



**The role of modern means in teaching English to young learners for
overcoming challenges**

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Annotation

Primary language teaching is a unique and dynamic ongoing learning experience, not only for children but for the teacher as well. It has a direct impact on young learners' future perspective, and therefore, it requires great responsibility demanding to withdraw definite challenges in order to make the process more absorbing. Flora Lewis said, 'Learning a new language is not to know another word for the same meaning only, but think differently about them'. The aim of the article is to point out the vital importance of modern techniques in creating a relevant learning environment simultaneously eliminating obstacles.

Key words: teaching a foreign language, young learners, method, approaches games, challenges, technology, interactive, motivation, stimulation

The first President of the Republic of Uzbekistan mentioned that time, itself demands to uplift the work in the sphere of education to a new, higher level, in order to take our rightful place among the world's most developed countries. So the advance of fundamental reforms after gaining independence in the Republic of Uzbekistan occurred in all spheres of social life including the system of education. As the main objective of all our reforms is the individual, the task of education, the task aimed at creating harmoniously developed, highly educated, the modern-thinking young generation, as well as further integration of the country to the world community has become a set priority.

Since English has come to the point of international predominance in every field, the rising need for learning it as a second language is made precise and teaching English to Young Learners (TEYL) has become its own field of study as the age of compulsory English education has become lower and lower in most countries. In response to the perceived global demand for communication in English, new TEYL curricula have generally emphasized communicative competence. Consequently, the approaches such as Communicative Language



Teaching (CLT) or Task-Based Learning and Teaching (TBLT), have come to be based upon. Additionally, starting the process at an early age is widely believed to be utterly efficient from both psychological and pedagogical sight. In this article, I present the latest trends and techniques exploited during the period of teaching young learners to English.

Young learners often struggle to concentrate on certain things for too long because of which they tend to become involved in the process physically. This is the major point that is supposed to be picked by teachers as a way of teaching pupils something new. This method requires activities to be supplemented with colorful visuals (pictures with short words or dictionaries), toys, or objects which results in comprehensible and memorable language input. Moreover, short attention span makes pupil get bored quickly, to overcome this pitfall, we should change the activities with other skill-based ones from time to time. It helps to keep them engrossed with the learning environment.

The following problem regarding to learners' ages occurs in more cognitive language acquisition situations (like plain grammar points, simple question types) as they are still too young to learn them consciously. Here games provide proper assistance. It is one of the interactive language activities, so it needs the more physical response, yet, facilitates teachers to motivate pupils, acting as stimulation. While the students strive for excellence, they use concrete language strategies like quick thinking, observing, comparing and etc. Activities such as 'Describing animals', 'Pantomime', 'describing toys, transport, weather, family, home, school, my pet', 'puzzling short stories' can come in handy for teachers.

Using stories can be another helpful assistant in FLT because they have something common with pupils' background since they grow up listening to bedtime stories. It will be a good idea to use the stories they have had experience before, as familiarity leads to better memory associations. But, this doesn't obligate us not to take stories and contexts from the target culture. Certainly, one goal of foreign language instruction is to initiate students into new languages and new cultures in order to prepare them to become global citizens in the future. However, in today's modern world ordinary stories are being replaced by digital stories. In usage for primary grades, they are kept up to five minutes to draw pupils' attention. Pictures are accompanied by music and short narrations. Subtitles can also be given. Students can make their own stories too.



Songs are a powerful and almost inexhaustible source of English vocabulary. They are a basic teacher's help in teaching in kindergarten based on the Audio-lingual method. Songs are drills but sung. The form of the drill is incorporated into the song and therefore more interesting for children. Songs are even better than typical drills for they are easily remembered and stay in children's minds for long. There are songs for practically every topic covered during the English course in kindergarten. The best example would be Super Simple Songs which is basically a set of songs grouped by themes which create a ready curriculum.

Just like songs chants are another sort of drills. The text of a chant is rhythmical and often rhymed. Chants also can be divided into themes and they sometimes have a simple choreography. The main difference between songs and chants is that chants focus mainly on pronunciation or just 'making' English sounds.

As I mentioned before young children have rather a short attention span so any kind of novelty in teaching is welcomed. Puppets are one of such those. They are used in stories, songs, chants, role play, and pair work.

It is true that what teachers say to the children with the help of puppets and how they interact or lead short dialogues could be easily done without using any extra help but this form of leading a dialogue is more interesting and more engaging for children than if they were just talking to the teacher. It triggers their imagination and because of the slight sense of unreality, they feel more comfortable to interact with the puppet using the English language.

This article has touched the major problems occurring during the teaching process and some ways to dismiss. To avoid them, we must take into consideration the pupils' demand. Nevertheless, it is not possible to eradicate common hardship totally because we work with individuals, and to meet those requirements of theirs, we will have to change methods, approaches. Adapting to the needs and merging them with particular techniques along with modern technology can be a good option. It surely guarantees effectiveness in language learning and teaching process.

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