

THE INFLUENCE OF INSTRUCTION ON LEARNING A SECOND LANGUAGE

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Abstract: Abstract: Teaching English to young learners in elementary school requires a structured approach that combines engaging activities, effective materials, and strong classroom management. Since children acquire languages naturally, methods like songs, games, and interactive media help create an immersive learning environment. By using real-life contexts and dynamic teaching strategies, educators can foster meaningful language development while maintaining student engagement.

Keywords: teaching and learning of English, English teachers, young learners, elementary school, teaching materials, classroom management.

Annotatsiya: Boshlang'ich maktabda yosh o'quvchilarga ingliz tilini o'rgatish puxta tuzilgan yondashuvni talab qiladi. Bu yondashuv qiziqarli mashg'ulotlar, samarali materiallar va kuchli sinf boshqaruvini o'z ichiga olishi kerak. Bolalar tillarni tabiiy ravishda o'zlashtirganliklari sababli, qo'shiqlar, o'yinlar va interaktiv media kabi usullar immersiv o'rganish muhitini yaratishda muhim rol o'ynaydi. Haqiqiy hayotiy kontekstlar va dinamik o'qitish strategiyalaridan foydalangan holda, o'qituvchilar o'quvchilarning til ko'nikmalarini rivojlantirish bilan birga ularning darsga bo'lgan qiziqishini ham oshirishlari mumkin.

Kalit so'zlar: ingliz tilini o'qitish va o'rganish, ingliz tili o'qituvchilari, yosh o'quvchilar, boshlang'ich maktab, o'qitish materiallari, sinfni boshqarish.

English has become an essential language in today's world. It is not only valuable for communication but also plays a significant role in work and education. Learning English is necessary for interacting and building strong relationships with people from different countries. Even at an early age, children are introduced to English lessons to familiarize them with a foreign language that will benefit them in the future. Additionally, English is useful not just for communicating with people from other countries but also within the same country. For instance, in business meetings with representatives from different companies, English is often used for discussions and presentations. As an international language, English is crucial for daily communication, and many people strive to learn it by mastering essential vocabulary to interact with others effectively.

Introducing a foreign language to young learners is more effective than teaching it to adults because children's brains can still utilize the natural mechanisms that help in first language acquisition. According to Cameron, research has long shown that children learn a second language more efficiently than adults. This supports the idea of early language instruction, as the "critical period hypothesis" suggests that young children can acquire a second language more effectively before puberty due to their brain's ability to apply first-language learning strategies.

For young learners, developing spoken language skills is crucial. At an early age, children must learn to pronounce words correctly to communicate clearly. If they can accurately name objects, others will understand them more easily. Spoken language is not only about articulation but also about understanding word meanings. As Cameron notes, speaking activities require extensive support, both in comprehension and production, to be effective.

Cameron further emphasizes that a variety of listening and speaking exercises, such as using pictures, can enhance language acquisition across different age groups. These activities should be tailored to students' interests and developmental stages. For example, students might listen to teacher instructions, respond verbally, or match images with spoken words, among other interactive exercises.

Pearson describes young learners as individuals ranging from approximately 3 to 15 years old, with distinct developmental characteristics. At this stage, children can grasp messages but may struggle to analyze language. They have limited reading and writing abilities, enjoy imaginative play, and learn best through engaging activities. Young learners are particularly drawn to naming objects, defining words, and exploring their environment. Primary-aged children develop strong oral skills, pronunciation, and intonation when exposed to quality language models. They also benefit from interactive activities such as role-playing, storytelling, and dramatic play, as highlighted by Pearson.

According to Marzano and Pickering, high-need students can be categorized into five groups: passive, aggressive, those with attention problems, perfectionists, and socially inept students.

Passive students fall into two subcategories: those who fear relationships, often experiencing depression or social anxiety, and those who fear failure, believing they lack the necessary skills to succeed academically.

Aggressive students can be further divided into three types: **hostile, oppositional, and covert**. Hostile students may display criminal behavior, struggle with anger management, show low empathy, and have low self-esteem. Oppositional students resist authority, frequently argue, criticize, blame others, and intentionally annoy people. Covert students may seem friendly and charming but tend to be present when trouble arises while managing to evade consequences.

