

HOW FOREIGN LANGUAGE TEACHING DIFFERS ACROSS EDUCATIONAL INSTITUTIONS

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Abstract. *In today's globalized world, knowing a foreign language has become a key part of education. However, the way languages are taught is not the same in every institution. This article looks at how teaching methods change depending on the age of the learners, their psychological needs, and their educational goals. By comparing kindergartens, schools, colleges, universities, and private language centers, the article shows that effective teaching must be adapted to each specific context. From playful activities for young children to academic training for university students, the choice of method plays a major role in how well students learn and how motivated they feel.*

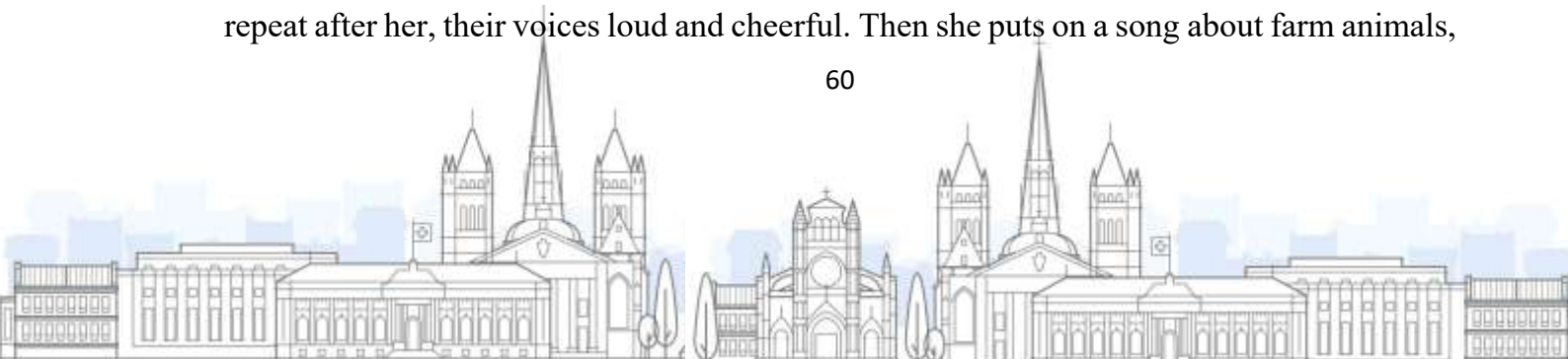
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Introduction

Walk into a kindergarten English class in Spain, and you will probably hear children clapping and singing “Head, Shoulders, Knees, and Toes.” Walk into a university seminar in Germany, and you might find law students debating European court cases in English. These two scenes could not be more different, yet both are examples of foreign language teaching. In a world where people travel, study, and do business across borders more than ever, speaking a foreign language has become a necessary skill. But the way a child learns a language is very different from the way a university student or a busy professional learns one. Young children usually learn best through games, songs, and interactive activities, while older students need more structured lessons and chances to use the language in real-life situations. This article explores how foreign language teaching methods vary across institutions such as kindergartens, schools, colleges, universities, and private language centers. By looking at examples from several countries, including Uzbekistan, it shows how teaching methods change to match the needs of learners at different stages of education.

Learning Through Play in Kindergarten

In a kindergarten classroom in Moscow, a group of four-year-olds sits in a circle with their teacher. She holds up a colorful flashcard of a cat and says “cat” clearly. The children repeat after her, their voices loud and cheerful. Then she puts on a song about farm animals,



and the children jump up to imitate the sounds and movements. There are no desks, no textbooks, and certainly no grammar exercises.

