TEACHING ENGLISH YOUNG LEARNERS

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Annotation: *The article examines some methods of teaching English to young students and gives a broad definition of these methods, explaining why they are more convenient in teaching the language.*
Key words: individual methods, popular methods, joyful vocabulary, lexical items, incentives, communication, training, methodology.

The most popular methods on which teaching English to young students is based are the methods listed, for example, by Larsen-Freeman - Audio-Lingual; Presentation-Practice-Production (PPP) and its alternatives; Communicative approach; task-based language learning; The four methods are: Learning Language as a Community, The Quiet Way, Sagestopedia, Total Physical Response (TPR); Humanistic teaching and lexical approach. However, not all of them are fully used in teaching English to young learners.

Audio-linguistic is based on the behaviorist theory of stimulus-response - in other words, in learning new behavior. In audio-linguistic terms, this means developing good language learning habits. This form of training mainly involves training. The training is designed to teach a specific form, for example, the correct sentence in the Present Simple. Small changes are made to the exercise to ensure that students are constantly learning and also to ensure that they do not make mistakes. The method has many disadvantages, for example, it does not allow the student to experiment with the language. On the other hand, it is ideal for young learners as it shows exactly what a correct English sentence should look like and this can be very helpful in setting up some fixed sentences and phrases in the student's dictionary.

Total physical response (TPR). TPR creator James Asher based his theory on the fact that children learn a foreign language through spoken language. TPR primarily learns from verbal instructions given by teachers to students. The basic idea is that students are not forced to speak, their main task is to listen and respond to teachers' instructions in a foreign language, and only if they feel ready can they begin to speak that language. TPR is a key method to use when teaching children as it takes into account the 'silent period' and does not require any previous language knowledge from children.

Natural approach. The natural approach is a method that educators recommend using in the early stages of learning to present a complete physical answer. The method focuses on using the foreign language almost all the time in class and helps students understand it by showing them pictures and making them as expressive as possible. Listening comprehension is an important goal in both the TPR and Natural approaches. In fact, it is so important that the teacher does not correct any verbal errors made by the students and allows them to use their mother tongue along with a foreign language to communicate in the lesson.

Songs. Songs are a powerful and almost inexhaustible source of English vocabulary. They are the main teacher's aid in teaching in kindergarten based on the audio-language method. The songs are workouts, but they are sung. The workout form is included in the song and is therefore more interesting for children. Songs are even better than typical exercises

because they are easy to remember and stay in children's memories for a long time. Usually each song has a choreography so that children understand the lyrics better and sing more fun. Songs as a teaching method are a very effective way for children to learn. They teach pronunciation, vocabulary and phrases.

English songs. Just like songs, chants are another type of exercise. The lyrics are rhythmic and often rhymed. The chants can also be divided into themes and sometimes have simple choreography. The main difference between songs and chants is that chants focus primarily on pronunciation or simply "make" English sounds. The fact that the chants rhyme makes them almost as easy as songs. By remembering chants, students can better remember vocabulary items.

Puppets. As mentioned earlier, young children have short attention spans, so every inventive teaching method is encouraged. Dolls are one such method. They are used in stories, songs, chants, role play and pair work. To teach with puppets, the teacher does not have to make them; Another way to teach using puppets is to make them with students and teach them expressions like "draw", "cut", "stick", etc.

Flash cards. The main purpose of Flashcard is to introduce vocabulary. When working with young students, the teacher must have a huge number of colorful flashcards on all the topics covered in the curriculum. They can be used to introduce vocabulary in songs before children sing them, and in various activities such as guessing the name of an object on a card, describing the color of an object, a memory game, etc.

Games. Games are by far the most joyful of all the methods listed. This fact makes them very effective as well, as students forget that they are studying because they are completely focused on having fun and winning the game. In other words, games provide a positive classroom environment and an effective learning environment.

Whatever the model, effective EYL programs are those that encourage interaction, provide engaging activities, and build positive attitudes toward English language learning. Some program models in the United States that are also adapted and used in other countries are described below. These include: 1. FLEX programs 2. FLES programs 3. Immersion programs 4. Dual-language or two-way immersion programs 5. Transitional and maintenance bilingual programs 1. FLEX programs FLEX (foreign language exploratory or experience) programs introduce children to different languages and cultures. Children receive short sessions in which they learn basic words or phrases in one or more languages, sometimes in a before- or after-school program. Through music, songs, and stories, they may learn the numbers, colors, and greetings in a foreign language, but the major goal of a FLEX program is to increase children's awareness of other languages and cultures and thus of their own. The focus is on exploring or experiencing languages, rather than developing proficiency in these languages (Met, 1991). FLEX programs can also create a high level of interest and motivate children to want to study a language. 2. FLES programs In FLES (foreign language in the elementary school) programs, children study one language as a regular school subject for up to 45 minutes a day, several times a week. The goal of a FLES program is to help children develop listening and speaking skills in another language, as well as some proficiency in reading and writing the language, especially in the later primary grades (4–6). Developing an appreciation of other cultures is also a typical goal of a FLES program. While there are a number of different FLES programs, all expect children to study a language for at least two years, often throughout the primary grades. Through extended exposure to the language, children can develop some proficiency and also develop "basic language-learning skills" that will help them as they continue to study

the language in secondary school (Haas, 1998, p. 44). In content-based FLES or content-enriched FLES programs, content from other subjects from the school curriculum (mathematics, science, social studies) is taught in the foreign language. By focusing on both language and content, these programs (referred to more generally as content-based instruction, CBI, or content and language integrated learning, CLIL) offer the opportunity for learners to develop academic language and thinking skills in a meaningful context (Crandall, 2012). These programs usually also provide more time for language learning. Because of this increased time and the enriched content, learners in content-based FLES programs usually attain a higher level of language proficiency than learners in regular FLES programs (Reeves, 1989). 3. Immersion programs Language immersion programs, as the name suggests, immerse children in another language by using that language as the medium of instruction, at least for part of the school day. Unlike the programs discussed above, where English is a school subject, in immersion programs, English is the language of instruction for at least some courses. However, in effective (often referred to as additive) immersion programs, students retain their native language, and literacy in the native language is never abandoned or discarded. In a total English immersion program, children study all of their subjects (except their own language) through English. In partial immersion programs, they may take half of their subjects in their own language and the other half in a foreign language. Some partial immersion programs begin with only a few subjects or hours of instruction in the foreign language and then gradually increase the number of subjects and the time in the foreign language in later grades. Some try to provide children with the opportunity to learn mathematics, science, and social studies in both the local and foreign language over the course of the six years. In some programs, children continue in an immersion program in secondary school. Additive immersion programs can begin at any age, even as late as secondary school, but most begin in the primary grades (Faulkner Bond et al., 2011).

Thus, understanding the main features of teaching foreign languages to young children in various ways, discussed above, allows a teacher working at a junior level of school to avoid difficulties that arise during the learning process and create comfortable conditions for achieving better results, taking into account the individual needs of students.

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