



TEACHING SKILLS TO YOUNG LEARNERS AT SECONDARY CLASSES

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ABSTRACT: *This article deals with the question of whether skills being taught are used in isolation or integrated with other skills in primary classes. And it solves that, it can lead to effective EFL communication when all the skills are interwoven during instruction.*

Keywords: integration , primary, multimedia technologies, communicative competence, pupil's needs.

The language classroom is not a place where young children arrive empty-handed. They carry with them a pre-existing set of instincts, talents, and personality traits that will aid them in learning a new language. We need to figure out which ones they are and make the most of them. Children, for example,

- are already very good at interpreting meaning without necessarily understanding the individual words;
- are already very good at using limited language creatively;
- are already very good at interpreting meaning without necessarily understanding the individual words;
- are already very good at interpreting meaning without necessarily understanding the individual words;
- learn in a roundabout way rather than immediately;
- have a lot of fun finding and making fun of what they do;
- have a ready-to-use imagination.

We know from experience that very young learners can understand what is being said to them even before the specific words are understood.

Intonation, gesture, facial gestures, activities, and situations all assist them in determining what the unknown words and phrases are most likely to signify. They begin to understand the language by comprehending the message in this manner. We all retain this basic source of understanding in later life, in addition to our language expertise. It is still an important aspect of human communication.



This capacity is already well established when children enter primary school. They keep using it in all of their schoolwork. Even if they are fluent in their mother tongue, they may find it challenging to understand and follow merely verbal directions and information. When this happens, or when children are simply lazy or inattentive, they will rely on their ability to 'read' the broad message. In fact, we can see this most clearly when they make a mistake.

More crucially, their message-interpreting ability is part of how they learn new words, concepts, and expressions in their mothertongues as their language develops to meet the new difficulties of school, especially in terms of language development.

Working in a primary school classroom with young language learners may be both gratifying and demanding. To get the most out of that experience for both students and teachers, we need to be very clear about what we're attempting to accomplish. We need to figure out what learning a language in school requires of young children and what it can provide for them.

We must also consider the ramifications of these demands and needs for the teachers.

The growing tendency of pupils learning English at a younger age in Uzbekistan and around the world has boosted the field of teaching English to young learners. However, because it is a relatively new field, it is quite dynamic. As a result, it is critical for individuals working in the industry to come up with new approaches for teaching English to young learners.

Although there is no strong evidence that an early start in English language learning in foreign language contexts results in better English speakers, it is widely assumed that beginning English as a Foreign Language (EFL) before the critical period – 12 or 13 years old – will facilitate better proficiency.

It should be accompanied by the implementation of a suitable program and curriculum, the allocation of an acceptable amount of hours spent in English class, the creation of conducive learning environments, and the application of relevant techniques and activities.



If the goal of language teaching and learning is to improve learners' communicative competence, a whole language approach, in which all skills are treated as more interrelated, should be at the center of L2 classes, and they should be integrated whenever possible, just as they are in real-life language use.

Teaching language as communication necessitates a method that integrates linguistic and communicative talents. One strategy to achieve this link is to use an integrated approach, which provides pupils more motivation, which leads to better memory of all language learning principles (speaking, listening, reading, and writing).

Learning another language at the primary level must be as close to learning one's native tongue as possible. Furthermore, studying a foreign language in the first grade is distinct from the remainder of schooling since children learn the language without learning the ABCs, reading, or writing during this time.

Actions, role plays, listening to stories, songs, poems, and numerous language activities are used to teach these children the language. Because language requires the use of all four talents, we will focus on each one separately for the purposes of improving them.

Listening entails a number of sub-skills, including gist listening, specialized information listening, general understanding listening, and so on.

According to Kid' English, there are three levels to the listening activities:

Warm-up — This introduces the topic and focuses the learners' attention by either prompting them to make recommendations or pre-teaching some new vocabulary.

The key aspect of the activity is to listen and reply. The students listen to a text and reply in a number of ways to what they hear. Here are a few methods:

Listen and complete - Students listen to information and use it to complete a picture, a map, or a diagram.

Listen and correct- Students listen to a text that contains several factual errors.

Listen and do — Students listen to a set of instructions or actions and then perform them as they hear them. (For example, Simon says, Polite robots, and Your nose is a pencil – some of these games were demonstrated.)