Students with attention problems are either **hyperactive or inattentive**. Hyperactive students struggle to remain seated, often interrupt others, and have difficulty waiting their turn. Inattentive students are easily distracted, fail to focus on details, and rarely listen attentively to instructions.

Perfectionist students are highly driven to succeed, often aiming for near-impossible standards. If they fail to meet these expectations, they may become deeply frustrated.

When teaching English to young learners in elementary school, educators must adopt different approaches compared to teaching adults. English teachers need to understand and apply theories of language acquisition and classroom management tailored to young learners. In addition to effective teaching, they should be skilled in designing materials that incorporate suitable teaching methods, strategies, and techniques.

English is one of the global languages used for communication in international relations and is widely applied across various fields of knowledge. Brown also points out that English is not primarily learned to understand or teach American or British cultural values. Instead, it has evolved into a key tool for global communication in areas such as transportation, commerce, banking, tourism, technology, diplomacy, and scientific research. Given this reality, it is reasonable to include English as part of the local content in the elementary school curriculum.

Therefore, it is essential to develop an effective system for teaching English to young learners (elementary school students) to achieve the best outcomes. Learning English at the elementary level helps students acquire language skills during their "golden age," a phase when children can absorb new knowledge effortlessly. These skills can be categorized into linguistic competence and linguistic performance. According to Chomsky, as cited by Clark and Clark, linguistic competence refers to an individual's ability to use a language, whereas linguistic performance is the actual use of that competence in speaking or listening.

Additionally, Brown explains that competence represents a person's underlying knowledge of a system, event, or fact—an abstract, non-observable ability. In contrast, performance is the visible, concrete demonstration of that competence, such as walking, singing, dancing, or speaking. Teaching English to elementary school students is a well-founded decision, considering that children in this age group experience a "golden age" and a "critical period," during which their brains remain highly adaptable and capable of learning languages with ease.

Language acquisition occurs naturally and subconsciously, whereas language learning involves consciously understanding grammar and rules. Krashen and Terrell describe acquisition as "picking up" a language by using it in real-life communication, similar to how children

acquire their first language—and often, their second. Research suggests that formal language learning plays a smaller role in developing communicative skills in a second language than previously believed.

Considering children's developmental stages and the distinction between acquisition and learning, English instruction for young learners should prioritize acquisition-based methods. This means creating an environment where students naturally and interactively develop language skills rather than focusing solely on structured learning.

In the teaching-learning process, English teachers must be familiar with various language learning resources for young learners. These resources are not just supplementary materials for enjoyment but serve as the primary learning materials. They should be integrated into engaging activities that align with children's everyday experiences. Learning resources should be suitable for children's abilities, interests, and perspectives. Therefore, ideal English teachers for young learners are those who are well-versed in English songs and games and can effectively organize them into engaging lessons. It is essential to differentiate between techniques and resources. Songs, stories, poems, and games are considered resources.

Topic-based activities. Topic-based activities are usually called The Topic Approach or Topic-Based Work. The topic-based activities begin with a subject appropriate for the students and then that subject is designed to involve the students in investigating the topic and using the language as an integral part and the core of investigation. The topic approach begins with a subject that is of relevance and/or interest to the learners and then designs activities for learners that will involve them in investigating that topic and using language as an integral and central part of that investigation.

Classroom management and the classroom situation are parts of factors which determine the success of the teaching-learning process. Good classroom management and a conducive situation will lead to good results of the teaching and learning process. Classroom management needs special attention, especially in language classrooms in which the students are expected to communicate in the target language. Therefore, there must be such a situation available for the students to learn. A good and conducive classroom will help the teachers make a classroom atmosphere (a classroom situation) which supports the success of the teaching of English to young learners at the elementary school.

Young learners usually respond well to surroundings which are pleasant and familiar so that, if possible, on the wall had better be put things like pictures, calendars, posters, and so forth. Those visual aids should be given captions in order that the students could discover the English word for the objects in the pictures easily. e. Arrangement of the desks and chairs It is suggested that in the English class the desks and chairs are light so that they are movable and their arrangement is changeable. The purpose is to have a different classroom atmosphere by changing the arrangement of the desks and chairs so that the students do not get bored by any static situation and condition.

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