Methods and Approaches in Teaching English at a Lower Secondary School Level

Sagdullayeva Manzuna Mansur qizi
Tashkent Institute of textile and light Industry

Abstract: This article to describe a few of the most significant approaches and methods that appeared until today as well as some of the current trends in the English language teaching. The English teaching methodology is a very complex and constantly developing and changing system of theories, hypotheses, assumptions about language and learning, and methods and approaches to teaching. In order to enhance and facilitate the teaching learning process, the ELT methodology attempts to explore and answer how the language works, how the memory works, and to seek what teaching is and what learning is, what is taught and how, what are the objectives of the teaching-learning process and how to reach them effectively, and how to facilitate and enhance learning.

Keywords: Teaching, English language, method, approach, lower-secondary school level.

The target group of learners in this article is the one of younger adolescents. Those are namely pupils of lower-secondary schools since the research part of this work focuses on lower-secondary school pupils. This designation refers to the Czech educational system of primary and secondary schools. Pupils aged approximately from six until nine attend primary schools.

Primary schools directly continue in lower-secondary schools with pupils from the age of ten until fifteen. Primary and lower-secondary education is a part of compulsory education. The factor of age plays an important role in the decisions about what and how to teach in the class and therefore also the choice of teaching methods, procedures, and techniques.

A teacher must know about the specification of the target group of learners and take that into consideration. This age group of learners has a great disposition for learning. Apart from a superior ability to learn pronunciation they are much better at understanding and absorbing the language than young learners mainly because of their increased cognitive skills and abstract thinking. They are able to operate in abstract concepts, which is very important in terms of language learning as for example in understanding grammar rules or understanding abstract terms.

Their attention span is significantly longer and on that account, the teacher does not have to change activities that often as with young learners. Pupils at the age of approximately ten and on are usually happy to work in groups 16 in comparison to young learners that prefer working alone.

This however greatly depends on individual preferences and pupil´s personality, too. Learners of this age group are often seen as the most difficult or challenging ones because of puberty and all the changing factors around it. Pupils gradually become more aware of themselves and the mistakes they make or might make for instance, which causes them being more reluctant to share their opinions, not to mention speaking in front of the whole class. The pupils are often worried and uncertain about their self-esteem and self presentation which makes them feel insecure and therefore unwilling to express themselves or participate in the lesson.

The teacher then needs to acknowledge this type of inhibitions and work with them to make the learning process happen successfully. Younger

adolescents are searching for their identity in the world and their own place as well as opinions. They long for peer approval and belonging into any group, where they can feel secure and accepted. In the terms of engagement of the pupils, relevance, authenticity, and meaningfulness are the key terms.

If the teacher wants their pupils to be engaged, they need to present a topic in a way that is relevant to their pupils´ lives and authentic. It is always wise to show that the topics learnt at school are connected to their lives outside of the class, even better when it engages their hobbies and interests which lead to positive motivational belief. As for the motivation of lower-secondary pupils, the teachers do not have to depend only on extrinsic motivation, as it usually is with younger learners. The motivation of younger adolescents moves from purely extrinsic into intrinsic motivation that includes their own desire to do things without any external influences, such as punishments or rewards. The intrinsic motivation can be positively influenced by the teacher´s presentation of the piece of language and his classroom management. It is always good to set up short term goals.

Those goals are achievable and when pupils achieve them, they feel successful and motivated to aim for another goal. It is also profitable to include pupils in negotiating those goals to keep them involved and feeling responsible. Topics that are shown as useful, interesting and corresponding with their lives and their own desires and a proper feedback should keep pupils highly motivated and potentially lead to the desire to study more.

