

AGE-RELATED CHARACTERISTICS OF FOREIGN LANGUAGE TEACHING IN PRIMARY GRADES

Umarova Zulfizar Xusniddin qizi

Namangan davlat universiteti tayanch doktoranti

13.00.02 – Ta'lim va tarbiya nazariyasi va metodikasi(sohalar bo'yicha)

umarovazulfizar18@gmail.com

Abstract

This article is devoted to modern methods and approaches to teaching English in primary grades, their impact on the learning process and student results. The article analyzes the age-related characteristics of the communicative approach, integration of modern technologies, individual methods and methods for developing intercultural communication competence in English lessons, and considers the results.

Keywords: intercultural, communication, competence, age characteristics, youth psychology.

Introduction

The task of developing, improving, optimizing methods of teaching foreign languages has always been and remains one of the urgent problems of education. In connection with the increase in the complexity and intensity of education, the issue of the organization of the educational process in accordance with the age stages of psychophysiological and social development of students comes to the fore. Currently, the need to select the content, forms and methods of education in accordance with the sexual and age characteristics of children is increasingly emphasized. Primary school age, which corresponds to the initial stage of education, rightfully attracts the attention of researchers and practicing teachers. Indeed, not only school achievements, but also the formation of the personality as a whole depends on how well school requirements correspond to the capabilities of girls and boys. The development of effective methods of teaching foreign languages is based on the mutual achievements of linguistics, psychology, pedagogy and related scientific disciplines. Modern science has a wealth of empirical data that demonstrates the need for a deep analysis of the factors influencing the education and upbringing system.

MAIN PART

The process of teaching foreign languages in our dynamic information society has undergone significant changes. In today's world, where globalization and the associated cultural and economic interactions play a significant role, knowledge of a foreign language is more important than ever. In this regard, teaching English, one of the most widespread and influential languages in Europe, to primary grades is of particular importance.



The goals of teaching a foreign language in primary grades are to organize and conduct model work in accordance with the standard program for English[1]:

- the formation of communication skills in a foreign language at the initial level, taking into account the speech abilities and needs of primary school students in oral (listening and speaking) and written (reading and writing) forms;
- introducing children to new social experience using a foreign language;
- to acquaint primary school students with the world of foreign peers, existing examples of foreign children's folklore and fiction;
- to cultivate a friendly attitude towards representatives of other countries;
- to develop the speech, intellectual and cognitive abilities of primary school students, as well as their general educational abilities;
- to develop motivation for further mastering a foreign language;

Based on the set goals, the study of the subject "English" is aimed at solving the following problems:

- to expand the linguistic skills of primary school students, master the elementary linguistic ideas available to primary school students and necessary for mastering oral and written speech in a foreign language at the initial level;
- to ensure the communicative and psychological adaptation of primary school students to the new language world, subsequently overcoming the psychological barrier and using a foreign language as a means of communication;
- development of the personal qualities of a young student, his attention, thinking, memory and imagination in the process of participating in simulated communication situations, role-playing games;
- development of the emotional and emotional state of children in the process of educational games, educational performances using a foreign language;
- introduction of primary school students to new social experience, taking into account the playing of various roles in a foreign language in game situations typical of family, household, educational relations;
- development of cognitive abilities, mastering the ability to work in pairs, groups, coordinated with various components of the educational-methodical complex.

According to A. A. Leontiev, "learning a language from the very beginning should not be just mastering a new communicative tool, but discovering a new world"[2].

[1] Christine Howe. 'Gender and Classroom Interaction', 1997

[2] Леонтьев А.А. Психология общения — М.: Смысл, 1999. — 365 с

RESEARCH METHODOLOGY

The formation of speech activity in a foreign language is of particular importance in the development of the personality of a young student. In primary education, English language education is of great importance from the point of view of developmental psychology. High demands are made on the teacher:



- the child must be taught to learn independently: to plan his activities, set goals and purposefully act to achieve them, evaluate the process and results of mastering speech in a foreign language.

