OSCAR
PUBLISHING SERVICES

Research Article

CREATING LEARNING ENVIRONMENT AND EVALUATING STUDENTS IN TEACHING ENGLISH

Nematilloyeva Ferangiz Muxammadiy Qizi

Bukhara State Medical Institute Teacher Of English Language Department, Uzbekistan

ABSTRACT

Ever -increasing members of English Language Learners in early childhood classrooms have created challenges for in-service teachers in the general education settings. Conventional teacher preparation programs tend to lack a curriculum that focuses on speaking skill teaching and learning from early ages. This article reviews the problems facing teachers with regard to at the level of research based best practices for ELLs. And gives some possible methods for teachers effective ways of improving their oral abilities in English language.

KEYWORDS

Learning environment, English Language, education.

INTRODUCTION

Teaching speaking skill to kids of the curriculum implies selecting the most appropriate or suitable techniques in the classrooms that follows the guidelines of a carefully selected method and of course of carefully selected experienced teacher. The main concern of this article is to analyze different methods of teaching English Language, especially the importance of improving speaking skill of preschool children up to 7 years old. The characteristics of experimental program is to compare the alternative approaches of methodologists from different backgrounds and identify which one of them can be much more practical in our domestic educational

institutions. The program is based on the methodology by highlighting the works of well-known authors such as Piaget and Vygotsky , Jo Blackmore "Learn English Kids Team" , Valentina Kartasheva , Sally Trowbridge " Kids and speaking" Moh. Nur Arifin "Teaching Speaking Skills in the Young Learners' Classroom".

In relation to preschool stage is as an initial stage of formation of the personality of any person. This principle characterizes a positive attitude towards speaking in English language. Young ELLs are already developmentally in a position of challenge. They have typical issues include being literal, not fully understanding logic , being egocentric, and being concrete learners (Piaget,1962) .

The overview is based on the observations of the mentioned authors possible methods and their practical usage was experimented in English tutorials of the local governmental and nongovernmental kindergartens №22 and №61.

Some people are not sure whether it is right for their children to start learning a foreign language at such an early age (3-7) and some believe that there will be imposing too much on them by asking them to do so, but this is wrong. It is already scientifically proven that children at this age actually have strong potential to acquire almost an infinite number of new information, especially when second language learning is concerned. Moreover, it has been proven that children who learn a second language at a very early age (compared to those who do not), have more active brain spheres and later have fewer difficulties in school subjects other than English. In this period of age, however, they have no clue about dealing with such sophisticated universal subjects when it comes to reading, listening and writing sections whereas

speaking ability can be exception. (Valentina Kartasheva/ Social and Behavioral Sciences, 2015) By the way, of we can say that improving their speaking skill by teaching those particular expressions and phrases is much more effective rather than explaining grammatical structures. That is because they are more likely to encounter with some difficulties in terms of comprehending and learning grammatical rules.

Today two other researchers (Piaget and Vygotsky) still influence the view on child and language development in preschool in many countries (Brodin, Hollerer, Renblad, & Stancheva-Popkostadinova, 2015). Piaget stressed the importance of sensations and experiences with focus on cognitive models and the mental structures driven by an inherited capacity while Vygotsky focused on learning and the zoon of proximal development (ZPD). He highlighted the importance of social-cultural contexts and stressed that adults played a supportive role in social interaction. However, in a dissertation on children with severe intellectual disabilities Brodin already in 1991 showed that both models were needed as complements to explain communication and communication development in these children.

Speaking and listening are very much interrelated. With listening, learners need vocabulary, grammar and pronunciation knowledge to negotiate the meaning of someone's message. Whereas with speaking skills, learners need to actively produce the language themselves to share their message with others.

Listening develops before speaking. Children have to understand language in order to acquire it and only then will they try to produce it. They call this 'the primacy of listening' (Heidegger 1962 p.204). Although,

mostly within very yong learners (children up to 4 yrs), the various skills seem to develop in parallel. The younger your learners are, the more similar the process of L1 and L2 are.

For both listening and speaking, meaningfulness is key. It's all about the meaningful, relatable outcome of the task and the authenticity of the activity.

Storytelling. According to Emma Prestley (How to develop speaking skill children) Storytelling is one of the richest and most motivating ways to bring speaking into the class. Many childrens stories use the device of repeated phrases or words that build toward a climax in the narrative arc. Lots of rhythm, rhyme, repetition and images help children enjoy producing the sounds and words while relating them to what they can see. Courage, friendship, identity, family, loss/grief, growing up, anger, suffering, jealousy and love are some of the most common themes in children's literature and with good reason as it touches on the familiar and personalised.

