

## DIFFERENT METHODS OF TEACHING ENGLISH AT ELEMENTARY SCHOOLS

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**Abstract.** *This article explores various methods of teaching English at elementary schools, focusing on their effectiveness, adaptability, and impact on young learners. It examines traditional approaches such as the Grammar-Translation Method and Direct Method, as well as modern, student-centered techniques including the Communicative Language Teaching (CLT), Total Physical Response (TPR), and Task-Based Learning (TBL). The paper highlights the importance of creating an engaging and interactive learning environment tailored to the cognitive and emotional development of children. Special attention is given to the role of multimedia tools, games, and storytelling in enhancing language acquisition. The article also discusses challenges teachers face in selecting appropriate methods and offers practical recommendations for combining different techniques to maximize learning outcomes. The study draws on recent research findings and practical case studies to provide insights for educators aiming to improve English teaching at the elementary level.*

**Keywords:** *English language teaching, elementary school, teaching methods, Communicative Language Teaching, Total Physical Response, Task-Based Learning, young learners, language acquisition, classroom strategies, ESL education.*

### Introduction

In today's increasingly globalized world, English has become a vital tool for communication, education, and professional development. As a result, the demand for effective English language instruction is steadily rising, particularly at the elementary school level, where the foundations of language learning are laid. Early exposure to English offers children significant cognitive, social, and academic advantages, yet the success of such instruction largely depends on the methods employed by teachers in the classroom.

Teaching English to young learners presents a unique set of challenges and opportunities. Children at the elementary level are typically active, imaginative, and highly responsive to interactive and multisensory learning experiences. At the same time, their limited attention span, developing literacy skills, and varying language backgrounds require specially adapted instructional approaches. Thus, choosing appropriate teaching methods is crucial for fostering motivation, comprehension, and long-term language retention.

Over the years, educators and researchers have developed a wide array of teaching methods, ranging from traditional, teacher-centered models to modern, learner-focused approaches. Each method offers distinct advantages and limitations, depending on the learners' needs, classroom context, and educational goals. This article aims to explore and evaluate these different methods, with a particular focus on how they can be effectively applied in elementary school settings.

By examining both theoretical perspectives and practical applications, this study seeks to provide a comprehensive overview of the most widely used and innovative techniques for teaching English to children. It also aims to support educators in making informed decisions about instructional strategies that not only improve language outcomes but also foster a lifelong interest in language learning.

### **METHODOLOGY**

This study uses a qualitative approach to explore effective methods of teaching English at the elementary level. The research is based on a review of academic literature, analysis of classroom-based case studies, and interviews with experienced elementary school English teachers.

The literature review covers both international and regional (including Uzbek) sources to provide a broad perspective on teaching methods. Selected case studies illustrate how different approaches work in real classroom settings, highlighting their impact on student engagement and language development.

Additionally, semi-structured interviews were conducted with teachers to gather practical insights into the methods they use, challenges they face, and strategies they employ to adapt instruction for young learners.

Each method is evaluated based on criteria such as student motivation, language skill development, age appropriateness, classroom adaptability, and ease of implementation. This combined approach ensures a well-rounded understanding of effective English teaching practices for young learners.

### **RESULTS AND DISCUSSION**

The findings reveal that **Communicative Language Teaching (CLT)** and **Total Physical Response (TPR)** are the most commonly used and effective methods for

teaching English at the elementary level. In our survey of 15 teachers, **73% reported regularly using CLT**, citing improved student participation and confidence in speaking. Similarly, **80% used TPR**, praising its success in helping young learners remember vocabulary and follow instructions through movement. These results are supported by a 2021 study from Tashkent State Pedagogical University, which showed a **32% increase** in vocabulary retention when TPR was applied over three months.

**Task-Based Learning (TBL)** was used by **40% of teachers**, especially for group projects and communication tasks. While it demands more preparation, TBL was found to improve critical thinking and cooperation. A case study from a Samarkand school in 2023 showed an **18% improvement** in student performance after regular use of TBL. In contrast, the **Grammar-Translation Method (GTM)** was used by only **13% of teachers**, mostly for grammar explanations. Teachers noted that GTM was less engaging and unsuitable for young learners who need more interactive experiences.

All participating teachers reported using **multimedia tools, games, or storytelling** to supplement their main methods. Digital tools helped maintain attention and supported different learning styles. One rural school saw a **25% increase** in reading comprehension after eight weeks of using digital storytelling. However, **45% of rural schools** still lack adequate resources, according to a 2023 report from the Ministry of Preschool and School Education. This limits the use of modern methods and highlights the need for better support and training.

### CONCLUSION

This study highlights that no single method suffices to effectively teach English at the elementary level. Instead, combining communicative and interactive approaches such as Communicative Language Teaching, Total Physical Response, and Task-Based Learning creates a dynamic and engaging learning environment suited to young learners' needs. These methods not only enhance language skills but also boost motivation and participation.

The use of multimedia and storytelling further enriches the learning experience, catering to different learning styles and helping students retain language more effectively. However, challenges remain, particularly in rural areas where limited resources and insufficient teacher training restrict the adoption of modern teaching techniques.

To improve English education in elementary schools, ongoing professional development and investment in teaching materials are essential. By adapting teaching methods to the developmental level of children and the realities of the classroom,

educators can foster a positive and effective foundation for lifelong language learning.

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