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NOTION OF TEACHING ENGLISH LANGUAGE TO YOUNG LEARNERS***Alaudinova Dilnoza Rustam kizi****Doctor of philosophy on pedagogical sciences, PhD, Termez state university, Uzbekistan****Omonova Laylo****Master student of Termez Economy and Service university, Uzbekistan*

ABOUT ARTICLE**Key words:** Analyze, extensive, foreign, innovative, mediocre.**Received:** 27.11.2023**Accepted:** 02.12.2023**Published:** 07.12.2023**Abstract:** This paper investigates how communicative activities are developed in Uzbek EFL classes and the speaking skills of Uzbek pupils. Communicative activity is a complex, multi-stage process that involves the development of each component, which includes the development of all skills. Questionnaires and semi-structured interviews were conducted to explore how pupils perceived the overall effect of language learning through communicative activities. The results showed that the pupils positively commented on their increased awareness and understanding of the appropriate use of the target language as well as their improved language skills.

INTRODUCTION

Today, the interest of the young generation in learning teaching languages, especially English, is increasing. For this reason, in order to teach this language in general schools, pedagogues are required to make extensive use of innovative methods. The introduction of continuous teaching of foreign languages in the first grades of general education schools from 2013-2014 is a clear proof of this. English as a world language is shown as the most necessary language in almost all fields, therefore, not only in primary classes, but also the study of the languages of economically, scientifically, and culturally developed times is the main factor in acquiring the achievements of world science and development. With full understanding, the importance of language is certainly being paid attention to

in career choices among high school students. Like other fields, language learning also depends on the age of the students along with their minds. Young children have a very high desire to learn a language, especially with current information and communication tools, this situation shows high indicators.

It is fundamentally essential for children to learn English from a young age in this rapidly globalizing world. English knowledge will help to open many opportunities for them in the future and it will be invaluable in their future careers. However, teaching English to children is not an easy job. But it is also not difficult, if we already know how to do it. Many teaching positions involve teaching children - a unique experience that is both challenging and fun. Compared to adults, children are more energetic, have shorter attention spans, and learn language according to specific stages of development; these present planning challenges for the teacher. The key to teaching English to children is to understand the principles of language acquisition and apply it in ways that keep children motivated to learn. Children's world is playing and imitating.

Teaching English to children has become a worldwide phenomenon due to the international expansion of English teaching combined with general commitment of governments worldwide to reduce the starting age of learning English and include it in the curriculum in the primary school [Pinter, 2006, p.3]. As English has become the common language in the world, it has also become one of the components of primary and even pre-school education in the English as a Foreign Language teaching contexts. In teaching English to young learners, age plays a crucial role in what we teach and how we teach it, since a young learner class is different from older learner and adult class in terms of the learners' language learning needs, language competences, and the cognitive skills. It is highly important to show the differences of these three learner groups keeping in mind the fact that every learner is unique and such lists can only reflect generalizations. According to Lynne Cameron there are some characteristics of young learners which distinguish young learners with older learners or adult learners. First, children are often more enthusiastic and livelier as learners. Second, as a learner child wants to please the teacher rather than their peer group. Third, children can interest to something more quickly and also lose interest more quickly. Fourth, children less able to keep themselves motivated on tasks they find difficult.

The fourth strength from the teaching learning video was suitability the teaching materials with grade of students based on piaget's stage of development. Based on students' age, they are categorized in concrete operational stage (from seven to eleven years of age). In the video, teacher provide a map and students need to read it to deliver the birthday invitation to the correct person. It is in line with Piaget statement about concrete operational stage in Pinter that childrens start to think logically and try to

apply logical reasoning in several areas of knowledge at the same time (such as math, science and map reading)

However, due to some objective and subjective reasons, teaching and learning English in general and teaching and learning speaking in particular does not come up to the study aims. Despite teachers' effort to provide primary class learners with opportunities to develop their communicative skills, how to teach and learn speaking effectively is still a challenging questions to both teachers and primary classes.

