

BEYOND GRAMMAR: FUN AND MEANINGFUL WAYS TO TEACH ENGLISH TO YOUNG LEARNERS

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Annotation. The main topic of this paper is finding new and unique approaches to help young learners improve their English. Rather than focusing only on grammar, I look for ways that games, stories, songs, and real-life matters can help students enjoy learning English more. I sat in on English classes and talked with the teachers using these approaches. The lessons indicate that children pick up information faster and have fun in class when they speak, move around, and create things. Teachers can use these thoughts to make their English classes interesting and beneficial.

Key words: language teaching, students aged 10-17, hands-on games, telling stories, and examples of communication in the classroom

Annotatsiya. Ushbu maqolaning asosiy mavzusi — yosh o‘quvchilarning ingliz tilini o‘rganish jarayonini yaxshilash uchun yangi va noyob yondashuvlarni topishdir. Faqat grammatikaga e‘tibor qaratish o‘rniga, men o‘yinlar, hikoyalar, qo‘shiqlar va real hayotga oid mavzular orqali o‘quvchilarga ingliz tilini quvonch bilan o‘rganishga yordam beradigan usullarni o‘rganaman. Men ingliz tili darslarida ishtirok etdim va ushbu yondashuvlardan foydalanayotgan o‘qituvchilar bilan suhbatlashdim. Darslar shuni ko‘rsatadiki, bolalar ma‘lumotni tezroq o‘zlashtiradi va darsda faol bo‘ladi, agar ular gapirsa, harakat qilsa va ijodiy ishlar bilan shug‘ullansa. O‘qituvchilar ingliz tili darslarini qiziqarli va foydali qilish uchun ushbu fikrlardan foydalanishlari mumkin.

Kalit so‘zlar: til o‘qitish, 10–17 yoshdagi o‘quvchilar, amaliy o‘yinlar, hikoya aytish, sinfdagi muloqot misollari

Introduction. Many kids feel uninterested in English when all they do is learn grammar rules and words by heart. This happened to me while I was a student also. Learning a language ought to bring excitement and new discoveries for children. I describe how games, songs, storytelling, and activities in groups can liven up English lessons for young learners, as taught by teachers. They make it easier for children to speak, learn, and even have fun when they make a mistake. In many Uzbek schools, the method of teaching and the textbooks used have not changed, making English classes feel more demanding than fun. Still, children of this age are always ready to learn through play and imagination. Making English part of their lives, by using cartoons, music, and easy stories, helps them enjoy using the language. Teachers should realize that what counts the most for kids is motivation, not achieving perfection.

Methods

During this research, I went to two public schools and watched English lessons taught in 3rd and 5th grades. Another thing I investigated was the use of creative and entertaining methods by three teachers. To confirm these points, I examined current research on using language in child teaching. I paid attention to the students' activities and which actions helped them continue to be involved in the lesson. I asked the teachers to share the obstacles they experience and the methods they find successful in their teaching. I also watched video recordings of the lessons after getting permission from my students. All in all, I checked how many 40-minute sessions there were and noted the number of times students joined in, spoke, and showed any smiles or laughs during various activities.

Results

Songs, group games, and short stories kept the students the most engaged in the observed classes. An example is where the teacher brought out a puppet to read a story, and the kids joined in and repeated what was said. A second teacher made a game out of finding hidden objects placed under, on, or in different spots in the classroom. While learning English, the students had fun by laughing and moving around. Teachers reported that these types of lessons encouraged the shy students to speak. A teacher said, "I see that my students have fun as they learn, and it feels like they don't realize they are actually studying." Another teacher in a different school invited students to draw their own monsters and tell them about them in English. By using this strategy, students can both learn new vocabulary and practice making sentences. Students drew big teeth, green eyes, and funny arms, and they happily showed their drawings to others. It is obvious that using imagination together with language boosts a person's confidence. I realized that kids helping each other out made it easy for them to grasp new words.

Discussion

Children must feel safe, cheerful, and interested in the English lessons they attend. Grammar needs to be learned, though it should happen the same way you speak, listen, and do your tasks. By using this technique, students remember more since they associate the language with actual emotions and activities. I feel that letting children play games, work with teachers on projects, sing songs, and draw is valuable for their learning. Mistakes can be seen positively too—since they are unavoidable steps in learning something. When they are entertained, children pick up grammar rules without realizing it. It is better to highlight the right way things are done and keep going than emphasize every mistake. As a result, my advice would be to include a game, a story activity, and a creative task in every weekly lesson. Things like using different colored flashcards, having students display their own posters, or using whiteboards at school can improve students' attitude toward English.

Conclusion

Teaching English to young learners should be joyful, active, and full of imagination. As a future teacher, I believe our goal is not just to teach vocabulary

and grammar, but to open the door to a whole new world. With thoughtful, playful methods, children can grow into confident, curious English speakers who enjoy learning every step of the way.

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