

EFFECTIVE METHOD FOR TEACHING ENGLISH TO PRIMARY SCHOOL STUDENTS

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Abstract: This thesis explores effective methods for teaching English to primary school students, focusing on strategies that cater to young learners' developmental stages, interests, and learning styles. Primary students require interactive, engaging, and meaningful language experiences that support both linguistic and cognitive growth. The study highlights methods such as Communicative Language Teaching (CLT), games, storytelling, songs, Total Physical Response (TPR), and technology integration as powerful tools in language instruction. These approaches promote vocabulary acquisition, grammatical understanding, and communicative competence while also fostering motivation and confidence. The thesis also discusses the teacher's role, classroom environment, and common challenges faced in early language education. It concludes that a student-centered, multimodal, and inclusive approach is essential for effective English language teaching at the primary level.

Key words: English language teaching, primary school students, Communicative Language Teaching, interactive learning, games, storytelling, Total Physical Response, technology in education, young learners, language acquisition.

Introduction

In the 21st century, the role of English as a global language has become increasingly significant. As a result, many educational systems around the world have prioritized English language instruction from the early years of schooling. Teaching English to primary school students, however, requires specific methods that are adapted to the developmental stages, interests, and learning styles of young children. Unlike secondary or adult learners, primary school students are at the beginning stages of cognitive and linguistic development, making it essential to implement effective and age-appropriate teaching methods. This thesis aims to explore the most effective methods for teaching English to primary school students, focusing on communicative language teaching (CLT), the use of games and interactive activities, storytelling, songs and rhymes, Total Physical Response (TPR), and the integration of technology.

Understanding Primary School Learners

Before identifying effective teaching methods, it is important to understand the characteristics of primary school learners. Typically, these students are between the ages of 6 and 12. At this age, children are naturally curious, energetic, and eager to engage with the world around them. They learn best through play, repetition, and concrete experiences. According to Piaget's theory of cognitive development, most children in this age range are in the concrete operational stage, which means they benefit from hands-on activities and learn better when they can associate abstract concepts with real-life experiences.

Vygotsky's theory of the Zone of Proximal Development (ZPD) also supports the idea that children learn best when supported by a more knowledgeable other, such as a teacher or peer. Therefore, effective teaching methods should be interactive, supportive, and socially engaging.

Communicative Language Teaching (CLT)

Communicative Language Teaching is one of the most widely accepted and effective methods for teaching English, especially to young learners. The CLT approach emphasizes the importance of

communication in real-life situations rather than the rote memorization of grammar rules. Its main objective is to develop learners' communicative competence — the ability to use the language effectively and appropriately in different contexts.

In primary classrooms, CLT can be implemented through role-plays, dialogues, information gap activities, and problem-solving tasks. For instance, a classroom activity might involve students acting out a scenario in a restaurant, where they must use English to order food, ask for prices, or thank the server. Such tasks not only teach vocabulary and grammar but also promote fluency and social interaction.

The strength of CLT lies in its ability to create meaningful language experiences, helping students to use English as a tool for expression rather than as an academic subject. It also fosters confidence, motivation, and real-world language application.

Conclusion

Teaching English to primary school students is a dynamic and rewarding task that demands creativity, patience, and a deep understanding of child development. Effective methods such as Communicative Language Teaching, the use of games, storytelling, songs, Total Physical Response, and technology integration have all proven to be highly beneficial when applied appropriately.

These methods make learning English meaningful, engaging, and enjoyable, thereby laying a strong foundation for lifelong language competence. The success of any method, however, depends on the teacher's ability to adapt it to the needs of their students and classroom environment. As English continues to serve as a global lingua franca, ensuring that children have positive and effective early experiences with the language is more important than ever. With thoughtful planning and a student-centered approach, educators can empower young learners to become confident and competent users of English.

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