

INTERACTIVE METHODS OF TEACHING YOUNG LEARNERS

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In today's world teaching methods play an essential role in the teaching and learning process of the language. Especially, teaching young learners demands interactive and different techniques to teach successfully. The article aims to analyze the ways interactive technologies influence motivation and encourage young learners to speak fluently.

Nowadays teachers and educators widely discuss the necessity of reviewing and updating the pedagogies used all over the globe. Though the increasing number of schools is reported to be innovating, "schools remain largely seen as very resistant places for innovation" (Peterson, Dumont, Lafuente, & Law, 2018, p. 4). Therefore, it is critical to emphasize that the so-called "joy of teaching" and "joy of learning" combined are the key principles in creating a positive educational environment (UNICEF, 2006, p. 23). Thus, a child-centered and learner-friendly educational environment is becoming a priority as "interactive methodologies make learning enjoyable and exciting to students and improve their retention, participation, and performance" (UNICEF, 2006, p. 23). Interactive methods help teachers to encourage "greater attentiveness, interest and responsiveness" in children while improving their language skills (UNICEF, 2006, p. 23).

Developing young learners' speaking skills deals with boosting their verbal and thinking capacity and interest in language and cultural diversity. The effectiveness of teaching young learners correlates with a teacher's ability to resort to various strategies among which interactive cognitive strategies prevail since they provide proper acquisition of speaking skills. The major principle of teaching speaking proves to be the improvement of young learners' listening and speaking skills to be involved in the process of communication. It should be noted that a teacher working with children deals with so-called mixed-ability groups. That is why a teacher has to take into consideration multiple intelligences of students: different types of personality, thinking, the scope of attention, and the ability to perceive and process information (Korovina, Pushkina, & Krivoshlykova, 2017, p.10). Teaching young learners requires special approaches to planning and organizing the educational process. Experts highlight "meaningful practice" which suggests "an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice" (Richards, 2006, p.16). Buhrow and Garcia (2006) recognize, that meaningful practice results in meaningful communication, because for kids, "learning is all about exploring their passions and interests" (p. VIII). We believe that interactive methods (IMs) are one of the most effective tools in this regard. It contributes to the creation of a comfortable educational environment, the reduction of psychological barriers, and the stimulation of young learners' activities. The teacher encourages students to search for information independently and to interact with readiness and enthusiasm in communicative situations within the framework of IMs.

For example, to revise the grammar construction There is/There are the teacher asks students to work in pairs and gives cards with pictures to only one student in each pair. The student who has no picture is to find out the more information the better about the object(s) in the picture and the other gives full answers: - Are there any animals in the picture? - No there aren't any animals in the picture/ Yes, there's one animal/two animals in the picture. - Is there a domestic/wild animal in the picture? /Is there a cat or a dog in the picture? ... Then, the students are supposed to change their cards and roles and do the same tasks. There's another amusing task young learners are enthusiastic about is the «I go shopping» role-play. According to the rules of the play, they use grammar and speech patterns of a lesson: Good afternoon! Can I help you?/ Yes, please. I want to buy a.../Have you got it? /Yes, we have. Here you are. One of the students is a shop assistant, others are customers. The list of the goods can be provided on the board or cards. The teacher must not interrupt and interfere in the role-play since the children are excited about the play, overcome psychological barriers, and are not afraid to make mistakes. Because by memorizing mini-dialogs and speech patterns, "the chances of making mistakes are minimized" (Richards, 2006, p.4). At the same time, the teacher writes down their mistakes to discuss them at the following stage. As for discussion-based activities, they help students to acquire confidence in speaking. As a rule, eight-year-old kids are not used to expressing their opinion. That's why this task is a good chance for them to chat about the things they are fond of. However, some students feel too shy to speak due to different reasons, in this case, they are given a book or cartoon character to play they might like. To make the most of this type of activity the teacher must be careful to choose topics appropriate for the age ("Hobbies", Friendship", "My family", "Books in my life", "Sports", etc). To encourage their creativity sometimes it is quite useful to resort to so-called mind maps. For example, for the topic "My favorite animal" students can be given the following mind map.

To achieve success in the teaching-learning process a special lesson pattern was developed. The interactive method-based teaching pattern suggested in the article, increased young learners' motivation, broadened their horizons, helped to create a comfortable educational environment, and resulted in their ability to work independently and think critically.

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