

THE ROLE OF PREPOSITIONS IN ENGLISH LANGUAGE INSTRUCTION TO YOUNG LEARNERS

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Tayanch soʻzlar: predloglar, ingliz tilini oʻqitish, boshlangʻich sinf oʻquvchilari, ingliz tili (ikkinchi til sifatida), grammatika oʻqitish, multimediya vositalari, pedagogik strategiyalar, tilni rivojlantirish, kontekstual oʻqitish, faol oʻrganish.

Ключевые слова: предлоги, преподавание английского языка, ученики начальных классов, английский как второй язык, преподавание грамматики, мультимедийные инструменты, педагогические стратегии, развитие языка, контекстуальное обучение, активное обучение

Key words: prepositions, English language instruction, young learners, ESL, grammar teaching, multimedia tools, pedagogical strategies, language development, contextualized teaching, active learning.

Introduction. Grammar has always been considered an important part of English language teaching, especially in the context of teaching English as a second language (ESL) [4]. Prepositions are fundamental components of the English language, crucial for understanding sentence structure and conveying meaning. Despite their importance, they are often considered challenging for young learners, particularly those learning English as a second language. The difficulty lies in their abstract nature, multiple meanings, and context-dependent usage. Here it is tried to explore the role of prepositions in English language teaching to young learners, focusing on the difficulties they face and the instructional strategies that can facilitate better understanding. By reviewing existing research and teaching practices, this article aims to provide insights into how prepositions can be effectively taught in primary school settings.

Prepositions, which are words that indicate relationships between nouns (or pronouns) and other words in a sentence, play a critical role in defining spatial, temporal, and abstract relationships. For instance, prepositions such as "on," "in," "under," "before," and "after" are commonly used in both written and spoken language. However, their meanings can shift based on context, which makes them particularly challenging for young learners, especially those who are new to the English language. While prepositions are often taught in isolation in English classrooms, understanding how they function in context is essential for meaningful language acquisition.

Literature Review. Prepositions are integral to forming accurate and meaningful sentences in English, yet they present a significant challenge to young learners. According to Mukundan, grammar, particularly the teaching of prepositions, is a critical part of English language instruction, especially for ESL learners [4]. Research indicates that prepositions are often overlooked in ESL classrooms, where educators tend to focus on other grammatical structures, such as verb tenses or sentence construction. As a result, prepositions remain one of the most problematic aspects of English grammar for many learners.

Studies show that prepositions are particularly

difficult for learners because their meanings can be abstract and context-dependent. For example, the preposition "on" can refer to physical placement ("The book is on the table") or describe a time ("The meeting is on Monday"). These varying meanings can confuse learners, especially when their native language does not have equivalent prepositional structures or when they rely on different linguistic patterns [3].

Research has shown that prepositions are often taught in isolation, with few connections to real-life use. Many English textbooks present prepositions through lists or general rules, but they fail to emphasize how prepositions function in specific contexts. This approach limits students' understanding and often leads to incorrect usage. For example, a student may understand that "on" is used for physical placement but may struggle when using "on" in temporal contexts, such as "on Monday" or "on the 5th of June."

It is argued that errors in prepositional usage are some of the most common among ESL learners. They assert that students often struggle with understanding the nuanced meanings of prepositions and the subtle differences between them. This is particularly true when learners' first languages have very different grammatical systems or lack certain prepositional structures entirely.

Discussion. The challenges associated with teaching prepositions to young learners are multifaceted. First, many young learners struggle with the abstract nature of prepositions, as they often do not have direct equivalents in their native languages. For instance, in some languages, postpositions (words that function similarly to prepositions but follow the noun) are used instead of prepositions, creating confusion for learners when they are required to use prepositions in English. This can lead to significant misunderstandings, as learners attempt to transfer the structures of their native languages into English.

The context-dependent meaning of prepositions adds another layer of complexity. A preposition like "under" can convey different meanings depending on whether it is used in spatial, temporal, or metaphorical contexts. For example, "under the table" refers to a physical location, while "under pressure" refers to a metaphorical or psychological state. This variation

often overwhelms young learners, leading to common errors such as misplacing prepositions or using the wrong one in a given context.

The sheer number of prepositions in English and the absence of consistent rules for their usage contribute to the difficulty. Unlike other parts of speech, prepositions do not always follow predictable patterns. For example, learners might confuse "in" and "on" when talking about location ("in the room" vs. "on the table") or time ("on the weekend" vs. "in the morning"). These subtle differences require learners to have not only a deep understanding of each preposition's meaning but also the ability to select the correct one based on context.

Effective teaching strategies are essential to overcoming these challenges. It is clear from the literature that incorporating visual aids, multimedia tools, and contextualized exercises can significantly enhance learners' understanding of prepositions. Using images, videos, and interactive activities allows students to experience prepositions in action, facilitating a more concrete understanding of their meaning. For example, using pictures to depict spatial relationships (e.g., a ball on a table, a cat under a chair) can help students grasp the core concepts of prepositions in a more engaging way. Visual aids can also help bridge the gap for ESL learners who may struggle with abstract concepts.

Teachers should emphasize the use of prepositions in real-life contexts, moving beyond rote memorization of rules and focusing on practical usage. Activities such as storytelling, role-playing, and guided conversations provide ample opportunities for learners to practice prepositions in context, allowing them to internalize their meanings and uses. By involving students in dynamic and interactive exercises, teachers can create an immersive learning environment where prepositions are not just rules to memorize but tools for effective communication.

One of the most effective ways to teach prepositions is through experiential learning. In this approach, learners are exposed to real-world scenarios where prepositions are used in meaningful ways. For example, teachers can create role-playing scenarios where students must describe spatial relationships,

such as placing objects "on," "under," or "next to" one another. This active engagement with the material allows students to apply prepositions in real contexts, making the learning process both engaging and practical.

