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ANJUMANLAR PLATFORMASI

**XII RESPUBLIKA ILMIY-
AMALIY KONFERENSIYASI**

**YANGI DAVR ILM-
FANI: INSON UCHUN
INNOVATSION G'OYA
VA YECHIMLAR**

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Annotatsiya

Mazkur to'plamda "Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar" mavzusidagi XII Respublika ilmiy-amaliy konferensiyasi materiallari jamlangan. Nashrda respublikaning turli oliy ta'lim muassasalari, ilmiy markazlari va amaliyotchi mutaxassislari tomonidan tayyorlangan maqolalar o'rin olgan bo'lib, ular ijtimoiy-gumanitar, tabiiy, texnik va yuridik fanlarning dolzarb muammolari va ularning innovatsion yechimlariga bag'ishlangan.

Ushbu nashr ilmiy izlanuvchilar, oliy ta'lim o'qituvchilari, doktorantlar va soha mutaxassislari uchun foydali qo'llanma bo'lib xizmat qiladi.

Kalit so'zlar: ilmiy-amaliy konferensiya, innovatsion yondashuv, zamonaviy fan, fanlararo integratsiya, ilmiy-tadqiqot, nazariya va amaliyot, ilmiy hamkorlik.

Barcha huquqlar himoyalangan.

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LEARNING CENTERED APPROACH OF TEACHING ENGLISH AS A FOREIGN LANGUAGE IN PRIMARY CLASSROOMS

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Annotation: This article adopts a qualitative approach based on a review of current pedagogical practices and empirical studies. Classroom observations, teacher interviews, and analysis of lesson plans were used to identify effective strategies in promoting speaking skills among young learners using a learning-centered framework.

Key words: learning centered approach, young learner, speaking, activity, modeling, feedback.

BOSHLANG'ICH SINFLARIDA INGLIZ TILINI CHET TILI SIFATIDA O'QITISHNING TA'LIM OLUVCHIGA YO'NALTIRILGAN YONDASHUVI

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Annotatsiya: Mazkur maqola zamonaviy pedagogik amaliyotlar va empirik tadqiqotlar tahliliga asoslangan sifatli tadqiqot yondashuvini qo'llaydi. Ta'lim oluvchiga yo'naltirilgan yondashuv doirasida yosh o'quvchilarning nutqiy ko'nikmalarini rivojlantirishning samarali strategiyalarini aniqlash maqsadida sinf kuzatuvlari, o'qituvchilar bilan suhbatlar hamda dars rejalarining tahlili amalga oshirildi.

Kalit so'zlar: ta'lim oluvchiga yo'naltirilgan yondashuv, yosh o'quvchi, nutq (gapirish) ko'nikmasi, faoliyat, modellashtirish, qayta aloqa.

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In recent years, the focus of English language teaching has shifted from traditional teacher-centered practices to more dynamic, learning-centered approaches. This paradigm emphasizes learners' active participation, autonomy, and contextual learning, particularly important for young learners who are at a crucial stage of cognitive and linguistic development. Teaching speaking in English to young learners requires strategies that not only build linguistic competence but also foster confidence, motivation, and interaction. This article explores the learning-centered approach to teaching spoken English to young learners, examining its theoretical basis, practical methods, and potential outcomes.

The learning-centered approach draws heavily from constructivist theories of education, particularly those of Vygotsky (1978), who emphasized the social nature of learning and the importance of the Zone of Proximal Development (ZPD). According to Cameron (2001), young learners benefit from meaningful interaction in the target language, where speaking activities are integrated into familiar contexts. Ellis (2003) highlights the importance of comprehensible input and output, noting that young learners acquire language best through activities that are both engaging and cognitively appropriate.

Studies by Pinter (2006) and Moon (2005) support the idea that task-based and communicative activities enhance spoken language development in children. These approaches

allow learners to use language for real purposes in authentic situations, rather than merely repeating memorized phrases. Moreover, a learning-centered approach considers individual learning styles, preferences, and developmental stages, ensuring that each learner can access and produce language meaningfully.

Solutions and Strategies

Interactive Speaking Tasks: Role-plays, storytelling, and games foster interaction and spontaneous language use. These tasks encourage learners to use English in social contexts, building fluency and confidence.

