

Comparative Analysis the Methods Application in Teaching English for the 6th Classes Pupils between Secondary and Boarding Schools

Mansur Begmatov

Independent researcher at the Research Institute of Pedagogical Sciences of Uzbekistan named after Kori Niyazi

Abstract

This article examines the definitions of the most effective methods and techniques of teaching English for the 6th classes pupils between general education and boarding schools by the example of studying the verb "to have", taking into account their motivation to learn English.

Keywords: comparative analysis, methods, teaching English, pupils, the verb "to have", group, motivation.

Introduction

Learning foreign languages is an important component of modern education. In the modern world, knowledge of English is a key factor for success in various spheres of life. However, learning English can be a challenge for pupils, especially for those who study the language outside of their cultural environment or do not have sufficient motivation to learn the language. Therefore, it is important to determine the most effective methods and techniques of teaching English to the 6th classes pupils between secondary and boarding schools by the example of studying the verb "to have / has", taking into account their motivation to learn the language[1]. Modern education aims to provide the highest possible quality of education for each student. One of the key elements of successful learning is choosing the right teaching method. This article will conduct a comparative analysis of the application of methods for 6th grade students between general education and boarding schools in teaching English, using an example of a lesson on the verb "to have / has".

Methods

Teaching methods are the basis of the learning process. There are many methods, each of which has its advantages and disadvantages. General education schools and boarding schools use different teaching methods.

In general education schools, traditional teaching methods such as lectures, reading, and writing are often used. These methods imply that the teacher is the main source of knowledge, who passes information to the students. In boarding schools, on the other hand, more innovative methods are used, such as project-based learning, game-based learning, group work, etc. These methods assume that students actively participate in the learning process and find answers to questions themselves.

The researching involved 100 the 6th classes pupils from general education and boarding schools. The pupils were divided into two groups: group A (50 pupils) - teaching English in secondary schools, and group B (50 pupils) - teaching English in boarding schools.

The training took place over 6 months and included the study of the verb "to have / has". Groups A and B received the same training materials and assignments. However, group A studied the verb "to be" in English lessons in secondary schools, and group B studied the verb "to have / has" as part of their curricula in boarding schools.

A questionnaire was used to assess the motivation of pupils to learn English. The questionnaire included questions about how interested pupils are in learning English, what teaching methods and techniques they prefer and how often they practice English in everyday life.

In the process of assessing pupils' skills and knowledge, teachers were recommended to use methods such as games, songs, videos and practice exercises. To study the verb "to have / has", should use the following methods:

1. Explain to pupils how to use the verb "to have / has" and how it changes depending on the person and number.
2. Show pupils a video that explains the use of the verb "to have / has" using simple sentences as an example.
3. Ask pupils to play a game where they have to use the verb "to have / has" in their answers.
4. Give pupils a song in English with the verb "to have / has" and ask them to sing it and understand how the verb is used in context.
5. Ask pupils to do practice exercises where they should use the verb "to have / has" in the correct form.
6. Consolidate the study of the verb "to have / has" with the task of writing short sentences using the verb "to have / has".

By combining different teaching methods, pupils will be able to gain a more complete understanding of the verb "to have / has" and use it in context[2].

Analysis

To conduct a comparative analysis, two schools were chosen: general education school # 162 and specialized boarding school "Al-Khorazmiy" in the Tashkent city of the Republic of Uzbekistan. In both schools, a lesson on the verb "to be" was conducted. In the general education school, the lesson was conducted according to the traditional scheme, while in the boarding school, an innovative method was used.

The lesson in the general education school began with the teacher reading the rules for using the verb "to have / has" and giving a few examples. Then the teacher asked the pupils to do several exercises to consolidate the material. The pupils worked individually, and the teacher checked their work.

In the boarding school, the lesson began with the teacher suggesting that the students consider several situations in which the verb "to have / has" is used. Then the teacher divided the pupils into groups and asked each group to create a mini-play using sentences with the verb "to have / has". The pupils worked in groups and actively communicated with each other. After all the groups finished their mini-plays, they were presented to the whole class.

Results

Based on the results of the analysis, it can be concluded that the innovative teaching method used in the boarding school is more effective than the traditional teaching method used in the general education school. Pupils who are taught using the innovative method are more actively involved in the learning process and better remember the material. In addition, the use of game elements and group work contributes to the development of pupils' social skills.

After completing the training, pupils took a test, which consisted of questions on the topic of studying the verb "to have / has". The test results showed that group A showed a higher level of knowledge of the verb "to have / has" than group B.

For Group A, the average score was 8.5 out of 10, while for group B, the average score was 7.5 out of 10. However, the results of the questionnaire showed that pupils from group B show more interest in learning English and prefer more interactive teaching methods and techniques, such as games, role-playing games and the use of computer technology.

Discussion

Based on the results of the study, it can be concluded that in order to effectively teach English to the 6th classes pupils, it is necessary to take into account their motivation to learn the language. While teaching in general education schools can be more effective in terms of test results, interactive teaching methods and techniques, such as games and the use of computer technology, can increase the motivation of pupils and, therefore, contribute to a deeper assimilation of the material[3].

Conclusion

This article conducted a comparative analysis of the application of methods for 6th grade pupils between general education and boarding schools in teaching English, using an example of a lesson on the verb "to have / has". Based on the analysis, it was established that the innovative teaching method used in the boarding school is more effective than the traditional teaching method used in the general education school. It is important to note that the choice of teaching method should depend on specific conditions and the needs of pupils.

Thus, the study showed that in order to effectively teach English to the 6th classes pupils between general education and boarding schools, it is necessary to take into account their motivation to learn the language. Interactive teaching methods and techniques, such as games and the use of computer technology, can increase the motivation of pupils and, consequently, contribute to a deeper assimilation of the material. However, the test results showed that education in secondary schools is also effective. Therefore, in order to achieve the best results, it is recommended to use a combination of interactive teaching methods and techniques in combination with teaching in secondary schools.

References

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