



ENCOURAGING CHILDREN'S INTEREST IN LEARNING ENGLISH

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Abstract. This article explores the importance of developing children's interest in learning English and examines effective methods used by teachers to motivate young learners. The study emphasizes the role of play-based learning, creativity, emotional engagement, and the use of modern technology in building curiosity and enjoyment in the learning process. Additionally, it discusses the relevance of Uzbekistan's educational reforms that prioritize early language learning and communicative competence. The findings suggest that motivated children not only acquire linguistic skills more effectively but also build self-confidence and positive attitudes toward lifelong learning.

Key words: motivation, children, English, teaching methods, interest, learning environment.

Introduction.

In today's interconnected world, English has become an essential means of communication in education, science, and international relations. For children, learning English at an early age provides opportunities to develop global awareness and intercultural competence. However, maintaining their motivation and interest can be challenging. Children learn differently from adults; they need fun, play, and emotional engagement to sustain attention. In Uzbekistan, early English teaching has gained national attention, as reflected in the government's educational strategies that encourage the integration of foreign languages into preschool and primary education. This paper examines the importance of motivating children to learn English and identifies practical ways to make the process engaging and meaningful.



Literature Review:

Researchers have long studied the concept of motivation in language learning. Gardner (1985) defines motivation as a combination of effort, desire, and positive attitudes toward learning a language. Harmer (2007) highlights that motivation is the driving force that pushes learners to continue learning despite challenges. According to Cameron (2001), young learners acquire languages best through play, songs, and stories that connect emotions with language use. Krashen's (1982) Input Hypothesis also suggests that meaningful and comprehensible input enhances acquisition when the learner feels relaxed and emotionally engaged. In Uzbekistan, the Ministry of Preschool and School Education has emphasized communicative approaches that focus on creativity and learner participation.

Previous studies have shown that children's motivation increases when teachers use varied activities and materials. Halliwell (1992) notes that children's natural curiosity makes them excellent language learners if lessons appeal to their imagination. Lightbown and Spada (2013) also found that emotional support and feedback play crucial roles in maintaining interest. Therefore, a combination of emotional, cognitive, and social factors must be considered when designing English lessons for young learners.

Discussion

Play is a natural way for children to explore and learn. When teachers incorporate games such as 'Simon Says,' 'Word Bingo,' or storytelling, learning becomes interactive and joyful. Play-based learning not only enhances language comprehension but also supports cooperation, problem-solving, and social development. Using various games in teaching English plays an invaluable role. Incorporating different games during lessons increases students' interest in the subject, encourages even passive learners to participate more actively, and fosters both competition and teamwork among students. Moreover, it enhances students'



respect for their teachers. Below, we present some games that can help make English lessons more effective.

This is a fast-paced game, but students are given a little time to think. The game encourages collaborative learning, meaning that while one student is speaking, others are already thinking of their own words. To play this game, you will need a ball, and all students should stand in a circle. You should choose a topic, for example: Things found in a kitchen, food, professions, etc.

The game starts by throwing the ball to one student. That student must say an English word related to the chosen topic and then throw the ball to the next student. Each student who catches the ball must say a word related to the topic. If a student repeats a word that has already been said or cannot come up with a word within a few seconds, they are out of the game and watch while seated. Don't worry—they are still learning while observing

The Importance of Visual and Technological Aids Children respond strongly to visual stimuli. Flashcards, pictures, videos, and animated stories help them associate words with images, making learning more concrete. In modern classrooms, interactive whiteboards, digital apps, and educational cartoons are effective tools that sustain interest and attention.

A teacher's enthusiasm directly affects children's motivation. Teachers who use humor, praise, and positive feedback create an emotionally safe environment. According to Harmer (2007), the teacher's personality is one of the most influential factors in language motivation. In Uzbekistan, teacher training programs now focus on communicative methodology, empathy, and creativity to meet the needs of modern students.

Children remember best when they feel emotionally connected to the material. Storytelling, songs, and role-play activities help children express themselves and build confidence. Positive emotions—joy, curiosity, pride—make learning experiences memorable. Affective engagement, therefore, should be integrated into



all aspects of the curriculum. Parental involvement plays a key role in maintaining children's motivation. When parents read English stories, watch cartoons, or play word games with their children, they reinforce the classroom experience. Collaboration between teachers and parents helps create a consistent learning environment that values the use of English in everyday life.

Uzbekistan's recent educational reforms have made significant progress in promoting early foreign language education. According to the New Uzbekistan Development Strategy (2022–2026), improving English proficiency is a national priority. Modern textbooks, communicative methodologies, and technology-supported lessons are introduced at preschool and primary levels. These initiatives aim to ensure that children not only learn English but also enjoy the process. By encouraging teachers to adopt interactive, child-centered methods, the reforms align with international pedagogical standards.

Despite these advancements, teachers may still face challenges such as limited resources, large class sizes, and varying levels of parental support. To overcome these obstacles, schools should invest in professional development, provide access to modern teaching materials, and promote a culture of collaboration. Moreover, creating English clubs and extracurricular activities can sustain children's enthusiasm beyond the classroom.

Conclusion

Motivating children to learn English is a multifaceted process that requires emotional connection, creativity, and effective pedagogy. Teachers, parents, and policymakers all play essential roles in nurturing curiosity and love for the language. When English learning is fun, interactive, and emotionally rewarding, children develop not only linguistic skills but also confidence and a positive attitude toward learning in general. The reforms in Uzbekistan provide an excellent foundation for building a new generation of motivated, communicatively competent learners who view English as a bridge to global opportunities.



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