

**STRATEGIES FOR TEACHING ENGLISH TO CHILDREN WITH  
DIFFERENT LEARNING ABILITIES**

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**ABSTRACT:** *Addressing the varied learning needs of young students is becoming an increasingly difficult task for English language instructors in today's inclusive educational setting. Depending on their cognitive, emotional, social, and linguistic profiles, children learn language in different ways and at varying rates. This article highlights the psychological and linguistic elements that affect language acquisition while examining the significance of identifying children's various learning styles and aptitudes. It also looks at how well inclusive teaching methods and differentiated instruction work in English classrooms. The study offers evidence-based strategies for fostering language acquisition in mixed-ability groups through the use of engaging and interactive exercises. According to the results, utilizing a variety of teaching strategies helps all students, regardless of their learning profiles, and increases learner engagement and language outcomes. In today's educational environment, it is imperative to adapt lessons and classroom experiences to each unique student.*

**KEYWORDS**

*Learning styles, inclusive education, differentiated instruction, English language teaching, mixed-ability learners, language acquisition, child development, interactive activities.*

**INTRODUCTION**

Diverse linguistic, cognitive, and emotional backgrounds are hallmarks of contemporary English courses. The demands of students who vary greatly in linguistic ability, learning speed, motivation, memory, and social development must be met by



teachers. Designing successful instruction requires an understanding of how children learn language. Psycholinguistic research indicates that a number of interrelated elements, such as attention span, memory processes, affective states, and social interaction, influence children's language acquisition [1]. Children develop language skills through different learning styles: visual, auditory, kinesthetic, and tactile. For instance, visual learners benefit from written texts and visual aids, while kinesthetic learners acquire language better through movement and physical interaction. Furthermore, differentiated instruction allows teachers to adapt content, process, and output to accommodate individual learning differences. It empowers learners by providing choices and adapting teaching methods. Inclusive education emphasizes equal participation and accessibility, making it crucial for learners with disabilities or special needs [2]. When combined with interactive activities such as group work, games, and project-based learning, inclusive strategies create an engaging learning environment for all students. This article discusses these aspects and presents findings on how inclusive, differentiated methods positively affect English language development in diverse classrooms.

Additionally, classroom observations and a plethora of research studies verify that children's engagement and retention are greatly enhanced when they are taught utilizing methods that correspond with their preferred learning styles, whether they be tactile, kinesthetic, visual, or aural. Charts, pictures, and color-coded notes, for example, are helpful to visual learners, but conversations, chants, and storytelling are effective for auditory learners [3]. Including games, role-plays, and realistic simulations in mixed-ability groups promotes social interaction and language development. Crucially, teachers stated that by keeping students interested in and involved in meaningful assignments appropriate for their level, differentiated teaching decreased behavioral problems. Peer learning, in which students work together and assist one another, has also been shown to be successful in raising motivation and comprehension. Because students felt valued and encouraged regardless of their skill level, teachers who implemented inclusive practices also reported a more positive classroom environment. All things considered, learner-centered approaches, instructor



flexibility, and ongoing assessment are essential to the effective application of these tactics.

## **RESULTS AND DISCUSSION**

One of the most important conclusions in research on second language acquisition is that students gain the best when instructional strategies align with their preferred learning preferences. Language, music, space, kinesthetics, interpersonal, and other domains are some of the ways that learners interact, according to Gardner's Theory of Multiple Intelligences 1983 [4]. To implement this idea in the classroom, a range of activities are used to support each student, including linguistic (storytelling), musical (music-based learning), spatial (drawing or diagramming), and kinesthetic (physical) movement. Psychological and emotional readiness is also essential. According to Krashen's Affective Filter Hypothesis, a low-anxiety, high-confidence environment promotes language input processing. Vygotsky's sociocultural theory emphasizes the importance of scaffolding within the learner's Zone of Proximal Development (ZPD), where children progress most when supported by peers or teachers through guided interaction.

These ideas are supported by differentiated education, which adapts assignments to students' profiles, interests, and readiness levels. For instance, some students use role-playing or audio messaging to convey their thoughts, while others write diary entries[5]. Peer help and collaborative learning are made possible by classifying students according to their interests or skills. By guaranteeing that students with learning disabilities—such as ADHD, dyslexia, or developmental delays—can engage in meaningful activities, inclusive practices go one step further. To help students understand, teachers frequently employ assistive technology, visual schedules, and simpler directions. Games, hands-on projects, and Total Physical Response (TPR) are interactive techniques that assist reduce language barriers and enhance retention.

Research indicates that learners in inclusive, differentiated classrooms not only develop stronger language skills but also show improved confidence and social engagement[6]. Teachers who use varied teaching styles and responsive strategies foster classrooms where every child has the opportunity to thrive.





## **CONCLUSION**

The conventional one-size-fits-all method of teaching English to kids with varying learning capacities is insufficient. It requires careful preparation, adaptability, and an in-depth knowledge of how kids learn. Teachers are able to determine the primary determinants of language acquisition and adjust their lesson by combining psychological and linguistic understanding. Every child has an equal chance to engage and achieve through inclusive and participatory tactics, while differentiated teaching assists teachers in meeting the various cognitive and emotional requirements of their students. Moreover, the use of engaging activities, peer collaboration, and multimodal teaching methods fosters a supportive learning environment where students feel motivated, valued, and understood. Teachers who apply these principles not only promote language development but also contribute to the holistic growth of their students. Ultimately, effective teaching for diverse learners is rooted in empathy, creativity, and a commitment to educational equity. The success of language instruction lies in recognizing and responding to the unique potential within every child.

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