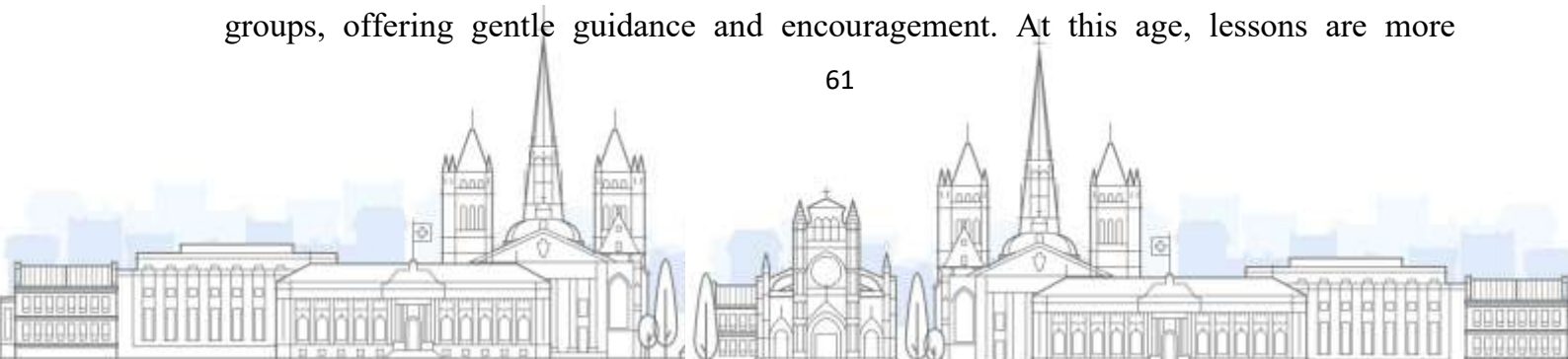
In a nursery in Finland, children learn English in ways that are rarely seen in other countries. The classroom is full of interactive learning stations, such as a tiny forest lab, a mini grocery store, and a science corner. In the forest lab, children go outside to examine leaves, insects, and clouds, then describe them in English using simple sentences like “The leaf is green” or “The cloud is big.” In the grocery corner, children role-play shopping, weighing fruits and vegetables on real scales while practicing phrases like “I would like an apple, please.” Every activity combines physical movement, creativity, and language use, making learning natural and exciting. Teachers rarely correct mistakes, instead encouraging children to express themselves freely and enjoy experimenting with the language.

A similar situation can also be observed in Uzbekistan, particularly in kindergarten. Many preschool teachers introduce simple English words through songs, cartoons, and storytelling. Children repeat short phrases, sing alphabet songs, and play vocabulary games with pictures and toys. These playful activities help create a positive emotional connection with the language. When children enjoy the learning process at an early age, they are more likely to develop confidence and interest in learning languages later in school. For example, a teacher may show a flashcard of a dog and say “dog,” and children repeat the word while acting out the animal’s movements and sound of different animals. In addition, it is very popular using some songs and dancing to teach kids. Because young learners cannot concentrate for a long time, teachers often use short and dynamic activities to maintain their interest. This helps them remember the word through both sound and action.

For very young learners, the most important thing is to create a positive emotional connection to the new language. Children at this age learn best when they feel safe and entertained. If a child associates English with fun games and friendly laughter, they will approach future language learning with confidence rather than fear. Mistakes do not matter here. What matters is that the child is willing to try.

Balancing Structure and Interaction in Primary and Secondary Schools

In a primary school in Japan, ten-year-old students sit in small groups at their desks, ready for an interactive English lesson. Today’s focus is on ordering food, so the teacher writes helpful phrases on the board: “I would like...” and “How much is...?” Soon, the classroom transforms into a lively mini-restaurant. One group becomes the waiters, arranging paper menus and taking orders, while another group plays the customers, practicing how to ask politely. The students speak, laugh, and sometimes make mistakes, but every error becomes part of the learning process. The teacher moves quietly between groups, offering gentle guidance and encouragement. At this age, lessons are more



structured than in kindergarten, but they remain hands-on and engaging. Children practice listening, speaking, reading, and writing while experiencing English as a practical language they can use in real situations.

This teaching method can also be seen in Uzbekistan, especially in primary schools. In many English classes, teachers try to make lessons more interactive by using dialogues, role-plays, and storytelling activities. For instance, students often work in pairs to practice short conversations about everyday situations, such as ordering food, asking for directions, or introducing themselves to someone new. In other lessons, students may share short stories about their hobbies, personal experiences, or cultural traditions. These kinds of activities give students more opportunities to speak and help them feel more confident using English. Because of this, the classroom becomes more active and students begin to see English not only as a school subject but also as a language they can use in real life.

