

METHODS OF TEACHING ENGLISH FOR PRIMARY GRADES

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Abstract: In modern world, technology play a crucial role to all of people and children, so that teacher's methods and their learning way going to be easy than past, they always use visual things, like video or documentary related to their subject. This article gives information about methods of teaching English for primary grades. Children can understand their subject or theme through various way and skills, such as listening, reading and communication. You can find solution to their improving knowledge.

Key words: step by step, learning deeply, teaching methods, primary school, boost knowledge, easy learning, enhance teaching skills.

Аннотация: В современном мире технологии играют важную роль для всех людей и детей, поэтому методы преподавания и способы обучения учителей стали легче, чем раньше. Учителя часто используют визуальные материалы, такие как видео или документальные фильмы, связанные с темой урока. Эта статья предоставляет информацию о методах преподавания английского языка в начальных классах. Дети могут понимать предмет или тему разными способами и с помощью различных навыков, таких как аудирование, чтение и общение. Вы можете найти решения для улучшения их знаний.

Ключевые слова: поэтапно, глубокое обучение, методы преподавания, начальная школа, повышение знаний, лёгкое обучение, развитие преподавательских навыков.

Annotatsiya: Zamonaviy dunyoda texnologiyalar barcha odamlar va bolalar uchun muhim rol o'ynaydi, shuning uchun o'qituvchilarning dars berish usullari va o'quvchilarga bilim berish yo'llari avvalgidan ko'ra osonlashgan. O'qituvchilar ko'pincha mavzuga oid videolar yoki hujjatli filmlar kabi ko'rgazmali materiallardan foydalanadilar. Ushbu maqolada boshlang'ich sinflarda ingliz tilini o'qitish usullari haqida ma'lumot beriladi. Bolalar mavzu yoki fanni turli usullar va ko'nikmalar, masalan, tinglash, o'qish va muloqot orqali tushunishlari mumkin. Ularning bilimini oshirish yo'llarini shu yerda topishingiz mumkin.

Asosiy so'zlar: bosqichma-bosqich, chuqur o'rganish, o'qitish usullari, boshlang'ich maktab, bilimni oshirish, oson o'rganish, o'qituvchilik ko'nikmalarini rivojlantirish.

Children starting to learn English in the first grade improve their listening, comprehension and pronunciation very well. It enables them to become communicatively competent regardless of some inaccuracy in grammar structures. An early start in learning foreign languages, particularly English, could mean, in the long run, bilingualism for the entire population.

The language teaching process is divided into three phases over eight years of learning English. At early age, the unconscious acquisition process is superior to the learning one due to the child's cognitive development, so especially in the beginning mechanistic approach prevails, while cognitive approach is introduced around puberty.

The intellectual and linguistic development of the child requires different approaches at different ages. Pre-puberty groups are far superior in mastering the phonetic system. Younger groups can reach a considerably higher standard of pronunciation using authentic English phonemes and intonation patterns because "language learning blocks" are frequent at and after puberty. Only later will they be prepared to continue with more complex and abstract structures.

Mastering the phonetic system at an early age is crucial because this factor is hard to be achieved satisfactorily at an older age, when the language mastering process requires a great conscious effort since the imitative capacity is lost and language cannot be acquired by mere exposure to it. Natural acquisition by exposure to the foreign language disappears because of the biological process of maturation of the brain and it becomes fixed around puberty. This is why foreign accent cannot be overcome after this time.¹

EXAMPLES OF TEACHING METHODS

1. Total Physical Response (TPR)

This method involves physical movement to react to verbal input. It helps young learners understand and memorize new words through actions.

Example:

When teaching verbs like "jump", "run", "sit", or "stand", the teacher performs the action while saying the word, and then asks students to copy the movement. This builds both comprehension and memory.

2. Visual Aids and Multimedia

Children respond well to images, videos, flashcards, and cartoons. Visuals help in reinforcing vocabulary and concepts.

Example:

Using videos or animated clips when introducing topics like animals, colors, or weather helps students associate the words with real-life visuals. Flashcards can be used for quick vocabulary games.

3. Songs and Chants

Music and rhythm make language learning enjoyable and memorable. Songs help improve listening skills, pronunciation, and vocabulary.

Example:

Using classic songs like "Head, Shoulders, Knees and Toes" or "The Alphabet Song" can help children remember body parts or letters more easily.

¹ Iroda Ne'matova's article 4-page

4. Storytelling and Picture Books

Storytelling boosts imagination, vocabulary, and listening comprehension. It also introduces grammar and sentence structures naturally.

Example:

Teachers can read simple picture books aloud and pause to explain new words or ask questions. Books like *Brown Bear, Brown Bear, What Do You See?* are great for repetition and pattern recognition.

5. Games and Interactive Activities

Learning through games increases motivation and makes language learning fun. It also encourages communication and teamwork.

Example:

Games like "Simon Says", "Word Bingo", "Memory Match", or "Pictionary" can be adapted to teach vocabulary, grammar, or simple sentences.

6. Role Play and Drama

Role play allows students to use language in real-life situations, which builds confidence and communication skills.

Example:

Create simple role-play scenarios like going to a shop, visiting the doctor, or ordering food. Children can practice common phrases and dialogues.

7. Step-by-Step Skill Development

English should be taught in stages: starting from listening, then speaking, followed by reading and writing. This natural progression supports better understanding.

Example:

Introduce a new topic (e.g., animals) by first playing a video (listening), then repeating animal names aloud (speaking), followed by matching pictures with words (reading), and finally writing simple sentences like "This is a dog." (writing).

