

TEACHING CHILDREN READING BOOKS IN ENGLISH

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Annotation: This article deals with the methods of young learners' reading books in teaching English language. The article is focused on motivating children to read books in English. Children at elementary schools read very much for practice, however, they do not read much for pleasure. Through reading children develop their imagination, creativity and making predictions. It involves them into the learning process and thus they get the language naturally. And in this way the parents, teachers will play significant role and take a great responsibility.

Key words: English language classroom, motivation, environment, family involvement, parents' active participation, storytelling

Annotatsiya: Ushbu maqola yosh til o'rganuvchilarning ingliz tilidagi kitoblarni o'qitish uslublari yoritilgan. Va ingliz tilidagi adabiyotlarni o'qitishda bolalarni qanday qilib yo'naltirishga qaratilgan. Boshlang'ich sunf o'quvchilari asosan o'qishni o'rganish uchun kitob o'qiydi, ma'naviy ozuqa olish uchun kitob o'qimaydilar. O'qish orqali ularning tasavvur dunyosi, ijodkorligi va tahlil qilish qobiliyati rivojlanadi va bu jarayon ularni til o'rganishga undaydi va tilni tabiiy ravishda o'rganishni boshlaydilar. Bu yo'lda ota onalar va o'qituvchilar asosiy rol va ma'suliyatni egallaydilar.

Kalit so'zlar: ingliz tili xonasi, motivatsiya, muhit, oilani qamrab olish, ota onalarning faol ishtiroki, hikoya aytish.

Reading books are good for children. Every day teachers told them about it at school. However, teachers should be able to motivate children to read. Reading books has both social and emotional value. It significantly influences the child's language development and communicative skills. Furthermore, reading enables the children to dream and enriches their lives. If teachers are capable of inspiring children to read, they can help them to think of books as a great source of new knowledge, pleasure and fun and thus encourage children to want to be readers.

Using Children's Books in English Language Classroom

One of the goals of all teachers of English should be their motivation and support their learners to read books in English. Moreover, the teachers should inform children how to read effectively, which is the problem for the majority of today's young generation. Using books in English language classroom is unquestionably one of the most effective means of teaching English. Nowadays modern concept of foreign language teaching offers different activities coming out from the usage of foreign language literature. By reading books in the classroom and the use of various pre-, while- and post reading activities such as storytelling, games or drama, children can start to view the reading as a pleasurable, interesting and fun activity. Krashen notices that reading for pleasure can lead to the comprehensible input (Lightbown, Spada "Theoretical Approaches"). Moreover, the great advantage of using literature in foreign language classroom is its socializing factor as well as the fact that children have the opportunity to build upon their previous knowledge and experience. All of these make children feel safe and create a stress-free and friendly environment, essential for successful foreign language learning (Bobulová 18).

You do not need access to a vast library or online literature to explore reading in your classroom. Techniques we have used, and ones learners have enjoyed are shared for you below. It is important to remember that activating background knowledge when needed may be key to a comprehensible reading activity as;

“Our background knowledge is like a lens through which we understand what we read” and it “allows teachers to unlock vocabulary before reading” (Anderson, 1999,p.11).

In order to become readers and to learn the language easily , children need to read outside of the school as well. Teachers should work hard to encourage children to read in English in their free time. It is essential to allow children to experience “quiet book time” (50). Teachers should motivate children to get library cards, work with book clubs and participate in reading programs that will engage children in reading in English. Teachers can support the libraries by cooperating with them and being well-informed about what events are planned for the future.

Elementary reading methods that really work

There are various methods and techniques of how to motivate children to read books in English. It is one of the key tasks for teachers to evoke in children a love for reading and create their ability to choose, understand an evaluate books they read.

Storytelling

Storytelling is kind of an incentive that teachers can give children, to engage them in reading books in English. It is a useful tool in developing children’s positive attitude towards the reading in English. Storytelling is motivating and fun and can create a desire to read a book after listening to the story. Teaching English through stories and children’s books, using stories and children’s books significantly contributes to children’s positive attitude to foreign language learning and motivates them for extensive reading.

Furthermore, she emphasizes the positive impact of integrating storytelling and drawing pictures as children love both of these activities. When teachers finish telling a story, they can show the book to the children and let them see the pictures and thus absorb and reread the story once again in a funny and enjoyable way (Morrow 48-49). According to Slattery and Willis, stories are the most valuable source of unconscious foreign language learning. They give several reasons for using stories for language teaching.

These are: Stories:

- Can be told with pictures and gestures to help children understand
- Help children enjoy learning English
- introduce new language in context
- Help children to be familiar with the structures of the language
- Help children acquire intonation and pronunciation by listening
- Can lead on to lots of activities using listening, speaking, reading, and writing

Have students read the same text several times, in multiple modalities

Reading Aloud to Children

Reading aloud to children by a teacher or a parent is a very useful technique of how to promote children’s reading literacy and enthusiasm for reading books in English. Teachers or parents should read aloud to young learners at least twenty minutes every day as it is one of the most important thing they can do (Temple 117). According to Morrow, reading aloud to children helps to enrich vocabulary, develops language and comprehension skills and thus increases the chance for success in reading in future as well as helps to learn a foreign language in a pleasurable way (140). Moreover, reading aloud to children helps them to learn how to calm themselves down and listen to the spoken word, cultivates aural perception, improves phonological skills and makes a child think things through, predict them, remember and recollect.

When comparing storytelling and reading aloud, teachers and especially parents can find reading aloud less demanding as no memorization and excellent language skills are required. For young children, books with rhymes, repetition and rhythm are very attractive and for parents not so difficult to read aloud. However, it is important to choose books that are a little bit above the child’s reading level in English but still interesting and easy to follow.

Regular reading aloud to children encourages them to read more and creates a positive attitude towards reading. Furthermore, sharing books with children, making the reading aloud fun and entertaining activity, and following the reading by a discussion creates friendly, stress-free teacher-pupil relationship and positive reading environment in the classroom.

Conclusion

Reading is a rewarding process and can be enjoyed by learners and the teacher alike. Our last note is simply this, approach reading with the intention of having fun in the learning process and your intention will be mirrored by your learners allowing students to choose what they read and offering choices that reflect their experiences increases their engagement. A kid may have no desire to read the unknown books but be eager to get her hands on “Susambil” or “Sariq devni minib”. Giving students’ choice doesn’t mean lowering your expectations.

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