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## TEACHING GREETINGS AND INTRODUCTIONS IN ENGLISH

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**Abstract.** *This article examines simple and effective ways of teaching greetings and introductions in English at the elementary level. Greetings and self-introductions are the first communicative tools that help learners enter real English interaction. The article discusses how teachers can present basic phrases, organize pair work, use role play, visual materials, chants and games, and create a friendly classroom atmosphere. Special attention is paid to pronunciation, politeness and confidence, because beginner learners often need emotional support as much as language practice. The article shows that greetings and introductions should not be taught only as memorized sentences, but as meaningful speech acts used in everyday situations.*

**Keywords:** *greetings, introductions, elementary English, speaking skills, young learners, classroom communication, role play, pair work, communicative teaching.*

### INTRODUCTION

Teaching English at the elementary level usually begins with the simplest forms of communication. Before learners can speak about hobbies, daily routines or school subjects, they need to know how to say hello, ask someone’s name and introduce themselves. These phrases may look very easy, but they are important because they open the door to real interaction.

Greetings and introductions are also closely connected with confidence. Many beginners are afraid of speaking because they think their English is too poor. However, when a student can say “Hello, my name is ...” or “Nice to meet you,” he or she feels the first small success. This success motivates learners to speak more.

The aim of this article is to describe practical techniques for teaching greetings and introductions in English. The focus is on activities that are simple, natural and suitable for elementary learners. The teacher’s main task is to help students use these expressions not only correctly, but also politely and confidently.

### MAIN PART

#### 1. Why greetings and introductions matter

Greetings and introductions are used in almost every social situation. People use them at school, at work, online, during travel and when meeting new friends. For this reason, these expressions are immediately useful for learners. When students see that they can use English outside a grammar exercise, the language becomes more meaningful for them.

Another important point is classroom atmosphere. If the teacher starts each lesson with “Good morning. How are you today?” students hear natural English regularly. At first, they

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may answer only with short phrases, but after several lessons they become more active. A simple greeting routine can gradually build listening and speaking habits.

Introductions also help students learn about one another. Phrases such as “My name is ...,” “I am from ...,” and “This is my friend ...” make communication personal. Students are not only repeating language from the board; they are sharing real information about themselves and their classmates.

## 2. Presenting basic phrases

The teacher should begin with a small number of useful expressions. For example: “Hello,” “Hi,” “Good morning,” “What is your name?,” “My name is ...,” “Nice to meet you,” and “How are you?” It is better not to introduce too many phrases at once, because elementary students need time to remember and pronounce them.

Clear modeling is very important. Learners should hear each phrase several times with natural pronunciation and intonation. The teacher can say the phrase first, then the whole class repeats, then small groups and individual students repeat. This step-by-step practice helps shy learners feel safer.

Visual support makes the meaning clearer. Pictures of people waving, shaking hands, meeting a new classmate or entering a classroom can be connected with phrases. For example, when students see two people meeting for the first time, they can say “Nice to meet you.” Such visual links help students remember language more easily.

It is also useful to show the difference between formal and informal greetings in a very simple way. “Good morning” and “Good afternoon” can be presented as more formal, while “Hi” is more friendly and informal. At this level, long explanations are not necessary. A few clear examples are enough.

## 3. Dialogue practice and pair work

Short dialogues are one of the best ways to practice this topic. A simple dialogue may be: “Hello. My name is Ali.” — “Hi, Ali. I am Madina. Nice to meet you.” This short exchange includes greeting, name, response and politeness. It is easy to learn and useful in real life.

Pair work gives every student a chance to speak. If the teacher asks questions only from the front of the classroom, usually only a few active students answer. In pair work, all learners speak at the same time with a partner. This increases speaking time and reduces fear.

To avoid mechanical repetition, the teacher can use small changes. One pair may add country: “I am from Uzbekistan.” Another pair may add age or favorite subject. The structure remains simple, but students learn to adapt the phrase to their own information.

## 4. Role play, games and classroom routines

Role play helps students understand that greetings and introductions belong to real situations. The teacher can organize scenes such as meeting a new student, welcoming a guest, joining an English club or introducing a friend. Students do not need long speeches. At the elementary level, short and clear exchanges are enough.

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Games can make the practice more lively. In the “Name Ball” game, students sit or stand in a circle. One student throws a soft ball and says, “Hello, my name is ... What is your name?” The next student answers and continues. The game is simple, but it gives repeated practice in a natural and enjoyable way.

Chants and short songs are also useful. A chant like “Hello, hello, how are you? I am fine, and how are you?” helps learners remember rhythm and intonation. Some students remember language better through sound and movement than through written exercises.

Daily routines are very powerful. If the teacher uses English greetings at the beginning and end of every lesson, students hear and use the same expressions many times. Repetition through routine does not feel boring because it becomes a normal part of classroom life.

#### 5. Pronunciation, politeness and confidence

Pronunciation should be corrected gently. If a learner says a phrase incorrectly, the teacher can repeat the correct form naturally instead of stopping the student harshly. For example, the teacher may respond, “Yes, nice to meet you,” with clear pronunciation. This way, the learner hears the correct model without feeling embarrassed.

Politeness is another important part of the topic. Students should understand that greetings are not only words, but also tone, facial expression and attitude. A friendly “Hello” with a smile sounds different from a flat and careless one. Simple practice with different tones can make the lesson enjoyable and useful.

The teacher should praise effort. Many elementary learners hesitate because they are afraid of mistakes. Positive feedback such as “Good job,” “Very clear,” or “Nice introduction” encourages them to try again. Confidence grows when students feel that the classroom is a safe place for speaking.

#### 6. Common difficulties and solutions

One common difficulty is shyness. Some students know the answer but do not want to speak aloud. The teacher can begin with group repetition, then pair work, and only later ask individual students to speak. This gradual approach reduces anxiety.

Another problem is memorizing full expressions. Students may remember single words but forget complete phrases. Substitution practice can help: “My name is Ali,” “My name is Malika,” “My name is Jasur.” The sentence pattern stays the same, but the information changes.

Some learners translate directly from their first language, which may create unnatural English. For this reason, useful phrases should be practiced as whole chunks. Expressions like “How are you?” and “Nice to meet you” are better learned as complete communicative units, not word by word.

#### CONCLUSION

Teaching greetings and introductions in English is a basic but essential part of elementary language learning. These expressions help learners start communication, build confidence and understand the polite side of English. A student who can greet someone and introduce himself or herself has already made an important first step in speaking.

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Effective teaching of this topic requires clear models, visual support, repetition and meaningful practice. Dialogues, pair work, role play, games, chants and daily routines can make the lesson active and natural. The teacher should create a friendly atmosphere where every learner feels comfortable speaking.

In conclusion, greetings and introductions should not be presented only as textbook phrases. They should be practiced as real communication. When students use them with classmates and teachers, they begin to see English as a living language for human connection.

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