Providing students with ample opportunities to practice through guided exercises and games can help reinforce prepositional concepts [9]. Games that involve movement, such as "Simon Says" or interactive digital games, can be particularly useful in helping students learn prepositions in a fun and interactive way.

Conclusion. Prepositions are a crucial component of English grammar, and their effective teaching is vital for the language development of young learners. Despite the challenges they pose, there are numerous strategies that can be employed to help students master prepositions. The use of contextualized teaching, multimedia resources, and active learning techniques can significantly improve young learners' understanding and use of prepositions. Educators should be mindful of the complexities of prepositions and strive to create engaging, meaningful lessons that allow students to fully grasp the various contexts in which prepositions are used.

Incorporating prepositions into broader communicative activities ensures that students can relate the abstract concept of prepositions to real-life experiences, thus deepening their understanding. By focusing on active learning and contextualization, educators can create a learning environment that promotes long-lasting retention and accurate application of prepositional knowledge.

Further research into classroom practices and the role of multimedia tools in teaching prepositions could provide valuable insights into improving instructional approaches for young ESL learners. Additionally, exploring how prepositional knowledge can be integrated with other grammatical structures in language acquisition could open new pathways for more holistic teaching methods. As the field of language education continues to evolve, prepositions should remain a key area of focus for educators seeking to enhance the communicative abilities of their students.

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REZYUME. Ushbu maqola yosh o'quvchilarga ingliz tilini o'rgatishda predloglarni o'rgatishning ahamiyatini o'rganadi. Tadqiqot yosh o'quvchilarning predloglarni o'zlashtirishdagi duch keladigan qiyinchiliklarini o'rganadi va bu muammolarni bartaraf etish uchun samarali pedagogik yondashuvlarni muhokama qiladi. Tegishli adabiyotlarni ko'rib chiqish va sinfdagi amaliyotlarni tahlil qilish orqali maqola predloglarning o'quvchilarning kommunikativ qobiliyatlarini oshirishdagi muhim rolini ta'kidlaydi.

РЕЗЮМЕ. Данная работа исследует важность преподавания предлогов младшим учащимся в рамках обучения английскому языку. В исследовании рассматриваются трудности, с которыми сталкиваются молодые учащиеся при освоении предлогов, а также обсуждаются эффективные педагогические подходы, направленные на преодоление этих трудностей. На основе обзора актуальной литературы и анализа практик в классе, статья подчеркивает ключевую роль предлогов в улучшении коммуникативных способностей учащихся.

SUMMARY. This article explores the importance of teaching prepositions to young learners in English language instruction. The study examines the challenges young learners face in mastering prepositions and discusses effective pedagogical approaches to overcome these challenges. By reviewing relevant literature and analyzing classroom practices, the paper highlights the critical role prepositions play in enhancing learners' communicative abilities.

ИННОВАЦИОННЫЕ МЕТОДЫ КОРРЕКЦИИ СЛУХОВЫХ ПРОСТРАНСТВ

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Таянч сўзлар: эшитиш қобилиятининг бузилиши, мактабгача ёш, когнитив ривожланиш, эшитиш қобилиятининг бузилиши, мактабгача таълим муассасасининг мақсади, фанлараро ёндашув, ногирон болаларни ўқитиш, ижтимоий мослашув, ривожланиш, имо-ишора, эрта аудиология.

Ключевые слова: нарушения слуха, дошкольный возраст, когнитивное развитие, нарушения слуха, предмет дошкольной сурдопедагогике, междисциплинарный подход, обучение детей с ОВЗ, социальная адаптация, развитие, жест, ранняя аудиология.

Key words: hearing disorders, preschool age, cognitive development, hearing disorders, subject of preschool sign language teaching, interdisciplinary approach, teaching children with disabilities, social adaptation, development, gesture, early audiology.

Дошкольная сурдопедагогика является ключевой областью, направленной на воспитание и обучение детей с нарушениями слуха с самого раннего возраста до поступления в школу. Этот жизненный этап критически важен для формирования когнитивных, речевых и социальных навыков ребенка. В современных условиях дошкольная сурдопедагогика сочетает традиционные методы с новыми подходами, которые используют достижения медицины, психологии и технологий. Основой успешного обучения детей с нарушениями слуха является междисциплинарный подход, объединяющий усилия специалистов из различных областей. Такое взаимодействие позволяет не только повысить качество обучения, но и облегчить интеграцию детей в общество. Интеграция глухого в сообщество слышащих всегда была одной из главных задач сурдопедагогике и путеводной точкой усилий, направленных на его образование [1].

Предмет дошкольной сурдопедагогике. Дошкольная сурдопедагогика как отдельное направление в системе сурдопедагогических наук является ответом на особенности психофизического развития детей с нарушениями слуха. Эти особенности требуют применения специальных методов обучения и воспитания, отличных от традиционных школьных подходов. В отличие от

школьной сурдопедагогике, которая в большей степени ориентирована на учебную и профессиональную подготовку, дошкольная сурдопедагогика направлена на подготовку ребенка к жизни в обществе, на развитие его индивидуальных навыков, которые помогают ему успешно адаптироваться.

Основной элемент. Кроме того, дошкольная сурдопедагогика активно использует достижения медицины, психологии и технологий для разработки новых методических и подходов к обучению и воспитанию детей. Инновационные методы коррекции слуховых пространств, а также использование современных технологических средств (например, слуховых аппаратов и имплантатов). См рисунок (1) и (2).



*Рис (1) кохлеарная имплантация в виде аппарата
Рис (2) Новый слуховой имплант*