Teaching English languages in Uzbekistan has become very important since the first days of the first days of the Independence of our country, which pays much attention to the rising of education level of people, their intellectual growth. As our President SH.Mirziyoyev said :No changes can be achieved without modern workforce.

Tasks are set before the new ministry on development and implementation of a unified state policy in the sphere of preschool education, expanding the state and non-state network of preschool education institutions, strengthening their material and technical base, providing with highly qualified pedagogical personnel increasing the coverage of children by preschool education institutions, comprehensive intellectual, spiritually-aesthetic, physical development of children through introduction of modern educational programs and technologies into educational-upbringing process, as well as radical improvement of the quality of their preparation for school."

The effectiveness of studying the native (Uzbek) language is determined in a comparative study with other languages. We would like to compare some points of the Uzbek and English languages. As highly developed teaching methods in foreign languages, there was no lack of knowledge of grammar and its role in understanding the language. Grammar teaching is largely accompanied by its methods. In the field of foreign language teaching methodology, there are some features that need to be discussed. In English and Uzbek, grammar is diverse in the form of sentence structure. They belong to different language families. But their similarities and differences should be taken into account in order to achieve more effective results in the educational process. English is the dominant language in the world. There is no way to delay the influence of this language on other languages. However, its grammatical structure is considered relatively comprehensive for all who want to learn. The Uzbek language is different from English, they belong to different language families. In this case, they cannot be in the same position. To begin with, the Uzbek language belongs to the Turkic group of languages and is spoken not only in Uzbekistan, but also in neighboring countries: Kazakhstan, Turkmenistan, Tajikistan, Kyrgyzstan and Afghanistan. The use of the language is not limited, people using it as their native language evaluate it

as an easily perceived language that can be learned for students even from other countries . Other languages are also used in this country, and vocabulary is provided by them. However, grammar is a complex aspect of linguistics, which is almost unchanged. The Uzbek language has many borrowed words from Arabic, Persian and Russian. Words and sentences in the Uzbek language, as in any other Turkic language, are formed using suffixes that are added to morphemes-a process called agglutination. Word formation is different from European languages. The sentence structure in Uzbek has many differences from English. The order of the parts of the sentences has some differences between the English and Uzbek languages. It is known that the structure of sentences in Turkish is relatively simple. The typical word order in the Uzbek sentence is - Subject - Object - Verb. This order is typical for most world languages and is not the same form of the English sentence structure where the word order is “subjectverb-object”.

On the part of our country, the conditions created in schools, the fact that the classrooms are equipped with modern technologies, the provision of young educated personnel, the organization of television online lessons on online TV channels for all classes for independent study outside of school lessons are commendable. Students of the 1st and 2nd grades may not understand the grammatical, lexical, phonetic, units of the language, but they can master the language at an excellent level through cartoons, games, and pictures. Accordingly, two different methods are used effectively in grammar. Inductive, Deductive - Grammatical rules are first explained to the students in the inductive method and then reinforced through examples. This method is often useful for high school students. For example, tenses, prepositions, articles are known terms for high school students. In the deductive method, the topic is first introduced through certain games and exercises, and then it is explained based on the rules. Since elementary school students do not have knowledge about possessives, participles, verbs and other units, it is more effective to explain the topic to them through games and songs. For example, Can is a modal verb in English and is taught through handout materials. According to psychologists, compared to older people, children are 70-80% more interested in new things, reading and learning. Children try to perform tasks that they cannot perform even in our daily life despite warnings. They get bored of the sameness very quickly, therefore, it is necessary for the teaching staff to organize lessons in new ways, in an unconventional way, to fully create the environment of the English language being studied. Therefore, teachers should organize lessons using interactive, innovative and interesting methods. It is required to introduce students to work individually, in groups and in pairs, in the form of various competitions, in the form of games, to conduct lessons with the use of colorful visual aids, and to prepare separately for each lesson. This type of lessons increases love and passion for the language, activates

inactive students, and creates healthy competition among students. Competition is the foundation of growth of creative thinking and motivation in learning English language.

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