



## TEACHING ENGLISH LANGUAGE TO BEGINNERS

**Makhmudova Zulhumor Ikromjon qizi**  
*Student of Samarkand State Institute of Foreign Languages*

**Javohir Norkulov Sodiq o'g'li**  
*Student of Samarkand State Institute of Foreign Languages*

**Bakhriddinova Zarnigor Bahodir qizi**  
*Student of Samarkand State Institute of Foreign Languages*

### ABSTRACT

*English knowledge will help to open many opportunities for children 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. This scientific research is dedicated to help readers to make teaching more effective, by attending to learning and the inner mental world of the learner, and by then understanding how classroom activities and teacher decisions can create, or limit, children's opportunities for learning. In this article the aim of teaching English language to young beginners. This article also deals with young children's foreign language acquisition and learning within the scope of very early stages of the school system. Although there are many unorganized theories, opinions, models, and proposals about how to teach modern languages to beginners, we will be focusing on the work researches who have significantly contributed to this area of investigation.*

**KEY WORDS:** *foreign languages, language teaching, young learners, early foreign language education.*

### INTRODUCTION

The English language is the first foreign language teachers teach children at very early stages of schooling. Nowadays language learning is essential needed for children who want to immigrate to other countries to follow the educational systems and to be become useful members or citizens of those countries. There are many reasons for starting with the teaching of English at an early age. As the concept "teaching English to beginners" suggests, age plays a crucial role in what we teach and how we teach it, since a young learners class is different from an adult or teenager class in terms, of the learners' needs, the language competence emphasized, and the cognitive skills addressed. Specialists have in mind and expect that gaining some additional years for the learning of English as the most important international language will take beginners to higher levels of competence in its use. Languages researchers and educationalists point out that the younger children are the less difficulty they have with the second language acquisition because of the greater plasticity of their neuronal circuits. Early learning of a second language is also hoped to pave

the way for more intercultural understanding and facilitate the later learning of a third or fourth language. Studies have proved that learning English at an early age helps students grasp their mother tongue better, simultaneously, enabling them to acquire remarkable proficiency in their second language. The implementation of English teaching in kindergarten may also become a useful means for the younger generation to understand a deeper knowledge of religions and cultures in the world. [1. 136 – 139]

### DISCUSSION

Absolute beginners are tough nut to crack because they have no previous knowledge of English. They'll be coming to you raw, sometimes without knowing their ABC's, numbers, and common phrases like "Hello" and "Goodbye". They won't know what nouns and adjectives are how to form a sentence or question. A rookie mistake many persons teaching English to complete beginners make is assuming that the students have understand the lesson or classroom instructions. In your first lesson, for beginners, adults or kids, your students, may not be accustomed to the Western way of schooling where



students raise their hands if they don't understand. In ESL beginner lessons, you cannot expect your students to get it immediately. Teachers need to provide lots of examples, check for understanding, and then ensure that your class has enough time to practice what you have just taught them. When teaching beginners English, this usually means drilling the students, and then having them practice it individually or with other students. Make sure to let them know that it's good to mess up during practice time so they don't feel pressured to be perfect on the first try. Teaching English to beginners is to show, not to tell, in the classroom. Students will better understand what you are trying to say if you use visual cues rather than spill a lot of words in their direction. What does this mean exactly? Instead of saying, "Let's learn the passive tense" practice how to teach basic English by giving clear examples of the target language structure, with simple drawings, pictures, short skits, and exaggerated gestures. Young children are not like other students.