Now we must add one more aspect to all those previously mentioned, and that is affectivity. Although this aspect not only affects, or should affect, small children, it is especially relevant in this stage because of the special situation and characteristics children possess at this age. The topic of affectivity is not a new one; starting in the seventies, researchers began to consider it when carrying out the development of their educational plans. Therefore, methods such as Suggestopedia, The Silent

Beatriz Rodrнguez y Raquel Varela Models of Teaching Foreign Languages to Young Children

172 Didбctica (Lengua y Literatura)

2004, vol. 16 163-175

Way, Community Language Learning, Total Physical Response, Communicative

Approach or Natural Approach not only contemplated the affective aspect of teaching languages but it was also the centre of their research as described by authors like

Gattegno (1972), Curran (1976), Asher (1977), Lozanov (1978), Larsen-Freeman

(1986, 1987), Richards and Rodgers (1986), Stevick (1976, 1980, 1990, 1996, 1998).

In order for children to develop their speaking adaptness in non-native languages I come across with various techniques while I was taking my internship in several kindergartens. I made sure of those methods only following strategies were even more productive:

1.	Picture therapy.

Children need a visual language and pictures have psychological iwith words enable children to explore world within their imagination .

 a) we can teach new vocabulary by showing pictures flashcards or other visuals   b) they try to speak about what they see in the particular pictures   c) they themselves try to draw something and afterwards they describe their production to the audience orally. Free colouring pages and worksheets with numbers or alphabet letters , connecting dots, animals , seasons, different sport activities in coloring pages. Pictures convey the meaning which help children understand even if they can not , their multi sensory experience help to improve childrens' imagination and creativity they embed new words into their minds.

2.   Total Physical Response .

TPR imperatives in teaching English as a second language learning in kindergarten or ELL environment are seen as   important second language learning method (according to British linguists' approach) . TPR is one of the most important teaching approaches which can be adapted to a various number of teaching situations and children really have fun doing it. It helps to practice vocabulary   connected with actions , imperatives and instructions, classroom language and even storytelling.   It can be combined by with technique of singing, English songs   and nursery rhymes for pre-schoolers should be included in almost every theme. We can ask learners to join in with just part of the song or chant at first and then gradually build up to the whole thing .

3.   Speaking in small groups or pairs.

According to Sally Trowbridge children , including very young learners , can work in pairs or small groups to maximize their speaking time in class. When learners work in pairs or small groups the teacher is able to monitor, move around the class and listen to the language being produced. We can give learners a spot the difference information gap to do in pairs. Give each learner a picture. The pictures should be almost the same with two or three elements missing from each picture. Without showing each other they should describe their pictures. They will practice colors, prepositions of place and adjectives such as big and small.

CONCLUSION

The process of developing the speaking ability of young learners is time consuming and arduous. Experimental program conducted is a well-balanced

system of teaching techniques and assignments based on the child-centred approach, the methodology of communicative language teaching and integrating in the process of teaching different kinds of children's activities. Especially the methods which are mentioned above are much more productive in our country.

REFERENCES

1. Gattegno (1972), Curran (1976), Asher (1977), Lozanov (1978), Larsen-   Freeman(1986, 1987), Richards and Rodgers (1986), Stevick (1976, 1980, 1990)
2. Beatriz Rodrнguez y Raquel Varela Models of Teaching Foreign Languages to Young Children 172 Didбctica (Lengua y Literatura) 2004, vol. 16 163-1
3. Davlatova, M. H. (2019). Variability of A spectual Meanings in English. European Journal of Research and Reflection in Educational Science, 7(12.2019), 778-780.
4. Davlatova, M. H. (2020). An Integrative history of Aspectual meanings. JournalNX, 6(04), 17-22.
5. Davlatova, M. H. (2020). Aspectual variability of information culture in the history of the English language. International Journal on Integrated Education, 3(3), 24-28.
6. Davlatova, M. H. (2020). Lexico-semantic Structure and Its Analysis on the Example of Verbs. JournalNX, 6(06), 189-192.
7. Davlatova, M. H. Relation of lexical-semantic structure of verbs in the linguistic essence. IEJRD-International Multidisciplinary Journal, 6(5).
8. Hasanovna, D. M. (2021). SEMANTIC IMPLEMENTATION OF RESULTUTIVE STRUCTURES. METHODS, 7(6).

9. Давлатова, М. Х. (2015). The role of songs in learning English. Молодой ученый, (10), 1145-1147.