Scaffolding Techniques: Teachers support learners by modeling language, providing sentence starters, and using visual aids. Gradual removal of support helps learners become independent speakers.

Learner Autonomy: Offering choices in topics and tasks increases motivation. Letting learners select stories, games, or discussion topics gives them a sense of ownership over their learning.

Collaborative Learning: Pair and group activities help learners practice turn-taking, asking questions, and negotiating meaning, all of which are vital for speaking development.

Formative Feedback: Ongoing, constructive feedback helps learners improve pronunciation, vocabulary usage, and grammatical accuracy without discouraging their willingness to speak.

Examples of Interactive Speaking Tasks for Young Learners

Role-Plays

Description: Learners act out real-life or imaginative scenarios using English.

Examples:

Going to a shop and buying something.

Visiting the doctor or going to the zoo.

Playing teacher and student.

Benefits: Builds vocabulary, encourages turn-taking, and gives context for using functional language.

Show and Tell

Description: Each student brings an object from home and talks about it.

Prompt examples:

"This is my favorite toy. It is a robot. It can move!"

"This is my pet photo. Her name is Bella."

Benefits: Boosts confidence, personalizes language use, and encourages descriptive language.

Storytelling with Pictures

Description: Students are given a series of pictures and asked to create a story.

Variation: Group storytelling - each student adds one part to the story.

Benefits: Enhances imagination, narrative skills, and sequencing vocabulary.

Information Gap Activities

Description: Students are given different pieces of information and must speak to complete the task.

Examples:

One student has a map with missing locations, and another gives directions.

“Find the Difference” picture pairs where students describe their images to find differences.

Benefits: Encourages use of descriptive phrases, question forms, and listening skills.

Guessing Games

Description: One student describes something, and others guess what it is.

Examples:

“I spy” games using classroom objects.

“Who am I?” using famous characters or animals.

Benefits: Reinforces vocabulary and encourages use of adjectives and question forms.

Class Surveys

Description: Students ask classmates questions and collect answers.

Examples:

“What’s your favorite color/food/game?”

“How many pets do you have?”

Benefits: Practices question forms, encourages movement and interaction.

Songs and Chants with Actions

Description: Learners sing songs and chants that include simple language and actions.

Examples:

“Head, Shoulders, Knees, and Toes”

“What’s the weather like today?”

Benefits: Builds rhythm, pronunciation, and vocabulary in a fun way.

Puppet Conversations

Description: Students use puppets to have simple conversations.

Example dialogue:

Puppet A: “Hello! What’s your name?”

Puppet B: “My name is Max. I like bananas!”

Benefits: Reduces anxiety, encourages speaking through imaginative play.

These tasks align with the learning-centered approach as they are:

Learner-focused

Interactive

Contextual and meaningful

Supportive of different learning styles

Teacher Instructions: Show and Tell Activity

Objective: To help students practice speaking in English by describing and sharing something personal or meaningful.

Age Group: 6–10 years old

Level: Beginner to Lower-Intermediate

Skills Practiced: Speaking, listening, vocabulary, sentence structure

Preparation

Ask students in advance to bring a small item from home (e.g., toy, book, picture, pet photo).

Prepare a simple worksheet (see below).

Model the activity by showing your own object and speaking about it.

Procedure

1. Warm-up: Ask questions like:

- "What do you have at home that is special?"
- "Can you tell me about your favorite toy?"

2. Model: Show your object and say:

"This is my teddy bear. His name is Teddy. He is brown and soft. I got him on my birthday.

I sleep with him every night."

3. Student Presentations:

Each student takes turns showing their object and speaking.

Use the worksheet as a guide.

Encourage classmates to ask simple questions like "What is it?", "Where did you get it?",

"Do you like it?"

4. Feedback:

Praise students for effort and correct gently only if needed.

Use thumbs-up, stickers, or simple compliments to motivate.

Tips for Success

- Keep the atmosphere relaxed and supportive.
- Allow students to use their first language if they struggle, but gently guide them

back to English.

- Record the presentations (with permission) to show progress over time.

A learning-centered approach to teaching speaking in English empowers young learners by placing their needs, interests, and developmental stages at the heart of instruction. By employing interactive, scaffolded, and meaningful speaking activities, educators can create an environment where children feel confident and motivated to speak. This approach not only improves linguistic skills but also nurtures a lifelong interest in language learning.

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