

Teaching foreign languages to the primary school students involving poetry to the classes.

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Literary activity has a huge impact on teaching foreign languages for both categories of linguistic skills such as receptive skills including reading and listening and productive skills such as speaking and writing. Many teachers are in the idea of that poetry facilitates valuable opportunities to teach foreign languages helping the learners to acquire the language. They also assume that without poetry it is impossible to teach poetic concepts and cultural assumptions that belong to a certain nation within EFL classes. So involving poetry in the foreign language classes as reading, listening, speaking even speaking activity creates an opportunity for the students to learn not only the language but also the thoughts, ideas, beliefs, culture of that country all of which can be reflected by impressive and beautiful combinations of words in the poems.

Simple easy-read poems facilitate the students with expressive framework to deliver their ideas improving their grammar accuracy. Poems based on pictures, or some patterns as well as haiku develop the students' creativity and the ability of self-expression creating relaxing learning environment. Songs that are children's favorite help them to increase the awareness of pronunciation, intonation, tone, fluency and provide the flow of the sentences. Additionally, the poems are embedded with cultural commentary that reflects the spirit of that culture.

Poetry is considered to be a kind of most sophisticated literary form but it should not be understood that it is difficult to understand the underlining meaning of the poetry. The attribution of sophisticated refers to its origin, namely not everyone is able to write poems which require a special talent. May be some forms of poems may be challenging to understand because of the words and expressions in the

poems but the problem can be tackled by choosing the poems appropriately to the students' proficiency levels.

Collins Cobuild (2001) states, that a poem is a type of writing where the words are selected for their expressiveness with arranged sounds within short lines that rhyme. It can be concluded that poetry include expressive words and phrases that can not be achieved by texts and passages. The words and expressions included in poetry to deliver the message are infrequent in other forms of writing whose meaning is shifted to make analogy. By those expressions the learners will learn different meanings of the words and their use in context.

Joe Budden (2007) states that poetry is considered as a kind of authentic material by which the students will be exposed to some 'real English' and motivate them learning the new meaning of the words, if they are maintained throughout the tasks. The other significance of poetry for students is that they will have the opportunity to notice the language creatively and freely. Poems can be employed in teaching languages in many different ways and the more you include poems in classroom activities the more advantages you will find to expose the peculiarities of the language.

There are some important points that the teacher should take into consideration while selecting poems that age factor is crucial in deciding the type of poems. Because ballads or free verses are a bit longer that preschool or primary school students may get bothered until the end. Another factor is the students' proficiency level. If their level is lower for example beginner or elementary nursery rhymes are much more suitable for them as their content is simple, there is frequent word repetition and they are often easy reading. If the complexity of the words and phrases in the poems are above the students' proficiency level you have to give explanation to every unknown word for the students then the poem may well lose its charm. However, students won't need to comprehend every single word to get the general idea of most poems so it does not matter if the language level is a bit complex what they would normally manage to understand. In order to prevent any

possible misunderstanding with regard of the content of the poems the students should be supported throughout the lesson taught some of the vocabulary related to the poem. Moreover some visual aids such as pictures, flashcards or synonyms can be employed to help them by which they will be able to handle more complex texts than they are used to.

Content is another factor which can be motivating and demotivating. Rowdy rhyme, short lines and clear content is children's preference and they can easily learn by heart those poems. Moreover, narrative poems which illustrate an event or story is what the pre-school students read and recite with enthusiasm.

The following activities can improve the students' language skills and facilitate EFL classes with poetry based activities.

Jumbled poems.

First the teacher should choose a suitable poem for their class then copy it onto a worksheet and cut up and jumble the pieces. For this activity a narrative story or a poem with logical order is much more suitable to arrange the pieces in order. The students have to put the pieces in order according to the meaning and the logic of the poem. If the poem is not a narrative story or the meaning is a bit abstract and the students' level is lower the teacher may read the poem aloud and the students put the pieces in order as the teacher read. Another helpful point for the students to arrange the jumbled poem is the rhyme. Students can use the rhymed words to put the lines in order as well as the meaning of the words.

Rewriting the verse.

The activity helps the students to comprehend the meaning of the poems and the words and expressions which carry its meaning. First the teacher chooses a poem which is suitable for the learners, their age and proficiency. Then teacher asks the students to read the poem themselves and write the meaning of the poem with their own words. The activity helps the learners to arrange their ideas in logical order

keeping the meaning of the poem. They need to work with synonyms to express the meaning and it also helps them to improve their paraphrasing skill.

Dr. Reena Mittal (2014) states that nowadays even poetry with shallow meaning can be used effectively in classroom activities. Taking into consideration of the students' level, poetry can be used in various forms as classroom activities such as:

- Paraphrasing the words of poems not changing the meaning
- Finding the words with rhymes in poems and making rhymic lines
- Making the students recite poems

In conclusion inserting poems in classroom activities provides the learners with the opportunity to be aware of use different expressions with underlining meaning and boost their vocabulary. In addition through poetry the learners will improve their knowledge about the thought and ideas of the people from different cultures.

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