8. Classroom Language Immersion

Using English for classroom instructions helps students learn naturally and contextually.

Example:

Simple commands like "Open your book", "Listen carefully", or "Let's count together" should be used daily to create an immersive environment.

9. Project-Based Learning

Small projects help students work in groups and use English to complete tasks, enhancing creativity and problem-solving.

Example:

A project like “My Favorite Animal” where students draw, write a few sentences, and present in front of the class.

HISTORICAL OVERVIEW OF ENGLISH LANGUAGE TEACHING METHODS

1. Harold E. Palmer and the Oral Method

One of the pioneers in the field of English as a Second Language (ESL) teaching was **Harold Edward Palmer (1877-1949)**. He was a British linguist and phonetician who made significant contributions to the development of teaching methods focused on spoken language. Palmer introduced and promoted the **Oral Method**, which later evolved into what became known as **Situational Language Teaching**.

This method emphasized the importance of spoken communication in language learning. It relied heavily on context-based learning, where vocabulary and grammar structures were introduced through real-life situations. Rather than relying solely on abstract grammatical explanations, the Oral Method encouraged learners to **listen, repeat, and speak** in meaningful contexts, placing a strong focus on **phonetics, pronunciation, and conversational practice**.

Palmer worked extensively in Japan, where he helped reform the English language curriculum and training methods. His influence led to a major shift from grammar-heavy instruction to a more **interactive, communicative approach** in language classrooms.

2. Grammar-Translation Method (GTM)

The **Grammar-Translation Method** is one of the oldest and most traditional approaches to language teaching, dating back to the **late 19th and early 20th centuries**. While no single person can be credited with its invention, this method has deep roots in classical language instruction (particularly Latin and Ancient Greek).

GTM focuses on **reading and writing skills**, often neglecting listening and speaking. In this approach, students learn a second language by **translating texts, memorizing vocabulary lists, and studying grammatical rules** in isolation. The main goal is to develop **reading comprehension and grammatical accuracy** rather than communicative competence.²

This method was widely used in European and Russian educational systems and still persists in some parts of the world. Although it is often criticized for being outdated and non-communicative, GTM laid the foundation for more modern teaching methodologies by emphasizing linguistic structure.

3. Total Physical Response (TPR) The **Total Physical Response (TPR)** method was developed in the **1960s** by American psychologist and educator **Dr. James J. Asher**. This method was inspired by the way young children acquire their first language through **listening and physical interaction** with their environment before they begin to speak.

² Northlands K5 English Blog - Blaine Ray background

Dr. Asher observed that when parents communicate with children, they often accompany their speech with physical actions. The child responds physically (e.g., pointing, walking, picking up objects), which shows comprehension before they can articulate speech themselves. TPR replicates this process in the language classroom.

In a TPR-based lesson, the teacher gives commands or instructions (e.g., "Stand up", "Touch your head", "Open the door"), and students **respond physically** without needing to speak right away. This reduces student anxiety and allows them to develop comprehension skills before producing language. Speaking is encouraged later, after comprehension has been built through repeated exposure and action.

TPR is especially effective for **young learners and beginners** because it is **interactive, engaging, and aligned with natural language acquisition** processes.

4. TPR Storytelling (TPRS)³

In the **1990s**, language teacher **Blaine Ray** expanded on the TPR method by integrating it with storytelling techniques. The result was a new method known as **Teaching Proficiency through Reading and Storytelling (TPRS)**.

TPRS combines **listening, speaking, reading, and storytelling** to help students internalize the language in a natural and meaningful way. The core idea is that **comprehensible input** (language that is slightly above the current level of the learner but still understandable) is essential for language acquisition.

In a TPRS classroom, the teacher tells short, repetitive, and engaging stories that incorporate key vocabulary and grammar structures. Students listen, respond to questions, act out parts of the story, and eventually read and write about the narrative. This method helps develop **fluency, retention, and comprehension**, all while maintaining a low-stress and enjoyable learning environment.

TPRS is widely used in ESL and foreign language classrooms and is particularly praised for its ability to **make language acquisition fun, interactive, and long-lasting**.⁴

CONCLUSION

The teaching of English to young learners, especially in primary education, has undergone significant development throughout history. From traditional methods like the Grammar-Translation Method to more modern and interactive approaches such as Total Physical Response (TPR) and Teaching Proficiency through Reading and Storytelling (TPRS), each stage reflects a deeper understanding of how children learn languages. Early pioneers such as Harold E. Palmer laid the foundation for oral and situational teaching methods that emphasized natural communication over rote memorization. Later, James Asher's development of TPR brought a child-centered, action-based methodology that mirrored how children acquire their first language through listening and physical interaction. Building on that, Blaine Ray's TPRS merged storytelling and reading with TPR principles to create a highly effective and engaging learning

³ Project Gutenberg -The Principles of Language- Study by Palmer

⁴ ResearchGate - Research on TPR Storytelling (2015)

environment. What all of these approaches have in common is a shift away from purely academic instruction toward **meaningful, context-based, and student-centered learning**. In the modern classroom, especially for young learners, the focus is not just on teaching English as a subject, but on making it a living, usable tool for expression, interaction, and creativity. Understanding the historical evolution of these methods allows educators to choose and combine strategies that best suit the needs of their students. Ultimately, the goal is not only to teach English but to foster a love for learning, encourage curiosity, and build strong communicative skills from an early age.

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