

## TEACHING ENGLISH THROUGH DRILLING AT PRIMARY SCHOOL

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**Abstract:** The drilling technique is a traditional method that is rarely used by the teacher for both the teaching and learning process today. However, it turns out that the drilling technique is still used in primary schools in Uzbekistan. To gather background information related to the study, the researchers conduct an initial interview with the teacher. According to a preliminary interview, almost all teachers used the drilling method for teaching English lessons in primary schools. The study of drilling at primary school level is essential for building foundational skills, improving memory retention, boosting confidence, enhancing speed and accuracy, and fostering discipline and perseverance. These benefits contribute to the overall educational development of students and prepare them for future academic challenges.

**Keywords:** Drilling, primary school, education, teaching methods, memorization, repetition, learning techniques, classroom activities, student engagement, academic performance.

Primary school education is not only the start of education, but also a critical stage for students' development in the future. Teaching English language is a different experience from teaching other subjects. Teachers should not be looking for the best method for teaching languages (or helping students learn languages), but rather the most appropriate approach, design of materials, or set of procedures in a particular case. [4:6-8] Teachers must be able to guarantee the quality and efficiency of their instruction in primary school English language classes, grasp the English language teaching principles, and adapt the teaching style in combination with textbooks. Teachers should optimize the teaching method's innovation in order to improve the quality of English instruction. Teachers should create appropriate learning conditions as well as practical strategies in the face of many different types of challenges. According to David Wray knowledge is actively constructed, learning is defined as a process of active discovery. The role of instructor is not to drill knowledge into learners through consistent repetition, or to goad them into learning through carefully employed rewards and punishments. Rather, the role of teacher is to facilitate discovery by providing necessary resources and by guiding learners as they attempt to assimilate new knowledge to old and to modify the old to accommodate the new. [2:52-58]

English instruction in primary schools has the primary purpose of assisting students in acquiring some basic knowledge in class. Primary school English teachers often use a variety of teaching techniques to entice students' interest in learning English, such as group discussion, classroom flipping, creating new situations, etc. There are a variety of approaches to teaching and learning English, including role-playing, discussion in small groups, audio-lingual approach, students-centered learning, and drilling approach....

Drilling is one of the teaching techniques used to improve speaking skills. Drilling is a technique used in teaching language to teach students to speak by using the target language's structure. The drilling technique involves listening to a cassette, a teacher, or audio, and then repeating what they heard, especially the pronunciation of the words uttered. "Here are some ideas on potential items for drilling:

.sounds that don't exist in the pupil's L1

.Consonant clusters

.weak forms

.Stress

.Intonation patterns

.Words

.Functional language

.grammar structures” (Grade University 11.09.2023)

The teacher uses the term or new vocabulary, and the students repeat what the teacher said. Drilling technique has a number of benefits, particularly in terms of expression. Firstly, it will make it possible for students to comprehend and memorize the new words and phrases of new language. They can repeat them in chorus or as a group and can quickly recall the words by using the drilling technique. Secondly, drilling is used to teach sentence pronunciation, stress, and intonation, . Thirdly, drilling helps students to understand the words clearly in English. Fourthly, the use of the drilling technique improves students' fluency in speaking and communication. If they want the students to be fluent in English, teachers must use the drilling technique, according to freeman (2000). Drilling, on the other hand, is an audio-lingual technique in which the aim is to use the target language in a more communicative manner. Drilling is also useful for acquiring speaking skills. However, using drilling for English learning has its drawbacks. Students are prone to forget the content because they simply memorize them rather than comprehend the meaning. In addition, students have no opportunities to broaden their vocabulary because they tend to concentrate on the terms included in the drilling literature. The weakness of drilling is that it is more about practicing the pronunciation than trying to understand the meaning of the words, phrases, or sentences; in addition, it is often tedious or unattractive. Thus, the students are able to learn only on the basis of the knowledge being acquired. Although exploration has its drawbacks, it is still considered a worthwhile activity. Drilling is still useful for learning English because it is a very practical way to introduce a new language to the students. When using drilling in the classroom, teachers should consider how to use it. They should anticipate or minimize the drawbacks of prospecting while still reaping the benefits. The drilling technique is a traditional method that is rarely used by the teacher for both the teaching and learning process today. However, it turns out that the drilling technique is still used in primary schools in Uzbekistan. To gather background information related to the study, the researchers conduct an initial interview with the teacher.

According to a preliminary interview, almost all teachers used the drilling method for teaching English lessons in primary schools. Given that the drilling technique is often used by teachers in primary classes because it is not that appealing to senior learners, it has advantages and disadvantages. Therefore, the researcher is keen to conduct a study to see how students perceive the drilling method, its advantages, and disadvantages. This study is therefore crucial because we will know if the drilling technique can still be used as a teaching technique in the future by doing so. To address this issue, the teacher can use different teaching methods to help students understand complex concepts.

According to Byren there are many ways of presenting structure and these are usually complementary rather than mutually exclusive. Vary your techniques as much as possible. Adapt your presentation to your class and make sure it really is relevant to the point you are teaching. Make it vivid and precise and choose a form of presentation that leads naturally into practice. In general, teachers presentation should be economical. Much more time should be spent on practice. Meaning and form should be made obvious quickly. Otherwise students will not understand what teacher wants them to practice.[1:32-38]

One type of teaching technique is

**Substitution drills**, where students practice new language by repeating words or sentences after the teacher and then making changes to the original prompt.

**Question and answer drills**

The drill helps students practice answering questions. Students need to answer the teacher's questions promptly. Even though we didn't cover it in our lesson, the teacher can signal students to ask questions. This helps students practice forming questions.

**Transformation drills**

In this method, the teacher provides students with a certain sentence structure, like a positive sentence. Students have to turn the sentence into a negative one. Additional changes involve changing a statement into a question, turning an active sentence into a passive one, and changing direct speech into reported speech.

### **The chain drill**

A chain drill is named after the chain of conversation that forms around the room as students take turns asking and answering questions. This activity can enhance students' listening and speaking skills by combining two teaching techniques. They practice listening by responding to their classmates' questions, which requires them to pay attention to what is being asked.

The communicative drilling approach to teaching English involves students listening to a model provided by the teacher, a recording, or a peer, and then repeating it back exactly as they heard it. This method can showcase students' ability to effectively use English. In conclusion, drilling is not a newly created and popular classroom technique, however, used appropriately in the primary classes, it can be beneficial to the young learners. Various types of drilling exercises can assist students in improving their English speaking abilities.

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