College and Lyceum: Preparing for the Real World

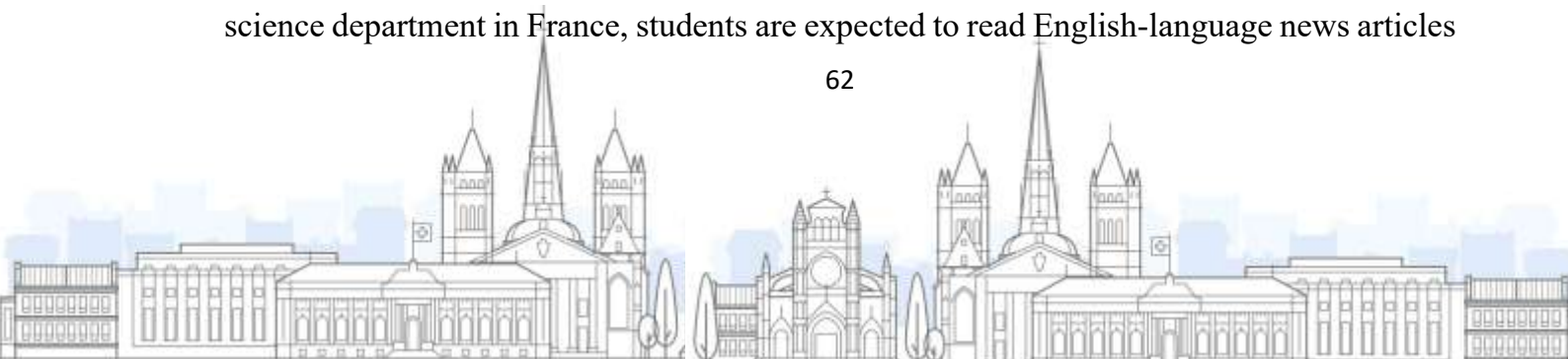
When students reach college or academic lyceum, the pressure often increases. In a vocational college in Turkey, for example, students studying tourism know that their English skills will directly affect their future jobs. Their teacher, aware of this, designs lessons around real-world tasks. One week, students practice handling guest complaints at a hotel. The next week, they role-play tour guides explaining historical sites to foreign visitors.

Grammar is still taught, but it is always connected to practical use. A student might learn the present perfect tense not through boring drills, but by writing a short report about sights they have visited in their city. Discussions and presentations become common. The classroom starts to feel less like school and more like a training ground for adult life.

This approach is also visible in Uzbekistan's academic lyceums and professional colleges. In many classes, students take part in presentations, small debates, and group projects in English. In many classes, students take part in presentations, small debates, and group projects in English. Instead of only focusing on grammar rules, teachers often encourage students to share their opinions and discuss topics such as culture, technology, and global issues. Through these activities, students gradually become more confident in speaking and expressing their ideas. As Mahkamov N. points out, interactive methods such as discussions and debates are essential for improving students' speaking skills and conduction. In this way, the classroom does not feel like a place only for memorizing rules, but rather a space where students prepare for university studies and future communication in an international environment.

University: Language as a Tool for Thinking

At the university level, the purpose of language learning shifts again. In a political science department in France, students are expected to read English-language news articles



