COMPARATIVE ANALYSIS METHOD APPLICATION IN TEACHING ENGLISH FOR THE 6TH CLASSES PUPILS BETWEEN SECONDARY AND BOARDING SCHOOLS THE LESSON OF STUDYING THE VERB "TO BE"

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Abstract. *The main idea of the article is the need to determine the most effective methods of teaching English to 6th grade pupils between secondary and boarding schools, taking into account their motivation to learn the language.*

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

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 be", taking into account their motivation to learn the language [1]. Modern education aims to provide the highest possible quality of education for each pupil. 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 pupils between general education and boarding schools in teaching English, using an example of a lesson on the verb "to be".

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 pupils. 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 pupils 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 be". 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 be" 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 be", should use the following methods:

1. Explain to pupils how to use the verb "to be" and how it changes depending on the person and number.

2. Show pupils a video that explains the use of the verb "to be" using simple sentences as an example.

3. Ask pupils to play a game where they have to use the verb "to be" in their answers.

4. Give pupils a song in English with the verb "to be" 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 be" in the correct form.

6. Consolidate the study of the verb "to be" with the task of writing short sentences using the verb "to be".

The teaching methodology in general education schools focuses on the development of pupils' communication skills. Emphasis is placed on conversational practice, active participation in classroom discussions and the development of confidence in the use of English for communication. At the same time, in boarding schools, the emphasis is on intensive language learning, as well as on improving academic performance. Classes in boarding schools are held in small groups, which allows you to study grammar more deeply and practice actively.

Game-based teaching methods can be effective, as shown below.

1. Create interactive games and activities to engage pupils in learning the verb "to be", such as a verb matching game or a "to be" sentence completion race.

2. Incorporate real-life examples and scenarios into the lesson, like asking pupils to describe a famous person or their family members using the verb "to be".

3. Utilize multimedia resources, such as music or video clips, to enhance understanding and retention of the verb "to be". For example, pupils can listen to a song that features multiple examples of the verb and then discuss its usage.

4. Foster collaborative learning by conducting group discussions and debates on the importance and applications of the verb "to be" in various contexts, encouraging critical thinking and speaking skills.

5. Take the lesson outside the classroom by organizing a field trip to a local museum or park, where pupils can practice using the verb "to be" in describing objects, people, or landscapes they encounter.

By combining different teaching methods, pupils will be able to gain a more complete understanding of the verb "to be" 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 be" 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 pupils consider several situations in which the verb "to be" 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 be". 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.

English lessons are an important part of the curriculum for 6th grade pupils. At this time, children announce the first steps in learning a foreign language, and therefore it is necessary to choose the most effective teaching methods. A comparative analysis between general education and boarding schools will help us determine which approach is more effective.

The focus of this lesson is the verb "to be", which is one of the main verbs in the English language. Pupils will learn about its basic forms and rules of use. The tasks and exercises are designed in the lesson in such a way as to develop writing, reading, speaking and listening skills within the framework of this verb. Children will apply these skills in a real life situation in order to strengthen the acquired knowledge and practice they will be able to apply in their daily lives.
When conducting a comparative analysis between general education and boarding schools, it is important to take into account the needs and characteristics of each pupil. Secondary schools provide greater socialization, so that children have the opportunity to communicate with a large number of peers. Boarding schools, in turn, create a denser and cozy environment for deep immersion in the language environment.

I would like to note that both general education and boarding schools have their advantages and disadvantages in the context of teaching English to 6th grade pupils. Each pupil is unique, so it is important to choose the appropriate methodology based on his or her individual needs. We hope that our comparative analysis will help you make an informed decision and ensure efficiency in learning English for 6th grade pupils in different types of schools.

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 be". The test results showed that group A showed a higher level of knowledge of the verb "to be" 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].

The study included criteria such as the activity of pupils, their motivation, the speed and quality of mastering the material, as well as their reaction to tasks, tasks and exercises. Entrance tests and boundary control papers were used to evaluate the results.

The analysis showed that teaching methods in a regular school and a boarding school had their strengths and disadvantages. In a regular school, more attention was paid to individual work with pupils, which contributed to their activity and independence. However, the pupils at the boarding school showed higher motivation and perseverance, which is probably due to the presence of a common residence and the possibility of constant communication in English.

A comparative analysis of the results of tests and control papers shows that pupils from an ordinary school learned the material on the verb "to be" better, but pupils from a boarding school showed greater confidence in using this verb in practical situations.[4]

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 be". 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 [5].

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.

Wherefore, I concluded that the methods of application in teaching English to 6th grade pupils in ordinary schools and boarding schools have their pros and cons. The use of individual work with pupils contributes to their activity and independence, while shared accommodation and the possibility of constant communication in English in boarding schools can stimulate a deeper understanding and confidence in the use of the language. In this regard, teachers should consider these factors when forming teaching methods and creating curricula for effective assimilation of material by pupils.

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