Lower-secondary learners are already much more independent and for this reason, it is good to engage them into the classroom management, particularly speaking, to create the classroom rules together with the students themselves. The key thing then is to stick up to those rules at all times and they should work for everyone the same. That should lead 17 to the classroom environment where everyone feels secure and valued, which is very important for younger adolescents. Even though the class is made out of pupils of approximately same age, they all are still individuals with different learning strategies, different motivation, personalities, talents, interests, learning preferences and sometimes slightly different language proficiency levels. So on top of the knowledge of the age group specifications, the teacher needs to see each of their students as an individual, even though it certainly is not easy at all.[1; 211-215]

The Methods and Approaches in Teaching English at a Lower Secondary School Level, as the title itself suggests, was concerned with teaching English as a second and foreign language to pupils at a lower secondary school level. The thesis consists of the theoretical and the practical part. The theoretical part offered characteristics of a lower-secondary school pupil, since the thesis was focused on ELT methodology used at lower-secondary schools. The characterization of the lower-secondary school pupils was provided in order to avoid confusion concerning the age of the target group of learners. [3; 183-186]

The English language teaching methodology is very complex and includes a vast number of methods and approaches to teaching, therefore, only a few selected approaches and methods could have been presented. To do so the terms "approach", "method", and "technique" had to be clarified and classified as for their mutual relations in order to avoid confusion as their definitions vary in the works of various authors. The basic historical development and relations among the approaches and methods were introduced as well as their basic principles, used techniques, relations to other methods, teaching materials, roles of the teacher and pupil, importance and sequence of four language skills, and the goals of the teaching-learning process.

The current trends in the ELT methodology were briefly introduced to illustrate the constant and unceasing development of the ELT methodology. Hence the modern trends in ELT for English language teachers were briefly mentioned, too, in order to provide the reader with a few sources about the latest trends in the ELT methodology.

References

1. SKEHAN, Peter. A Cognitive Approach to Language Learning. Oxford: Oxford University Press, 1998. ISBN 0-19-437217-0.

2. STERN, H. H. Fundamental Concepts of Language Teaching. Oxford: Oxford University Press, 1983. ISBN 0 19 437065.

3. SUSSEX, R. TESL-EJ: Conception and potential of an electronic journal [online]. 1994- 2014. TESL-EJ. Available at: http://tesl-ej.org/ej01/a.1.html. ISSN 1072-4303.

4. SWAN, Michael. Thinking about Language Teaching, Selected Articles 1982 – 2011. Oxford: Oxford University Press, 2012. ISBN 978 0 19 442481.

5. "Ikromkhonova Firuza Ikromovna,Yusupova Sanobar Tursunbayevna, Nishonova Dilfuza Homidovna, Kodirova Gavkhar Alisher qizi, Djuraeva Nilufar Bakhtiyarovna\\ "USA Psychology and education scopus\\ The issue of historical works in american literature\\ (2021) 58(1):

6. Ikromovna Feruza Ikromkhonova, Tolipova Aida Muratovna, Vaxobova Yokutxon Abdukodirovna\\ India European Journal of Research Development and Sustainability (EJRDS\\ "THE ROLE OF CHARACTERS AND PSYCHOLOGICAL INSTRUMENTS IN THE WORK JOAN OF ARC"\\"Vol. 2 No. 2, February 2021, ISSN: 2660-5570 P 31-33"

7. "Ikromovna Feruza Ikromkhonova, Dilfuza Nishonova Xomidovna " \\Indoneziya Academicia Globe Inderscience Research\\COMPARATIVE ANALYSIS OF HISTORICAL WORKS\\ Volume 2, Issue 5, May, 2021 p. 8-10

8. Baymanov Habibullo Abdullayevich, Avlakulov Avazbek Ismoilovich, Sattorova Sattorova Tojimatovna, Rozikova Feruza Komiljonovna, Muminova Maftuna Alijonovna// United Kingdom Annals of the Romanian Society for Cell Biology.// Compliment-concept and discourse features of qualitative lexemes of human nature (on the example of German and Uzbek languages)// "Vol. 25, Issue 4, 2021, Pages. 2598 – 2605 Received 05 March 2021; Accepted 01 April 2021"

9. Sagdullayeva Manzuna Mansur qizi\\Indoneziya Galaxy international interdisciplinary research journal \\ Thoughts of oriental thinkers in youth education2021 Vol. 9. Issue 6 P.388-393

10. Teaching English [online]. British Council, BBC, 2017 [Accessed 2017-05-15]. Available at: http://www.teachingenglish.org.uk/.