

SOME EFFECTIVE TEACHING METHODS FOR A1 LEVEL STUDENTS IN ENGLISH CLASSES

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Abstract:

This article offers some methods how to plan a good lesson and use interactive techniques to improve A1 level learners' vocabulary acquisition, comprehension of grammar and tasks during the lesson.

Key points: _interactive activity, plan, time management, language, teacher, method, eye-contact, teach, warm-up, topic.

Introduction

English is the most widely spoken language in very different contexts in the world. Whereas English is not only an international language, but also a global language, teaching this language has lots of different lesson plans for teachers who are teaching English around the world. However, it does not mean that all the methods suit for everyone. In this situation, there are some stages that tutors should be careful when they are teaching A1 level students or beginner ones.

Firstly, it is the fact that at the beginning of the lesson not every student can concentrate on the theme which is being taught by teachers as they may think about their issues or something like that. Here, it is undeniable that these kinds of factors affect the percent of understanding the topic effectively which means that they miss some parts of the lesson. In order to help your students to focus on the task that they are doing, you should try using different types of warm-up activities, such as asking about how they are feeling or how was their day. However, do not forget that all of your questions should be related to your basic topic that you are going to teach. For example, if you are going to teach them about animals, you may ask the following questions (maybe in their own language which leads them to express their ideas and opinions clearly as much as they can):

- What is your favorite animal?
- Have you ever seen a wild animal?
- Do you have any pets at home?
- Which animal would you like to have?
- How often do you visit zoo?

- How do you feed your pet?

Then your students start answering one by one without any difficulties or hesitations. What is more, do not forget encourage student with your warm words like “You are great!”, “You are perfect!”, “You have the best speech!”, “You are kind of native speaker!” and so on which make yours to get motivated to continue speaking in English.

Most importantly, they start to think about the topic in the case of answering your questions. That is the importance of warm-up activities at the beginning of your lesson. This method also helps to reduce TTT (teacher talking time) during your class.

Secondly, imagine that you are going to build the strongest house to live by using the best materials and in order to build your best language house, English or any kind language which is being learned as the second language consists of two main products, muddy layer and brick, as well. If you want to build your building, you have to use more bricks to make it higher. However, if you want it to be firmly attached, you should put mud into the bricks. By this comparison, you may feel that both vocabulary and grammar play the main role in order to learn the language. Here are some beneficial steps that the teachers should use while teaching vocabularies:

1. Using **demonstration** instead of expressing your words orally.
2. Adding some **puzzles** into your presentation.

I will explain the reasons why those mentioned ones are really necessary factors while teaching any kind of information:

- Pictures are a great tool for teachers in any level but for beginners, they are more than just helpful, they are essential. Even verbs and basic grammar concepts can be conveyed through images in a way that provides clarity for your students and also keeps them interested. For teaching vocabulary, they are crucial, given that students at this level often don't have enough of a grasp of the basics to handle contextual examples. Confusion or lack of understanding could lead to frustration or worse-translation into the student's native language. Remember! Actions are greater than words. In most cases, people remember the events when they see with their vision skill rather than reading as a rule.

- Avoid yourself to prepare some presentations in a simple way which means that do not allow your students to just learn the information, but make them to think critically and analyses something while learning process, such as when you are teaching the vocabulary about wild animals, (after instructing them that animals are divided into two parts: wild and domestic ones) you may add the picture of one domestic animal into your presentation. But, do not warn them that there are some mistakes in it. Let your students to analyze and express their opinions on their own. Once they find the mistake, they try to be more careful in detail and look for the next one as much as faster. However, it does not mean that you should add a mistake in each page of the slide. You may add only into simple ones which may be unexpected for them. It also leads them to be more careful, analyze the information critically and try to be the first one. In these cases, they're both thoughts and actions will be connected to each other

and make them to learn the new topic effectively. What is more, pay attention how they are pronouncing the words correctly. Check them that whether they are able to use them in the right context according to the meaning.

In your previous lessons, try to select the words from the classroom. After you have shown those words, say them to match the words with proper pictures. This tactic is also considered as one of the interactive and significant techniques to improve students' vocabularies.

Thirdly, **using eye-contact properly**. Educators play a crucial role in teaching students essential social-emotional skills. One such skill is eye contact. Making eye contact is an important aspect of communication that helps convey interest and attentiveness. When we make eye contact, we demonstrate to others that we are actively listening and engaged in the conversation. What is more, the ability to maintain eye contact during presentations and public speaking engagements can enhance students' ability to convey their ideas and engage their audience. These skills are valuable not only in the classroom but also in future academic and professional settings.

Furthermore, **time management**. Time management plays a crucial role in the teaching profession. As educators, teachers are responsible for juggling numerous tasks, from lesson planning and classroom instruction to grading assignments and engaging with students and parents.

Effective time management enables teachers to navigate these responsibilities efficiently, ensuring that they can dedicate sufficient time and attention to each aspect of their role.

With well-managed time, teachers can optimize their productivity, create a structured learning environment, and ultimately enhance student outcomes.

Time management allows teachers to strike a balance between their teaching responsibilities and personal well-being, preventing burnout and fostering a fulfilling and sustainable teaching career. When teachers manage their time effectively, it can lead to improved student outcomes as well. This is because you get more time available for things like lesson planning and preparation, which can result in more engaging and effective lessons. One of the elements of a well-managed classroom is clear expectations about how students should behave. Creating a set of classroom rules at the start of the school year can set these expectations for positive behavior.

When you feel that you could manage your time and give all of your knowledge related to the topic and see fully comprehension on your students' eyes, it means that you have gained your aim and planned a good lesson for youngsters.

Lastly, the importance of using ICQs (Instruction checking questions). By this method, you can check how the student understands what you've told them to do which means that it helps your students to comprehend the given task and do it perfectly. For instance, there are some students that who tell you or think that they have understood the task fully, but when it comes to act out they may forget easily or

confuse what to do and how to do. In this case, after giving the instruction of the task process and set up time, you should ask some “Yes” and “No” questions, such as:

- Do you work individually?
- Can you work in pairs?
- Do you have five minutes?

One more example, if I show them an apple and instruct them to tell me what color it is...the instruction checking question would simply be:

‘Do you understand?’

Or, I could give them two binary options, such as:

Did I ask you, ‘What colour is the apple?’

Or did I ask you, ‘What shape is the apple?’

And that's it. An ICQ is simply a question checking that your student has understood the ESL instruction. Hopefully you now have a grasp on an ICQ meaning in teaching.

If you want to be simple and direct, ask ICQs. Your questions should be based on “Yes” or “No” questions.

To conclude, language learning, especially, seems not to benefit very much from long explanation. If the explanation is done in the language being learned and simple way, pupils can feel confidence that they can learn the second without any confusion. Most importantly, as I have mentioned before the basic building block of a lesson is the activity or task, I have considered that before starting the lesson, teacher should plan the task which will be done by students during the lesson. In this case, teacher should assign actual time for the task and effective method how to do it. Teachers’ instructions should be short, clear and understandable as much as possible.

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