

*Journal of Language Pedagogy and
Innovative Applied Linguistics*
March 2024, Volume 2, No. 3, pp: 6-10
ISSN: 2995-6854
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Features of Teaching English to Primary School Children

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Abstract

This article deals with the aspects of teaching English language in primary level school. In addition, it provides theories of the issue and several feasible methods in which pedagogues can use in their classes.

Key Words: *mental attributes, training programs, language barrier, multilingual.*

Paper/Article Info

Reference to this paper should be made as follows:

Rakhmatova, M., & Vafaeva, Z. (2024). Features of Teaching English to Primary School Children. *Journal of Language Pedagogy and Innovative Applied Linguistics*, 2(3), 6-10. <https://doi.org/10.1997/vnxdeq63>

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DOI: <https://doi.org/10.1997/vnxdeq63>

The topic of teaching foreign languages to children in the age range of six to seven has recently sparked attention among educators, philologists, and parents. In the past, only a tiny percentage of schools employed such foreign language teaching methods, and little emphasis was placed on the challenges and quirks of learning a foreign language, beginning in preschool or the second year of secondary school. At this point, it is very common to start learning a foreign language in elementary school or preschool.

It is important to keep in mind that youngsters pick up foreign languages by imitation - that is, through acquiring a language without intentional instruction - by mimicking the speech of adults. Put another way, nobody breaks down a child's speech into digestible chunks, gives them speech samples, arranges them in a certain order, or explains grammar rules to them. Despite this, a normally developing child already masters this most complex grammar by the time they are five or six years old, and by the time they are seven or eight years old, they are speaking in complex sentences and lengthy texts. Additionally, because of their exceptional capacity to copy, which fades with maturity, children pick up the second language just as quickly as they did the first - spontaneously and without understanding the rules.

The best time to learn a foreign language is in preschool. The child's mental attributes, including the flexibility of their natural speech assimilation mechanism, their quick memory of language, the intensive

development of cognitive processes, their capacity to analyze and synthesize speech flows in various languages without confusing those languages and their modes of expression, their unique imitation ability, and the lack of a language barrier, make this possible. Learning a foreign language also helps a child's general mental development, speech abilities, and the expansion of his outlook, according to scientists like Sh. A. Amonashvili, N. A. Bonk, L. A. Wenger, I. N. Vereshchagina, L. S. Vygotsky, P. Ya. Galperin, N. A. Gorlova, E. P. Komarova, A. A. Leontiev, E. I. Negnevitskaya, G. V. Rogova, E. N. Tregubova, A.M. Shakhnarovich, etc.

The major goal of teaching a pupil a foreign language is to help him grow personally by exposing him to a new language and setting up the conditions necessary for him to better adjust to the multilingual and multicultural environment of today's world. Preschoolers' psychophysical makeup should be taken into consideration while teaching them a foreign language.

Teachers have gained enough job experience throughout this period of time to enable the combination of English language training programs at the beginning (kindergarten through school). Each stage's training objectives and material were spelled out in detail. The primary goal of the first year of study is to progressively familiarize oneself with the phonetics and customs of Great Britain as well as the English language. Little songs, rhymes, counting books, and activities are taught in the school to help with this. The major goal of the second year

of education is to get students ready for elementary school. Contact with the children's literature of the nation where the studied language is spoken expands one's understanding of the place, restocks the passive lexical resource, and deepens one's acquaintance with the phonetics of the English language.

Nevertheless, in practice, teaching preschoolers a foreign language does not always achieve its objectives. The majority of the time, this is the result of failing to follow the fundamental rule that English should be learned for the purpose of being able to apply information in real-world situations rather than for its own sake.

Children (especially those in preschool) can successfully master the speech of a foreign language because they are characterized by their ability to memorize language more quickly and flexibly than at later learning stages, their lack of the so-called "language barrier", or their fear of inhibition that keeps them from speaking in a foreign language even when they have the necessary skills, and their relative lack of experience speaking in their native tongue. Furthermore, since it's a preschooler's primary activity, you may make practically every language unit beneficial for communication.

The desire to learn and say a lot and limited language and speech experience (not knowing how much can be expressed with a small vocabulary) are two major contradictions that frequently arise at a later start of learning this subject. All of this allows for the optimal blending of the communicative needs and the

possibilities of their expression in a foreign language by children of a given age at an early age.

Children's preschool development is viewed as a separate component of the contemporary educational paradigm and denotes a protracted lifelong process. Parents are entitled to select an extracurricular activity that they believe will provide the groundwork for their child's development of certain language skills and talents. Teachers are left to create and deploy pedagogical technology in the classroom without the support of standardized standards and learning models. In light of this, we recognize the necessity of creating fresh curricula and techniques of supplementary instruction in order to make preschool-age foreign language learning successful.

"Teaching a foreign language to children from the age of six or seven has once again become the subject of an interested conversation between teachers, philologists and parents. The society is not satisfied with the level of language training of secondary school students and one of the ways to shift this level is to shift the starting point of the process of learning a foreign language to preschool education or grade 1 of secondary school, which is traditionally considered the most favorable periods for mastering a second language" [1].

When teaching children a foreign language, it's important to keep in mind that "the theory of language acquisition by a child that existed until recently was the basis of the psychological and pedagogical concept on which foreign language teaching

was based in different countries". In accordance with this notion, a youngster picks up a language by mimicking the speech of adults in an unintentional manner. To put it another way, no one breaks down a child's speech into digestible chunks, gives them speech samples, arranges them in a certain order, or explains grammar rules. Despite this, a normally developing child is able to master even the most complex grammar by the age of five or six, at which point they are able to construct independent statements and solve communicative tasks. By the time they are seven or eight years old, complex sentences and texts of significant length are included in their speech". [2]

Furthermore, this idea holds that a child's remarkable capacity to imitate - which fades with time - allows them to acquire a second language in the same way that they learned their first: spontaneously and without understanding the rules. The growth of the pupil in a multilingual setting serves as evidence. However, imitation is not the primary method by which children learn languages in their early years. Rather, the ability to independently construct an utterance is the result of a child's extensive (unconscious) analytical work, which entails not so much imitation as it is breaking down and generalizing everything the child sees and hears in order to arrive at a set of rules that govern how the child expresses his unique ideas and intentions. "All children, regardless of the specific features of their native language, go through the stage of so-called supergeneralization. Education such as

"children", "turned on the light", "fish have no teeth" in the speech of children, "comed" "gone", "footies" in the speech of young native English speakers - all this suggests that the child discovered the rule ("this is how you should do when there are a lot") and he wants to act together with this generalized rule. Sometimes it is said that a child acts by analogy, but any analogy, as stated by the outstanding psychologist A.R. Luria in his work "Speech and intelligence in child development", presupposes generalization". [3]

The psychological foundation of being fluent in one's native tongue:

From all the noises he hears around him, the infant recognizes only those that are phonemic—that is, sounds that have distinct meanings in the native language system. Little children quickly learn hundreds of words by heart because learning English serves the same social purposes as their native tongue, such as playing with a playmate who speaks a foreign language or interacting with an English-speaking grandmother. This creates a psychologically similar situation for the child.

Under such circumstances, a kid will actually pick up English more quickly and fluently than an adult, and the belief that knowledge acquired during childhood is retained for life is widespread. However, if you focus only on one area of foreign language communication, you'll see that a kid's proficiency in that language disappears. After a prolonged period of time, this area disappears completely, leaving the youngster with virtually no proficiency in that language.

Adequate psychological and pedagogical planning of the teacher-student activities - or more accurately,

their interactions - is necessary for the execution of these needs.

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