Listen and draw - Students listen to a description of a person, a place, or an object while drawing it. /Draw a tree, draw a box under the tree, draw a cat in the box, etc./



Listen and guess - The students are given a description of a person, a place, or an object and are asked to guess who or what it is. / For example, I am a thing of a human. The students enquire, "Is it a boy or a girl?" Is it true that he has black hair? What color do his or her eyes appear to be?

Listen and match - Students listen to a description and try to match it to persons, photos, objects, and locations.

Reading necessitates a number of sub-skills that are comparable to those required for listening:

- reading for information (intensive reading)
- skimming for the gist (skimming)
- reading for specific details (scanning)
- foreseeing content
- interpreting content and context to derive meaning

The following are some examples of common techniques:

Read and fill in the blanks - Students read a text and fill in the blanks on a list, a table, a chart, or an image.

Read and correct - Students fix grammatical errors in a text.

Read and draw — students read a text and then draw what they see.

Read and guess — students read a text and try to figure out what is being described.

The students compare and contrast the information in a text with information from other reading texts or images.

Read and rearrange - Students read a text in a jumbled sequence and then reorder the sentences or paragraphs. Alternatively, they physically rearrange sentences on separate pieces of paper.

Read and sort – There are two texts that have been mingled together. They must be sorted out by the students.

Each activity's primary stage contains six essential steps:

- Post the text.
- Create a task for skimming or scanning.
- Begin by assigning a read and react job.



- Allow students time to read the book on their own.
- Allow students to compare and contrast their responses in pairs.
- Go over the answers with the entire class and have a discussion about them.

Many of the follow-up exercises are designed to help students expand their vocabulary. Here are a few suggestions:

Students' personal work is placed on the wall as a poster /projects/.

Reading cards are a form of lending library with brief readings and exercises.

Speaking - The goal is to achieve oral communication, which entails the ability to convey information. Each activity is divided into three stages:

Setting up - This is where the students are introduced to the topic.

The main aspect of the activity is speaking practice. The students work in pairs or groups to converse with one another, or compete as a team.

The speaking portion serves as a link between the classroom and the outside world for the students. In the classroom, students learn a new language, practice speaking, and use the language to communicate in real life.

Speaking activities must have three characteristics in order to construct the bridge.

They must provide opportunity for learners to practice purposeful communication in realistic contexts.

Ask and answer - Learners ask and answer questions as examples of speaking methods. In pairs, describe and draw. Learner A has a drawing that Learner B is unable to view. Learner A tells his partner about the artwork, and learner B sketches it.

Discussion — students collaborate in pairs or groups to learn about each other's thoughts and opinions on a certain topic.

Guessing - The teacher or some of the students have access to knowledge that the rest of the class must guess by asking questions.

Learning to remember — students close their eyes and try to recall details from a picture or the location of things in the classroom.

Miming- A learner imitates a feeling or action that the other students must recognize.

Learning to sort themselves in a specific order (for example, alphabetical) by asking questions until they discover their proper place.



Completing a form/questionnaire - In order to complete a form or questionnaire, students must ask and answer questions or submit information.

Learners act out a fictional scenario in role play. They either use a dialogue or the teacher offers them specific directions.

Handwriting, spelling, syntax, grammar, paragraphing, concepts, and so on are all included in writing. Mastering the English alphabet, copying, handwriting, spelling, and basic sentence creation are the most critical writing abilities for Ss in primary school. The activities are divided into three stages:

The lead-in presents the topic and concentrates the learners' attention. It assists students in beginning to consider the issue and practicing some of the vocabulary that will be required.

Organizing texts — In preparation for a free writing activity, this stage provides controlled writing practice.

Creating texts — This level allows students to put what they've learned in the previous two stages to good use by writing their own text. The T gives the writer a context and a cause to write.

As we discussed before, the four language skills can all be applied in a fun way by using flashcards.

Multimedia technologies are critical to achieving the objectives.

The purpose of this article is to determine if skills are taught in isolation or in conjunction with other skills.

"Learning a new language necessitates mastering the four core abilities of hearing, reading, speaking, and writing in variable degrees and combinations," according to Phillips. Knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage are all included in these four competencies." As a result, when all of the abilities are interlaced during training, the skill thread of the tapestry, as Phillips put it, can lead to effective EFL communication.

The ideas offered in this article are not a magical cure that will solve all of your problems when it comes to teaching English to young learners. Some aspects of the principles may appeal to some students, while others may benefit from them more. As a



result, English teachers must continue to experiment with new concepts to meet the needs of their students.

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