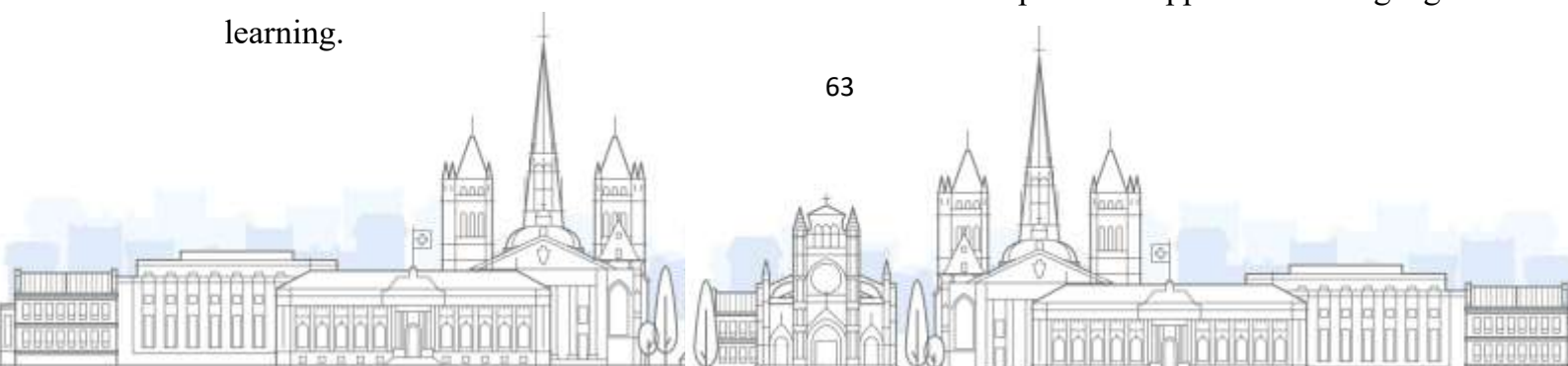
and academic journals every week. Their teacher does not spend much time on basic vocabulary. Instead, they focus on critical thinking. In one class, students compare how British and American newspapers report on the same international event. They look at word choices, tone, and hidden opinions. Later, they write their own short analysis essays. For these students, English is not just a subject to pass. It is a tool for accessing knowledge and participating in international academic conversations. The classroom becomes a space for serious intellectual work, where language precision matters because complex ideas depend on it.

In universities of Uzbekistan many students study English as part of their academic programs, especially in fields such as international relations, economics, and linguistics. In these classes, students are often required to read academic texts, prepare presentations, and participate in discussions on global topics. Teachers encourage learners to express their opinions, analyze information, and support their ideas with arguments. This not only improves their language skills but also helps them develop critical thinking and academic communication. According to Jalolov J. J., foreign language teaching should focus on communication and practical usage, as it plays an important role in developing students' thinking and intercultural competence.

Private Language Centers: Speed and Flexibility

Private language centers offer a completely different experience. Imagine a busy professional in São Paulo who needs to improve his English for video calls with colleagues in London. He does not have time for a semester-long course. He signs up for an intensive program at a private center. His classes are small, usually no more than six people. The teacher focuses almost entirely on speaking and listening. They might watch a short business video and discuss it, or practice an upcoming video call scenario. There are no long reading passages and very little homework. The atmosphere is relaxed, and mistakes are seen as normal steps in the learning process. For students like him, the goal is simple: gain confidence and fluency as quickly as possible.

In Uzbekistan, private language centers have become very popular, especially among young people preparing for exams such as IELTS. Classes are usually small, which allows teachers to focus more on speaking practice and individual feedback. Lessons often include role plays, discussions, and real-life communication activities. The atmosphere is usually relaxed and supportive, which helps students feel comfortable making mistakes while learning. As a result, many learners gain confidence in speaking English and improve their communication skills more rapidly. There are so many well-known educational centers. For example, IELTS Zone, Everest Education and Cambridge Learning Center. These centers attract students because of their structured and practical approach to language learning.



The teaching methods in these centers often combine interactive classroom activities, speaking practice, listening, reading, writing and also reading scientific books and organizing debate clubs for adults. Because it doesn't only improves communication skills but also helps students become more open-minded and develop critical thinking through activities such as debates, discussions, and collaborative problem-solving. Lessons are designed to be engaging, with a focus on developing real communication skills rather than just memorizing grammar rules. Students are encouraged to participate actively, discuss topics in groups, and present their ideas, which helps improve both their confidence and fluency. Additionally, many of these centers use modern materials, multimedia resources, and online platforms to complement classroom instruction, making the learning process more dynamic and adaptable to individual needs.

Conclusion

Looking at these different scenes, one thing becomes clear. There is no single perfect way to teach a foreign language. The cheerful songs of a kindergarten, the busy noise of a school role-play, the focused discussions of a university seminar, and the practical drills of a private language center all have their place. Each approach works because it fits the learners sitting in the room. When teachers understand who their students are and what they truly need, language learning stops being a chore and starts becoming something meaningful. Sattorov T. emphasizes that modern language teaching should move beyond memorization and encourage active student participation. And that, perhaps, is the most important lesson of all.

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