

The Role Of Poems And Songs In Teaching English To Young Children

AKHMEDOVA HALIMA TUKHTAEVNA, TEACHER OF TERMEZ STATE
UNIVERSITY, UZBEKISTAN

Abstract: this article is about the methods of developing young learners' speech in English and teaching vocabulary to young learners by songs and poems.

Key words: learners, foreign languages, vocabulary, games, effect, charades, oral speech, children, kindergartens, parents, picture card, intelligent, childhood, mother tongue, illustration, rhymes, songs.

One of the most necessary skills in teaching and learning the foreign languages is speaking, I think. Because, it helps the learners how to communicate and share ideas with others or each other and to make a pleasant atmosphere in the classroom.

According to prof. J. J. Jalolov the aim of the speech exercises is to develop skills of comprehension of speech. Speech exercises are differentiated according to the developing auditory sub skills in a dialogue and a monologue.

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide **rehearsal** opportunities - chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing.

Scott Thornbury, in his book *How to Teach Speaking*, calls **speaking-as-skill**, where there is a task to complete and speaking is the way to complete it. Students whose language skills are limited are not able to process at this level, and end up having to drop one or more of the elements. Usually the dropped element is comprehension, and reading aloud becomes word calling: simply pronouncing a series of words without regard for the meaning they carry individually and together. Word calling is not productive for the student who is doing it, and it is boring for other students to listen to.

There are two ways to use reading aloud productively in the language classroom. Read aloud to your students as they follow along silently. You have the ability to use inflection and tone to help them hear what the text is saying. Following along as you read will help students move from word-by-word reading to reading in phrases and thought units, as they do in their first language.

Scott Thornbury suggests that the teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to become ‘*talking classrooms*’ In other words, students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking *activation* is a regular feature of lessons. So during the lessons you may use various task types which may be new to the learners and therefore you will often need to model an activity to make sure the participants know what is expected of them.

The following activities are also helpful in getting students to practice not only for vocabulary but ‘speaking-as-a-skill’ as well as. Although they are not level-specific, the last four will be more successful with higher-level students (upper intermediate plus), whereas the first two, in particular, are highly appropriate at lower levels (but can also be used satisfactorily with more advanced classes).

Information-gap activities: an information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information - because they have different information, there is a ‘gap’ between them. One popular information-gap activity is called *Describe and draw*. In this activity, one pupil has a picture which they must not show their partner (teachers sometimes like to use surrealist paintings - empty doorways on beaches, trains coming out of fireplaces, etc). All the partner has to do is draw the picture without looking at the original, so the one with the picture of “a red apple” will give instructions and descriptions, and the ‘artist’ will ask questions like - Is it big? Is it round? Is it red? Is it a fruit or vegetable? and so on.

A variation on *Describe and draw* is an activity called *Find the differences* - popular in puzzle books and newspaper entertainment sections all over the world. In pairs, pupils each look at a picture which is very similar (though they do not

know this) to the one their partner has. They have to find, say, ten differences between their pictures without showing their pictures to each other. This means they will have to do a lot of describing - and questioning and answering - to find the differences. For information-gap activities to work, it is vitally important that pupils understand the details of the task (for example, that they should not show each other their pictures). It is often a good idea for teachers to **demonstrate** how an activity works by getting a pupil up to the front of the class and doing the activity (or a similar one) with that student, so that everyone can see exactly how it is meant to go. And it can help them to practice new vocabulary, use in their speech and memorize all new words (vocabulary) which were taught in this lesson.

Telling stories: we spend a lot of our time telling other people stories and anecdotes about what happened to us and other people. Pupils need to be able to tell stories in English, too. One way of getting pupils to tell stories is to use the information-gap principle (see above) to give them something to talk about and also give new words and expressions with the definition or translation and pronunciation as well as, if necessary, because they should know the meaning of the words and how to pronounce them before using them in their speech. Pupils are put in groups. Each group is given one of a sequence of pictures which tell a story. Once they have had a chance to look at the pictures, the pictures are taken away. New groups are formed which consist of one pupils from each of the original groups.

The English-language classroom should have English in it, and as far as possible, there should be an English environment in the room, where English is heard and used as much of the time as possible. If teachers know how to talk to students, if they know *how* to rough-tune their language to the students' level as discussed above, then the students get a chance to hear language which is certainly above their own productive level, but which they can more or less understand.

Meeting and greeting: learners role-play a formal/business social occasion where they meet a number of people and introduce themselves. All children like to be famous that's why it will be much more interesting for them to introduce

themselves like this. For example, I'm Yulduz Usmanova. I'm from Uzbekistan. I'm a famous singer. I can sing a song. I'm David Beckham. I'm from Great Britain, I'm a footballer. I can play football, and so on.

Another strategy is using gestures and mimicry. Almost all children acquire a language, apparently without effort. In many parts of the world, children grow up speaking two or more languages. And if young children move to a new country and go to school there, they seem to 'pick up' the new language with incredible ease. According to Claudia Pesce to effectively acquire new vocabulary, students must go through four essential stages: first, they notice a new word with help; secondly, they recognize the word at first with help, then later on their own; and lastly, they are able to both recognize and produce the word. It is essential that you, as the teacher, make use of activities that target **each of these stages** as well as. Below I suggest some of English poems, rhymes, and songs that can help to develop the learners' knowledge on learning the language, improve their pronunciation skills, and oral speech.

CAT

Cat wants to jump

Dog wants to nap

Cut it out, Cat

Cut it out.

Cat wants to jump

The girls want to sit

Cut it out, Cat

Cut it out.

Cat wants to jump

Jump, jump

Jumpily-jump

RAIN

Rain on the green grass,

And Rain on the tree

Rain on the little house,
But not on me.

LITTLE MOUSE

Little Mouse, Little Mouse
Where is your little house?
Here is the door,
Under the floor.

COUNTING

1,2,3,4
Mike and Jack,
Wash the floor!

5,6,7,8
Nick and Ann,
Wash the plate!

TICK-TOCK

(Not too fast)

Tick-tock tick –tock
Merrily sings the clock
Its time for work, its time for play
So it sings through out the day,
Tick-tock

Tick-tock tick –tock
Merrily sings the clock

WHAT TIME IS IT?

(Moderately)

The clock on the shelf is striking
What time can it be?
Listen, listen its five o'clock
That's the time, that should be

CALENDAR SONG

(Moderately)

Sixty seconds make a minute,
Something sure you can learn in it,
Sixty minutes make an hour
Work with all might and power,
Twenty four hours make a day,
Time enough for work and play,
Seven days a week will make
You will learn if pains you take.

THE DAYS OF THE WEEK

(Allegretto)

The days of the week are, the days of the week are:
Sunday, Monday, Tuesday, Wednesday,
Thursday, Friday, and Saturday
The first day is Sunday, the second day is Monday
The third day is Tuesday
The fourth day is Wednesday
The fifth day is Thursday
The sixth day is Friday
The seventh day,
The seventh day,
The seventh day is Saturday.

SNOW FLAKES

(Lightly)

Snow- flakes fall on trees and walk,
Snow-flakes fall as white as chalk.
Snow-flakes fall into my hand,
Snow-flakes brighten up our land.

USED LITERATURE:

1. J.J.Jalolov English language teaching methodology., Tashkent, 2015 p. 158

2. Scott Thornbury., How to Teach Speaking. p.123-125
3. Mary C. Wigner, The Riverside Publishing Company, USA., 1989 p. 3-7
4. Иностранные языки в школе, Москва, «Просвещение», 1979, стр. 132-136., 126-129