Teaching a foreign language is aimed at creating conditions for the early communicative and psychological adaptation of children and overcoming the psychological barrier to using a foreign language as a means of communication in the future. Language is the main means of human communication and is a system consisting of certain elements (phonetic, lexical, grammatical, etc.) operating according to certain laws. With the help of this system, human thinking is formed and all his mental functions (memory, attention, perception, etc.) develop. The process of mastering a foreign language is a two-way process. This includes the teacher's teaching activities and the student's learning activities aimed at mastering the language. It is clear that mastering a foreign language in a natural language environment is the most optimal option. Children begin to learn English from primary school. If reading and writing are more or less familiar to them, then in primary school English is a new subject for most children. Like all new things, this topic arouses great interest in primary school students, and the most important thing for the teacher is to maintain this interest.

We are going to conduct an analytical discussion of the fundamental principles of teaching English, various methods of teaching languages, as well as the impact of technology integration on the teaching process.

An important aspect of the analysis is the digitalization of education in Uzbekistan and the development of professional competence of English teachers in modern educational conditions. Below we will consider an analysis of various methods and resources based on the practical experience of teachers and students in teaching English.

- Integration of modern technical means: The use of online resources and digital tools in the learning process allows students to learn more interactively and effectively. Online platforms provide access to a variety of materials, including audio and video content.
- Development of communication skills: A communicative approach to learning helps develop the ability to communicate in English. Students learn to listen and understand through audio-visual means and express their thoughts and ideas in this regard, using phrases in dialogues and role-playing games.
- Integration of cultural aspects: The study of English culture and traditions becomes an integral part of education. The introduction of slides on customs, holidays, subtitled films and short video lessons helps students understand the language in a broader context and develop intercultural competence.
- Individualized approach: Using an individualized curriculum allows for the diverse needs of students to be taken into account. This contributes to more effective learning and better outcomes.

CONCLUSION

In conclusion, modern technologies are becoming an integral part of modern education. Therefore, modern methods require continuous professional development from teachers. Teachers should be ready to integrate technology in lessons, adapt teaching materials and create



a stimulating learning environment, as well as be able to stimulate the needs and expectations of students in adapting to a changing environment. The use of multimedia creates conditions for students to obtain information from newspapers, magazines, television, work with films and videos, independently prepare interviews, use authentic materials, and at the same time contribute to conducting teleconferences. All this shows that modern technologies are important for meeting the needs of students in an innovative educational environment. In general, a modern approach to teaching German, namely using multimedia, organizing lessons focused on communication skills and using the language in a real environment, has a positive effect on students' deeper understanding and use of the language, developing communication skills and cultural competence, and at the same time making the learning process more interesting.

REFERENCES

1. Christine Howe. 'Gender and Classroom Interaction, 1997.
2. Kindling and Thompson, Michael Joseph. 'Raising Cain, 1999.
3. Леонтьев А.А. Психология общения — М.: Смысл, 1999. — 365 с.
4. Pedagogical conditions for the organization of gender based training Innovative research in modern education” S.O Sharifzoda - Hosted from Toronto, Canada30
5. Texnologiya ta’limi jarayonida integrativ texnologiyalar foydalanib o ‘quvchilarda tayanch kompetensiyalarni shakllantirish imkoniyatlari” S.O Sharifzoda - ... электронный журнал «Образование и наука в XXI ...
6. Sobirova Sh. Xorijiy tillarni o’qitishning samarali usullari(nemis tili misolida). Journal of Academic Research in educational sciences. Volume 2. 2021
7. A.A.Parmonov “TA’LIM JARAYONIDA AKT IMKONIYATLARI”. Ta’lim, fan va innovasiya jurnali 2021 yil 2-son.
8. Ушинский, К. Д. Проблемы педагогики: избранные труды в 4 книга 1 – Москва. Дрофа, 2005
9. Litvinets Irina Igorevna. O’quv jarayonida AKTdan foydalanish metodikasi. Ta'lim faoliyatida axborot - kommunikatsiya texnologiyalaridan foydalanish. Sankt Peterburg, 2021 [5] Axmedova S.A. NEMIS TILINI O’QITISH METODLARI. British International Science Conference.

