

TEACHING ENGLISH WITH INTERACTIVE TECHNIQUES AS A SECOND LANGUAGE TO YOUNG LEARNERS

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Annotation: In today's world, knowing a second language has been not only a necessity but also a requirement for people in their professional success and career. This article is devoted to the analysis of teaching English with different methods to young learners.

Key words: method, technique, games, pupils, visuals, aid. dialogues, syllabus, interactive

That's why in many countries international languages are taught as a second language in primary schools to children at an early age. It can be useful for their future so learning it as an essential part of their studies can result in long-term benefits. In this sphere, teachers' role is also important. Without any interest or attention, children can lose their desire to learn the language. It depends on the teacher's experience and way of teaching, techniques and methods.

Nowadays, in many countries English is a part of school syllabus as a second language as it is an international language. Here, it increases the trend of skilled teachers because teaching a language to kids is difficult although it is rewarding. Interactive techniques help teachers to succeed in their work. One of them is artificial intelligence like monitors, keyboards, interactive classrooms. With the aid of them it is much easier for teachers to interact with pupils. New methods are being discovered and used, learned from experiences. Websites such Esl.com are very useful for young teachers who are searching colourful and interesting English picture dictionaries, worksheets, flashcards, quizzes, videos that can be useful for all levels. Games are also a great way to make learning fun. It instills a sense of healthy competition in children as well as making them confident and feel their early success. Teachers should create a positive environment in classroom and games are very helpful to increase desire and motivation to learn a language. For example, the game called "Simon Says". Pupils develop their listening skills from this game. One of them says some action or word in English as Simon said and another shows it in action. For instance, "Simon says "Touch your head!" Here pupils should know meaning of the verb and part of the body in order to show. Teachers can organize it in any topic they want. Another game is called "Memory game". It can also be organized as teachers method. For example, you can make flashcards on various topics like animals, vegetables or adjectives with synonyms and antonyms. Teacher will

divide the class into 2 groups and shows them the flashcards. They have to remember them in a minute. The group who has managed to tell more words is winner! Being sociable and positive can play a great role in learning atmosphere.

Audio and video materials are essential part of learning English. You can show dialogues or videos, play audios which helps children understand the native speakers' accent or pronunciation. It is quite clear that children learn things first from listening before they learn to read. It is a skill to begin a new language by hearing and repeating with combination of much facial expression, through movement, through mime and through pictures.

In a book named "Teaching English to children" by Wendy A. Scott and Lisbeth H. Ytreberg, this kind of method is fully explained: "

'Listen and do' activities

Instructions

The most obvious 'listen and do' activity which we can and should make use of from the moment we start the English lessons is giving genuine instructions. Most classroom language is a type of 'listen and do' activity. Communication is two-way, and you can see very easily if your pupils have understood the message or not.

Moving about

There are also lots of 'listen and do' exercises which you can do with your children where they have to physically move about. The younger your pupils, the more physical activities they need. Children need exercise and movement, and you should make use of this wherever possible. As well as the moving about activities connected to doing ordinary things in the classroom, you can ask pupils to do all sorts of crazy things 'stand on your head by the door' : 'hop on your left foot five times' — and the more language the pupils learn, the more you can ask them to do — 'count up to ten and then walk to the blackboard and back'. The advantage with this type of activity is that you know at once if the children have understood. You can check classroom vocabulary, movement words, counting, spelling, etc. Pupils learn from each other. If they haven't understood the first time, they'll still be able to do the activity by watching the others. As pupils learn more and more language, you can let them take over the role of 'instructor' they are very good at it!"

Role play is also a great way of presenting dialogues. Pupils pretend to be someone else like a teacher or a shop assistant, or a customer in a role play. It is a fun activity. Beginners can act and say the phrases they have learned such as "Good morning", and "Can I help you?"

-Good morning! Can I help you?

-Good morning! I want some bananas and apples. How much are they?

-Bananas are 2 pounds, apples are 1.8 pounds a kilo.

-Two kilos, please.

-Here you are.

-Anything else?

No, thank you. That's all.

Dialogue and role play are useful oral activities because pupils learn to ask as well as answer, they don't just use words, but also all the other parts of speaking a language, tone of voice, stress, intonation, facial expressions, etc. All in all, teaching English to young children can be effective if you use appropriate methods and techniques. By using them, you can make the classroom and learning atmosphere lively.

References:

1. Teaching English to Children, Wendy A. Scott and Lisbeth H. Ytreberg, London, New York, Longman keys to language teaching.