Their needs are unique and teacher must be aware of this. It is important to understand that instructor could be one of the first adults a young child has interacted with outside of his or her own family. The separation from their parents in the beginning can be difficult, and a teacher must help them through this transition. A child can become very attached to you as a "substitute" for their parents, or they may shun you completely. Great teachers are adaptable to the emotional reactions of their students. And when it comes to your students' interactions, with other children, this can be one of the first times they interact with children their age. A teacher's role often becomes that of mediator when children have problems sharing or learning how to get along. Furthermore, teachers in early education need to be creative, and adaptive. They must think outside their own mature perspective and be able to place themselves in their students' shoes. Lessons in early education classroom are very hands-on. They involve arts and crafts, storytelling, exercise, educational, games and more. You need to be fast on your feet and highly, adaptable to continuously come up with new ways to guide children through their early learning stages. According to Mur (1998:5) a child arrives to school full of instincts and skills which he has already begun to use and he will continue to use them for learning his own language as well as a foreign language like in this case of English;

- Children have the ability for indirect learning.
- They have a lively imagination.
- By nature they are creative in different communication situations.
- They are able to grasp the gist of a message.[2]

David Singleton states that in learning a foreign language, "younger – better in the long run", but points out that there are many exceptions, noting that five percent of adult bilinguals, master a foreign language even though they begin learning it when they are well into adulthood, but it is generally agreed that younger people learning a foreign language, typically achieve fluency more often than older learners. Older learners may be able to speak the language but will lack the native fluidity of younger learners.

To make the learning more fun is to involve students in the creation of the visuals of realia. Having children involved to creating the visuals that are related to the lesson helps engage students in the learning process by introducing them to the context as well as to relevant vocabulary items. Language teachers can use language related arts and crafts activities while making or drawing the visuals. Certainly students are more likely to feel interest and invested in the lesson and will probably take better care of the materials.(Moon 200). We can get students to draw different characters or even create puppets. For younger students who cannot even draw well, make them copy what you or other learners draw on the board. Ask the learners to bring their own toys to English class. Use "show and tell" technique presentation that gives students a chance to introduce their objects in English. Since young learners have short attention spans, it is recommended to move quickly from activity to activity. Do to use thematic unit planning because it builds a larger context within which students, can learn language. When teaching English to young learners this way, you can incorporate many activities, songs, and stories that build on students' knowledge and recycle language throughout the unit. Haas (2000) supports the use of thematic unit planning for young foreign language learners by pointing out that "Foreign language instruction for children can be enriched when teachers use thematic units that focus on content-area information, engage students in activities in which they must critically, and provide opportunities for students to use the target language in meaningful contexts and in new and complex ways". A good way to plan a unit is to explore what content your students are learning in their other classes and develop English lessons using similar content. Since children easily make links to their home cultures, it is has always been a good idea to relate the language and content to students' home culture to personalize the lesson and provide them with an opportunity to link the new content and language to their own lives and experience. Remember that children enjoy repetition any time and any place. Practise basic routines in the classroom so that you can manage them in the class. [3]



Teaching English to children is not an easy job. But it is also not difficult, if we already know how to do it. Many researches do believe that a successful language teacher of children should possess some characteristics as follows:

1. Must be energetic and patient
2. Must love children.
3. Must pay attention to individual differences.
4. Must encourage, encourage and encourage.
5. Must let children see the beautiful and useful aspects of the language.
6. Must let them love you as the language teacher and the new language as well.
7. Must know the techniques of teaching.
8. Must respect children as human.
9. Must start teaching to children as soon as possible.

In addition, teachers of adults may need to re-think their approach when teaching children. (Carol Road). Nowadays, language teachers of adults are required to teach classes of children most of whom without any specialized training. Teaching English to children, should be enjoyable, interesting, repetitive, and understandable. In doing so, there should be appropriate methods and techniques for teaching English to them. When you become a teacher of children, you are no longer just a language teacher, you are also an educator. There are some helpful ideas to incorporate into the language classroom. These ideas come from the discussion and experience and researchers done by teachers and professionals.