10. Hasanovna, D. M. (2021). DIFFERENT ASPECTS OF RESULTATIVE STRUCTURES ACCORDING TO THEIR LINGUISTIC ESSENCE. Academicia Globe: Inderscience Research, 2 (05), 475–479.

11. Давлатова, М. Х. (2017). Этапы работы с видеотекстами на занятиях Английского языка. Интернаука, (9-2), 16-19.

12. Давлатова, М. Х. (2015). The role of songs in learning English. Молодой ученый, (10), 1145-1147.

13. Hasanovna, D. M. (2019). VARIABILITY OF ASPECTUAL MEANINGS IN ENGLISH. European Journal of Research and Reflection in Educational Sciences, 7.

14. Hasanovna, D. M. (2021). Linguistic and cognitive features of performing effective actions. World Bulletin of Social Sciences, 3(10), 41-44.

15. Давлатова, М. Х. (2018). РАБОТА НАД ВИДЕОТЕКСТОМ НА ЗАНЯТИЯХ АНГЛИЙСКОГО ЯЗЫКА. Теория и практика современной науки, (4), 242-246.

16. Давлатова, М. (2020). ASPECTUAL AND LEXICO-SEMANTIC CLASSIFICATION OF VERBS. Сўз санъати халқаро журнали, 1.

17. Hasanovna, D. M. (2021). DIFFERENT ASPECTS OF RESULTATIVE STRUCTURES ACCORDING TO THEIR LINGUISTIC ESSENCE. Academicia Globe: Inderscience Research, 2(05), 475-479.

18. Hasanovna, D. M. (2022). Aspectual and lexical-semantic classification of verbs. JournalNX-A Multidisciplinary Peer Reviewed Journal, 8(2), 116-121.

19. Shadmanov, K. B., Davlatova, M. H., Ostonova, S. N., & Radjabova, A. T. (2020). ENGLISH RENAISSANCE: TRANSFORMATION OF 61 PHILOSOPHY UNDERSTANDING AS A FACTOR OF INFORMATION CULTURE DEVELOPMENT OF THE EPOCH. Cross-Cultural Studies: Education and Science, 5(1), 61-67.

20. Давлатова, М. Х. Работа над видеотекстам на занятиях Английского языка. Теория и практика современной науки, 242-246.

21. Hasanovna, D. M. (2022). ASPECTUAL AND LEXICAL-SEMANTIC CLASSIFICATION OF VERB NOVATEUR PUBLICATIONS JournalNX-A Multidisciplinary Peer Reviewed Journal ISSN No: 2581-4230.

22. Hasanovna, D. M. (2022). Resultative and Causative Meanings in English and Uzbek Languages. TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 297-302.

23. Hasanovna, D. M. (2022). ON THE INTERRELATIONSHIP OF RESULTIVE AND CAUSATIVE MEANINGS. World Bulletin of Public Health, 9, 212-215.

24. Давлатова, М. Х. (2021). THE EXPRESSION OF RESULTATIVE AND DEPICTIVE CONSTRUCTIONS IN ENGLISH AND UZBEK LANGUAGES. МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА, 4(5).

25. Davlatova, M. X. (2018). THE EASY WAY OF LEARNING ENGLISH WITH THE HELP OF SONGS. Теория и практика современной науки, (4), 578-581.

26. Hasanovna, D. M. (2021). Semantic Implementation of resulutive structures. novateur publications JournalNX- A Multidisciplinary Peer Reviewed Journal.

27. Давлатова, М. Х. (2013). Хорошее поведение-важный способ формирования личности. Вестник Таджикского национального университета, (3-6), 237-241.

28. Hasanovna, M. D. (2022). TYPOLOGY OF EXPRESSIVE EMOTIONAL AND LINGUISTIC FEATURES. International Journal Of Literature And Languages, 2(11), 65-69.

29. Davlatova, M. K. (2021). THE PROCESS OF TRANSFORMATION OF PHILOSOPHY UNDERSTANDING AS FACTOR OF INFORMATION CULTURE OF THE PERIOD OF THE ENGLISH RENAISSANCE (XVI C.). Oriental renaissance: Innovative, educational, natural and social sciences, 1(5), 949-957.

30. Давлатова, М. Ҳ. (2021). РЕЗУЛЬТАТИВЛИКНИНГ АСПЕКТУАЛ ТАДҚИҚОТЛАР ДОИРАСИДА ЎРГАНИЛИШИ. Scientific progress, 2(2), 1678-1683.

31. Давлатова, М. (2020). FE'LLARNING ASPEKTIK VA LEKSIK-SEMANTIK TASNIFI. МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА, 3(1).

