EFFECTIVE STRATEGIES FOR TEACHING ENGLISH TO PRIMARY SCHOOL STUDENTS

Rashidova Sharifa

bachelor of NSPI

E-mail: rashidovasharifa416@gmail.com

Tel. number: +998900893922

Abstract: This article explores variety of effective strategies for teaching English to primary school students. Since fluency in English is becoming more and more crucial in emerging nations, it is crucial to provide young students with the language skills they need at a young age. Furthermore, the article explores important pedagogical approaches and instructional methodologies. It goes over how crucial it is to provide a learner-centered environment, include interactive exercises, and make use of multimodal materials. This article also emphasizes the value of combining storytelling and play as powerful tactics for promoting language development and raising student enthusiasm. There is also an examination of how technology might improve English language instruction.

Key points: Pedagogical approaches, instructional methodologies, a learner-centered environment, interactive exercises, multimodal materials, technology, language instruction.

Introduction: Teaching English to primary school students presents a unique set of opportunities and challenges at the same time. It is generally accepted that teachers' belief systems have a significant impact on the work they do. Teachers' beliefs influence in turns of their teaching attitude, teaching methods, and finally the development of learners. According to Horwitz (1987) the development of teachers' educational attitudes on the process of teaching and learning languages will have an indirect impact on the creation of efficient teaching techniques and will result in the improvement of the language acquisition skills of students. In several countries different kind of researches have been experienced in order to evaluate teachers' beliefs about English teaching. It also intends to clarify what kinds of beliefs, if any, in service educators from two distinct media might hold Tatto (1998) also states that, there isn't much empirical data demonstrating how teacher education affects educators' values and worldviews. It is therefore well acknowledged that changing teachers' ideas is not something that can be greatly impacted by teacher education. Therefore, it is crucial for teacher educators to address and modify trainees' ideas about language acquisition if they have any that could have a negative impact on the learning of their future students. However, there has been controversy among people about learning English and the age of people to begin learning a new language. Actually, if a single culture can have such widely held views about learning other languages, then it is reasonable to assume that students carry these attitudes into the classroom.

Literature review.

The search for efficient methods for teaching English to primary school pupils has generated a great deal of scholarly discussion and investigation. Numerous scholarly investigations have explored the complex aspects of language teaching, revealing a range of approaches designed to captivate, motivate, and enable young language learners. The body of research on the subject emphasizes how crucial good language education is in influencing students' linguistic fluency, cognitive growth, and cross-cultural competency in the early years of primary school. The search

for efficient methods for teaching English to primary school pupils has generated a great deal of scholarly discussion and investigation. Numerous scholarly investigations have explored the complex aspects of language teaching, revealing a range of approaches designed to captivate, motivate, and enable young language learners. The body of research on the subject emphasizes how crucial good language education is in influencing students' linguistic fluency, cognitive growth, and cross-cultural competency in the early years of primary school. Smith's (2019) research highlights the critical role that learner-centered environments have in facilitating the acquisition of English language skills. It also points the significance of tailored and adaptable training that takes into account the various requirements of the students. Additionally, Brown and Lee (2020) emphasize the value of including play-based learning strategies and interactive activities, highlighting their significant influence on supporting young learners' language competency and socioemotional development. Patel et al. (2021) conducted a comparative study that elucidated the contextual effects and underlying ideas that direct the instructional practices of primary school teachers from a range of backgrounds. The study revealed the influence of pedagogical approaches that are anchored in cultural and regional factors. Furthermore, Garcia and Wong's (2018) research clarified the critical role that technology plays in enhancing language education and offered guidance on how to successfully incorporate digital technologies to improve primary school kids' English language learning experiences. With an emphasis on fostering inclusive and engaging language instruction, the synthesis of contemporary literature advocates for a holistic approach that intertwines linguistic proficiency, cognitive stimulation, and the cultivation of a genuine fondness for language acquisition. By drawing upon these research insights, educators and stakeholders are poised to craft dynamic, evidence-based strategies that resonate with the developmental needs and educational aspirations of primary school students. In addition to this, the role of technology is also very essential to learn English language instructions. Students can participate in immersive language learning experiences thanks to technology, which offers interactive platforms, educational apps, and software. These resources provide engaging and dynamic language learning through interactive exercises, games, and simulations. Digital resources are a great chance for students to use English materials such as videos, podcasts, and articles that reflect real-world language use. Actually, it helps students to develop their listening, speaking, and comprehension skills in authentic contexts. Technology facilitates language practice through speaking and pronunciation tools, language exchange platforms, and virtual conversations. These resources offer opportunities for students to engage in real-time language practice and develop their speaking abilities. Technology allows students to connect with peers and educators worldwide, fostering cross-cultural communication and collaboration. Students are exposed to a variety of language and cultural contexts and have their perspectives widened through virtual exchanges, foreign initiatives, and online communities.

Conclusion

Effective English instruction in primary education is not simply a pedagogical undertaking but also a crucial link to academic achievement, cross-cultural understanding, and global connectedness. In addition to this, learner-centered, technology-integrated, and differentiated approaches are becoming increasingly popular in the educational landscape as a sign of the unwavering commitment to developing linguistic proficiency, cross-cultural communication, and a lifelong thirst for language learning. Understanding the effects of context-specific beliefs, incorporating interactive technologies, and embracing play-based, immersive approaches highlights how important language training is in forming our future global citizens' cognitive, intellectual, and socioemotional development. Another important point is that the collaboration of IT and the English language cultivates digital literacy, critical thinking, and problem-solving

skills which are considered essential in the developing world. The integrative nature of technology, the adaptive resonance of learner-centered environments, and the profound impact of culturally sensitive, context-specific approaches underscore the pivotal role of primary language instruction in shaping cognitive, socio-emotional, and communicative competence.

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