

**Teaching English in Primary Schools**

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**Annotation** *The readiness of the schools and the proficiency levels of the students are related to the teaching of English in primary schools. The schools will be prepared to teach English if they have enough English teachers, media, and textbooks. This is due to the fact that primary schools teach students between the ages of 6 and 12, when it is thought that learning occurs most effectively. It is consistent with the fundamental idea that younger students are more capable of learning English. In relation to the topic, this article lists the advantages and difficulties based on theories and research findings. It then suggests a number of solutions to the problems, which can serve as guidelines for schools offering top-notch English instruction.*

**Key words** *primary school, methods, teaching, language learners, challenges, solutions*

Given that English is spoken by a large number of people worldwide, it is well known to be an international and universal language. People who speak other languages as well as those who live in English-speaking nations both speak English these days. Naturally, teaching English at the primary school level differs greatly from teaching it at higher education levels, like secondary school or university. Primary school teachers spend the majority of their time teaching the fundamentals of English as part of their curricula. The vocabulary list, which is a

list of words with definitions provided in glossaries, is one of the foundational English courses that students take.

Children in primary school are familiar with letters and words. Their vocabulary and basic grammar need to be improved. The best way to do that is to read story books. It will support the development of their vocabulary and comprehension. Teaching vocabulary can take the form of teaching basic subjects like the names of fruits, animals, sports, games, and objects in our immediate environment.

Teaching beginners can be intimidating, as I have already mentioned. This is particularly true if the group is monolingual and you have no knowledge of their language, or if the group is multilingual and the only language you have been assigned to teach them is English. However, teaching beginners only in English is not only feasible, but it can also be one of the most fulfilling levels to teach. These tips for teaching English in primary classes will help you successfully set your students on the path to increasing proficiency.

Make instructions simple and easy to understand. When speaking to a group of students, particularly those you have just met, it can be tempting to describe activities in terms of politics. Ultimately, rudeness is disliked by all. For example, a student who speaks very little or no English will not understand or even be polite enough to say, "Okay, so now what I'd like you all to do, if you don't mind, is just to stand up for a moment and come to the front of the class." Oh, and don't forget to bring your book.

Could we just do that together? Rather, divide up a series of instructions into manageable chunks and use as few words and gestures as you can to make instructions as clear as possible. The phrases "please" and "thank you" will do if you wish to be courteous. "Please take out your book, everyone. Get to your feet. Please come here now. I'm grateful.

Drill, drill, repeat, repeat, drill... Beginners require a lot of practice and repetition, particularly when they are first learning to recognize the sounds of their new language. Repeating the same sentences might seem monotonous, but it's

essential. To ensure natural intonation and accurate connected speech components, practice back-drilling when practicing new sentences. This involves breaking the sentence down into manageable units and then building it back up from the beginning to the end. For instance, deconstruct "Would you like a cup of coffee?" as follows: Would you like a cup of tea? tea > cup of tea > like a > like a cup of tea > Would you?

It seems like common sense, but something which is often overlooked by many teachers. To be successful, you need to enjoy teaching primary-aged language learners. You need to be aware at this age that primary young learners are still learning how to hold a pencil, how to use a pair of scissors or even still learning their first language. It can be incredibly rewarding to see the immediate progress from this age range of young learners but you need to be very patient. So, my first tip would be that you need to enjoy teaching primary learners. If you have very limited experience or just feel uncomfortable, then it is likely that you will not enjoy the classroom.

Create a System of Awards Giving young students rewards can be a helpful strategy for helping them become intrinsically motivated to finish assignments or activities. All teachers should have a supply of stickers, such as happy faces, on hand so they can add a finishing touch to students' work when they are very young.

Add songs to your lessons to enhance them. These days, I spend a lot of time using songs and nursery rhymes with students in primary school. If you have the chance to buy more material, Cambridge University Press' Primary Music Box is a great choice. This resource was made available to me by the British Council in Bucharest, Romania. This book is excellent; one of the many tasks is having students match pictures to the song "The Wheels on the Bus," which is a perfect fit for the transportation theme.

Take a Rest. With their short attention spans, it is crucial that primary students take frequent, brief breaks during the lesson. It is preferable to stage your primary-aged students' complex projects throughout the day rather than having

them concentrate on them all morning if you are expecting them to finish them. As a result, I advise primary English language learners' teachers to let their students take a regular break after finishing a task.

English instruction in primary schools serves a number of functions. They fall into two main categories, like socialization and interaction. The objectives of interaction are to support kids' acquisition and application of knowledge, such as learning how to spell; support kids' acquisition of other motor skills, like cutting and handwriting; and support kids' acquisition of sophisticated skills, like reading. In the meantime, socialization serves to enable kids to interact and collaborate with their peers as well as help them recognize the existence of a larger society. For instance, working in pairs, playing games, singing along to a song, and other similar activities can all be done during class.

Furthermore, if their surroundings facilitate their language acquisition, young students pick up a language effectively and efficiently. Through their activities and experiences, they will gain knowledge. It implies that because they engage with them directly, they investigate their histories and language-learning abilities more readily. Children enjoy moving, as was previously mentioned, so enjoyable activities like roleplaying, storytelling, gaming, singing, and so forth can be suggested exercises to help young learners pick up the target language quickly.

Additional enjoyable educational exercises that educators can utilize to instruct young students in English can be discovered in various sources, and so forth. They suggest entertaining pursuits such as "Matching, the giant potato story, spider mobile, and get-together activities."

The first issue pertaining to internal factors is a competency in pedagogy that deals with using instructional strategies correctly. Language teaching and learning have given rise to a number of innovative learning techniques, including Communicative Language Teaching, Task-Based Learning and Teaching, and others. For a number of reasons, teachers might find it difficult to introduce those strategies. For instance, in situations where resources are scarce, it might not be

suitable for instructing sizable class sizes. As a result, educators must work harder to apply those teaching techniques in a successful manner.

All things considered, innovative approaches and suggestions for teaching foreign languages in elementary school will prove to be far more beneficial than more conventional approaches. TPR activities demonstrate it. According to TPR, understanding is the first step toward learning a language. Thus, teaching students the meaning of a word, phrase, command, or expression is the primary objective of TPR. Students are encouraged to listen and watch rather than being pushed to make the right sounds. Similar to how it is with children, mouths are not opened, but eyes and ears are.

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