures, listen to our reading, and will reproduce in their own language the utterances of the characters in the book as much as they can.

Let the children act out the story. This will develop their listening and speaking skills. Reading and writing will take deliberate effort on the part of the students. Reading and writing should be less in quantum than speaking and listening in English classes for children.

Quite a few materials in print, audio and video are available in the market which aims at learning English script, spelling, reading, and writing. Select those which match our children's needs and mastery level. Use these in the order suggested by the book. Add to the exercises in an innovative and interesting manner.

In conclusion, we believe that this process can fully improve pupils' ideation and practical language skills, which is helpful and useful to ensure and fulfill an effective result of learning and learning. Barring a few problem areas multimedia technology can be used effectively in classrooms of ELT with proper computer knowledge on the part of teachers, overcoming the finance problems in setting up the infrastructure and not allowing the teachers to become technophobes.

Learning materials should be seen as a dynamic part of the learning process and not just something given out to learners with no follow-up or input from the teacher or facilitator. The principles of adult learning should be incorporated into their development and use, so that they are practical, problem oriented and relevant to the learners' situation and learning needs. A variety of learning materials should be used to encourage learning for knowledge, attitudes and

skills. Written materials may not be the most appropriate, particularly for health education programmes, other media should be considered and used. The participatory approach to the use of learning materials will not only improve retention of the learning but also increase the attitude and performance skills learning.

Testing of any learning material is necessary to see whether it is valid and effective. Both written and visual materials need to be tested and evaluated. Clear, logical well-set-out materials encourage learning and will enhance the learning programme.

Learning materials are tools and as such are dependent upon their user. When used in an modern and participatory approach they can facilitate effective learning, but when badly produced, and poorly used they may be worse than useless, since they can confuse or misinform. Studies show students absorb more information when not in a straight-lecture lesson. While lecturing tends to be the easiest form of instruction, studies show that students absorb the least amount of information that way.

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