

**EFFECTIVE ENGLISH TEACHING FOR YOUNG LEARNERS  
CLASSROOMS**

*Ravshanova Istat Tokhir kizi*

*Navoi region Gazgaz district Secondary School 1*

*Nuriddinova Mahbuba Sherzod kizi*

*Navoi region Gazgan district Secondary school 1*

**Annotation:** Being a good teacher is a challenging thing. There are a lot of responsibilities that should be taken into account. The professional teacher requires continuous development; therefore, how to teach effectively so that the students can reach maximum learning achievement should be put as the highest priority for the teachers. However, it is assumed that it is not all teachers hold the principle. Some teachers just do the teaching as their routine or their job without any effort for developing their professionalism. It was discovered that most of English language teachers in Asia use grammatical-translation method as his or her teaching method (Paul, 2003). The teachers seemingly do not care much about the purpose of language learning itself and there is no real interaction in the classroom. It is assumed that the definition of a good teacher itself is still not clear and internalized well enough by the teacher since it seems every teacher has his or her own believes and perspectives to define what they are all about. There are many terms that tell what a good teacher is e.g. ‘the successful teacher’, ‘the teacher I like best’, ‘the teacher I learn most from’, and the like. Each of the terms delivers different meanings and tastes. In a more formal setting, simply, it can be argued that be a good teacher means be a good facilitator in the classroom, who plans, organizes, manages the instruction that is based on students’ needs and characteristics so that the students can reach maximum learning achievement. In brief, this conceptual paper intended to identify effective teaching is weighed in the English classroom for young learners.

**Keywords:** Effective English teaching; good teacher; young learner

Teaching is a complex process that requires careful organizing for its success. For this reason, teachers should realize the importance of managing for effective instruction, and classroom management should be considered as the highest priority. Nancy and Border (1991) stated that

Effective instruction is the instruction that motivates students to learn affirms the presence a validity of diverse learning style maximizes the climate or conditions for learning in the classroom through the use of instructional design principles that value learning differences and increase the possibility of success for all students. Arranging effective teaching to create effective instruction is one of the teachers’ responsibilities.

To have effective learning, the teacher should be effective teachers, the students should be effective learners. Thus there are three aspects that should be taken into account: teachers' perspective, students' perspective, and learning process are considered the main aspects of effective teaching. What teachers define and how teachers implement the teaching in the classroom is much influenced by the student's success, therefore, teachers should have effective teaching in their classrooms. According to Kyriacou (2007), effective teaching is defined as successful process of teachers to bring about the desired students learning by some educational activity. Moreover, Nancy and Border (1991) stated that effective teaching can be defined as the way of a teacher in giving the same opportunity to each of the students to be successful learners. From the definitions, it is obviously seen that there are three main variables of effective teaching i.e. the teachers, the students, and the learning activity itself. In the terms of the teacher, effective teaching deals with the teacher's characteristics, The goals of effective language teaching may emphasize cognitive (intellectual-the language itself) aspects of the learning or affective (social, emotional, attitudinal, interactional) and physical aspects of learning (Bloom et.al 1956; cited in Kyriacou, 1997; Cameron, 2001; Pinter,2006; Paul, 2003). Based on reviews of process product (Good and Brophy, 2003; Petty, 2006; Stronge, 2007; cited in Kyriacou, 2009) stated there are 10 Characteristics of effective teaching. The characteristics are teachers' clarity in explaining, how teachers create classroom climate, making use a variety of learning activities, establishing and maintaining momentum and pace for the lesson, encouraging students participation and getting all students involved, monitoring students' progress and attending quickly to their needs, delivering a well-structured and wellorganized lesson, providing students with positive and constructive feedback, ensuring coverage of the educational objectives, and making good use of questioning techniques.

Therefore, to have effective teaching, a teacher should be able to integrate and implement the aspects into their teaching so that the students can reach maximum learning achievement. The perspective of students, effective teaching deals with actively involving (Paul,2003; Cameron, 2001; Kyriacou, 2007) and meaningful learning (Pinter, 2006). Furthermore, Cameron (2001) stated that children are mentally active learners who will try to find meaning and purpose for activities that are presented to them. Actively involving learning means that the students should really experience step by step the learning process. The steps are Noticing, Wanting, Taking a risk, Experimenting, Succeeding, and Linking. They are considered as students centered learning. Furthermore, Gagne (Kyriacou, 2007) stated that the steps should have the three domains of learning i.e., cognitive, affective, motor skill learning domain. All the steps would be useless if they are not based on meaningful learning content. Meaningful is also called contextual. A lesson would be meaningful or contextual if it

is reasonable for the students. The students know the reason why they should learn the lesson. The students do not only do what the teachers want to do. However, they relate the lesson to their life, surroundings, and peer knowledge. From the perspective of learning activity, it is a must for the learning process is sequenced well, which means that it meets students' needs and characteristics. According to Paul (2003), the learning process should be sequenced from receptive to productive skills. The other theorists, i.e. Cameron and Pinter hold the almost similar thing with Paul. Cameron (2001) stated that the learning process should be sequenced from Impersonal to more personal themes. In addition, Pinter emphasized that the sequenced should be from a concrete theme to an abstract theme. Teaching is a very valuable profession. The profession requires high-quality teachers i.e. teachers who are not only smart but also well planned. Teachers need to have the ability to plan and organized the lesson effectively. The quality of effective instruction can be reached if both of the teachers and students could coordinate to make the learning process experienced effectively. The teachers are considered effective teachers when he or she fulfills the 10 characteristics (Kryiacou,2007). The characteristics are: teachers' clarity in explaining, how teachers create classroom climate, making use a variety of learning activities, establishing and maintaining momentum and pace for the lesson, encouraging students participation and getting all students involved, monitoring students' progress and attending quickly to their needs, delivering a well-structured and wellorganized lesson, providing students with positive and constructive feedback, ensuring coverage of the educational objectives, and making good use of questioning techniques Then, in terms of the students, the students are considered effective learners when he or she fulfills the 6 stages of their learning. The stages are Noticing, wanting, Challenging, Playing, Succeeding, and Linking. Then in terms of the process, learning is considered effective learning when fulfilling some aspects. The aspects are the learning should be sequenced from receptive to productive skills, from impersonal to personal, from concrete to abstract, from fully controlled to less controlled, and to informal to formal theme activity. Besides, the learning itself should present the four learning domains of learning: Knowledge skills, intellectual skills, Motor skills, and attitudes. Furthermore, related to effective teaching, teachers need improvement in how to organize the instruction best. The teachers might have problems in formulating lesson plans in their day-to-day practices. Presumably, the problem might be due to inaccessible information or discussion of how implementing effective instruction or even the teachers themselves did not adequately proactive to improve their ability to organize the lesson effectively so that the possibility of all students to be the successful learners can be reached easily.

**Reference:**

1. Passov E. I. Obshchitelnyy metod obucheniya inostrannogo razgovora. - Moscow., 1985: - 10 - page.
2. Johnson, K. E. The Sociocultural Turn and Its Challenges for Second Language Teacher Education. // TESOL Quarterly., - London., 2006: - 235- p.
3. Harmer J. The Practice of English Language Teaching. - London., 2001: - 64 pages.
4. Jalolov J. Methods of teaching a foreign language. - Tashkent., 2012: - 48 pages.