32. Muhayyo, D. (2017). THE ROTOR CONSTRUCTION OF COTTON RAW IN APPEARING VERTICAL BOUNDARY. Интернаука, (9-2), 76-78.

33. Davlatova, M. H. RELATION OF LEXICAL-SEMANTIC STRUCTURE OF VERBS TO RESULTABILITY.

34. Qizi, N. F. M. (2022). An expression of social problems in ben johnsons's comedies. ACADEMICIA: An International Multidisciplinary Research Journal, 12(5), 977-980.

35. Dzhalilova, Z. O. (2021). History of formation of Latin language. Молодой ученый, (41), 34-35.

36. Obidovna, D. Z. (2022). GENDER SPEECH BEHAVIOR IN THE CONTEXT OF THE SOCIO-LINGUISTIC FACTOR. Web of Scientist: International Scientific Research Journal, 3(6), 190-198.

37. Dzhalilova, Z. O., Hajdarova, N. S., & Tashpulatova, N. A. (2021). Latin in the Contemporary World. Молодой ученый, (24), 400-402.

38. Djalilova, Z. (2022). POLITENESS IN WOMEN'S DISCOURSE IN ENGLISH AND UZBEK LANGUAGES. Academic research in modern science, 1(11), 29-34.

39. Obidovna, D. Z., & Sulaymonovich, D. S. (2022). THE CONCEPT OF" HEALTHY LIFESTYLE" IN PSYCHOLOGICAL RESEARCH. ResearchJet Journal of Analysis and Inventions, 3(06), 53-64.

40. Джалилова, З. (2022). РЕАЛИЗАЦИЯ МАКСИМ ВЕЖЛИВОСТИ В АНГЛИЙСКОМ И УЗБЕКСКОМ ДИАЛОГАХ. Zamonaviy dunyoda innovatsion tadqiqotlar: Nazariya va amaliyot, 1(21), 22-33.

41. Obidovna, D. Z. (2022). A Speech Etiquette Formula for the Gender Communication Strategy. American Journal of Social and Humanitarian Research, 3(10), 44-50.

42. Djalilova, Z. (2022). DISCURSIVE ELEMENTS AND THE CATEGORY OF POLITENESS. Academic research in modern science, 1(12), 8-14.

43. Джалилова, З. О. (2022). НУТҚ ҲАРАКАТЛАРИДА ХУШМУОМАЛАЛИКНИНГ ГЕНДЕР ХУСУСИЯТЛАРИ. МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА, 5(5).

44. Obidovna, D. Z. (2022). DISTINCTIVE FEATURES OF MALE AND FEMALE ORAL SPEECH IN

MODERN ENGLISH. International Journal Of Literature And Languages, 2(10), 14-21.

45. Obidovna, D. Z. (2022). THE MAIN CONCEPTS OF POLITENESS IN MODERN LINGUOPRAGMATICS: THE POLITENESS PRINCIPLE BY J. LEECH. International Journal of Pedagogics, 2(11), 15-20.

46. Zaynitdinovna, T. N. (2022). Lyrical Dialogue in Shakespeare's Poems as a Reflection of Renaissance Anthropocentrism and a Strong Personality. Middle European Scientific Bulletin, 21, 120-125.

47. Zayniddinovna, T. N. (2022). The Problem of "A Strong Personality" in Shakespeare'Dramas: Richard III and Macbeth. Middle European Scientific Bulletin, 20, 7-10.

48. Ташева, Н. З. (2022). КРИСТОФЕР МАРЛОУ (ЛИТЕРАТУРНЫЙ АНАЛИЗ): ТАМЕРЛЕН ВЕЛИКИЙ КАК ТИП ЛИЧНОСТИ ВОСТОЧНОГО ПРАВИТЕЛЯ. Eurasian Journal of Academic Research, 2(2), 234-239.

49. Zayniddinovn, T. N., & Sharofiddinovich, S. S. (2021). General cultural and educational values of ancient-classic latin language. Central Asian Journal Of Theoretical & Applied Sciences, 2(5), 77-80.

50. Zayniddinovna, T. N. (2021). The Image of the Eastern Ruler in the Works of Christopher Marlowe. CENTRAL ASIAN JOURNAL OF SOCIAL SCIENCES AND HISTORY, 2 (10), 10-14.

51. nafisa Zayniddinovna, T. (2022). Lexico-Semantic Word Production as a Way of Forming Theater Terminology of the English Language. American Journal of Social and Humanitarian Research, 3(10), 144-150.