1. Switch to simple English in the class
2. Speak clearly and concisely
3. Use enjoyable language learning games.
4. Use the board most of the time.
5. Have a sense of humor.
6. Let them listen to music and watch cartoons in English.
7. Don't forget background music when teaching or assigning them some tasks.
8. Use cassettes and CDs for modeling if you are not a native speaker.
9. Observe successful language classes for teaching tips.
10. Use pantomime and body language when necessary.
11. Get your real objects to the class.
12. Pay attention to seating arrangement of the children.
13. Call them by their first names or give them some new English names.
14. Check their home works regularly but not seriously.
15. Have a video recording of your classroom.
16. Give them break some times.
17. Be well-dressed.

Young beginners learn better when they are relaxed and stress free. This is because the affective filter, a mental barrier between the students, and the information is raised when learners are nervous or uncomfortable. When the affective filter is high, learners find it harder to understand, process, and remember information. TPR helps reduce the affective filter because it is less threatening than traditional language activities. Students do not have to produce language. Mistakes are unimportant and easily corrected by the teacher. Language is remembered easily and long-term.

Thanks to the technological developments, people are able to reach every people around the world, get knowledge about the events in the world easily, and they expose foreign language much more than ever via TV, games, social networks. This makes foreign language teaching and learning inevitable for us. English language has been inarguably accepted as the lingua franca, and also it has become one of the symbols of our time, like globalization, economic integration, networking, and the Internet.

Children receive short sessions in which they learn basic words or phrases in one or more languages, sometimes in a before- or after-school program. Through music, songs, and stories they may learn the numbers, colors and greetings in a foreign language, but the major goal of a FLEX (foreign language exploratory or experience) program is to increase children's awareness of other language and cultures and thus of their own. The focus is on exploring or experiencing languages, rather than developing proficiency in these languages (Met, 1991). FLEX programs can also create a high level of interest and motivate children to want to study a language. In FLES (foreign languages in the elementary school) programs, children study one language as a regular school subject for up to 45 minutes a day, several times a week. The goal of a FLES program is to help children develop listening and speaking skills in other language, as well as some proficiency in reading and writing the language, especially, in the later primary grades. Developing an appreciation of other cultures is also a typical goal of a FLES program. While there are a number of different FLES programs, all expect children to study a language for at least two years, often throughout the primary grades. Through extended exposure to the language, children can develop some proficiency and also develop "basic language-learning skills" that will help them as they continue to study the language in secondary school (Haas, 1998, p.44). [4]

The finding in our articles offered some insights into the duration, staffing and methods of TEYL programs. Study's findings suggest that instruction time significantly correlates with outcomes. For example, courses that provided one hour of TEYL instruction per week were found to



lead to “only rudimentary understanding and no productive skills development”. The effects of TEYL appeared to be best at three hours of instruction per week, but they plateaued after two years. Pfenninger’s study seems to suggest that methods that foster implicit learning, are more effective for young learners than traditional teaching is. This seems consistent with the observation, by Munoz, that younger learners seem to benefit more from implicit language learning. It is also in line with a considerable corpus of evidence, which suggests that children who learnt a second language by immersion tended to develop strong communicative skills.[5]

To conclude, we could say that we think of our work with the children as a continuous challenge, but their enthusiastic, inventive, and playful nature has won us over. Therefore, we try to make their experience with English as pleasant as possible, even if we are aware of the fact there is always room for improvement.

## REFERENCES

1. Garton S., Copland F. & Burns A. (2011). *Investigating global practices in teaching English to young learners*. London, UK: British Council and Aston University. P 136-139
2. Gilzow D.F (2002) *Model early foreign language programs: Key elements*. Washington, DC: Center for Applied Linguistics. [Electronic resource]. URL: <http://www.cal.org/resources/digest/0211gilzow.html> (date of access : 29/05/2019)
3. Wendi A and Lisbeth H. Ytreberg, 1990. *Teaching English to children*. New York: Longman.
4. Reeves J. (1989). *Elementary school foreign language programs*. Washington, DC: Center for Applied Linguistics. [electronic resource] URL: <http://www.cal.org/resorces/archieve/digest/1989/elemgl.html>. (date of access: 29/05/21019/