

**METHODICAL RECOMMENDATIONS FOR TEACHING
ENGLISH IN PRIMARY GRADES**

Marjona Berdieva Vahobovna
Navoi State Pedagogical Institute
Tel: +998934870137

Annotation: Every state, every nation is strong not only with its land and ground natural resources, military power and production potential, but also, first of all, with its high culture and spirituality. Therefore, in order to raise a healthy and well-rounded generation in our republic, great works are being carried out in terms of the scale and scope of the fundamental renewal and reform of the education system. The multicultural and multilingual "landscape" of Uzbekistan is an effective basis for the development of a person's language competence. English language education or, in the words of N. Galskova, "Linguistic and cultural education" further expands the opportunities and boundaries of the young generation to receive, deliver and interact with new and useful information (information). This article provides information on the use of modern methods of teaching English in primary classes, improving and improving the quality of lessons, and methodological recommendations for teaching English.

Key words: English language, teaching methodology, modern interactive methods, methodological recommendations, pedagogical technologies, pedagogical principles.

Introduction:

On December 10, 2012, in the decision PQ-1875 "On measures to further improve the system of learning foreign languages", improving the system of training the young generation in foreign languages and specialists who can speak these languages fluently, the main goal is to create opportunities for them to widely use the achievements of world civilization and information resources, to develop international cooperation and communication.

Materials and Methods:

Pedagogical principles of teaching English in primary grades.

Pedagogical principles of English language teaching in primary grades are described in detail in scientific sources in Uzbek and Russian as a didactic principle. But the pedagogical principle is studied separately in foreign literature. We used scientific sources in three languages to summarize pedagogical principles.

1. Bringing the growing generation to maturity in all aspects. The information acquired through the medium of English and the intellectual and verbal skills and competences acquired during the study of the English language educate students.
2. Encouraging students to use the language being studied.
3. Taking into account the individual characteristics of students.
4. Educate students in the spirit of tolerance towards others and respect for different values.
5. Creating an optimal situation for independent learning of knowledge in lessons.
6. Formation of students' skills and abilities to independently and mutually determine mastery indicators.
7. To create an opportunity for students to demonstrate their knowledge in the studied language.
8. Organization of lessons based on an integrative approach aimed at acquisition of competencies.

The following methods are used to teach English in primary grades.

Seeing and remembering. It is known that young children remember objects they see more than what they hear. Therefore, teaching new words through various visual aids, posters, visible and commonly used things in everyday life, teaching new words and making sentences with the new words learned. For example, writing on a book, table, blackboard, pen, window, etc. As such things are often used in everyday life, they are always visible and constantly used, so the child learns these words involuntarily.

Oral speech is also developed by memorizing new words through songs and poems. For example, it can be shown that children's learning of the English alphabet by singing is more effective than just memorizing it.

Mixed technique here we can optionally combine different techniques. For example, children can play games, sing songs, draw pictures, show new words through various actions. The advantage of the technique is diversity. In this, the reader is not limited by only one thing.

Teaching through cartoons. It is known that children are interested in watching different cartoons. In the process of watching cartoons in English, although he does not understand the words in the cartoon, he tries to understand the words they use through the actions of the cartoon characters. This is an interesting and effective way for children to learn the language.

Learning through fun games; The role of teaching through various games in teaching English is incomparable. Playing various games during the lesson will increase the enthusiasm for learning science in the classroom and encourage inactive students to participate better in the lessons. The following games can be an example of our word.[6]

The goals of teaching English as the main component of this system are determined based on the conditions of general education and the demands of society and the individual. The goal, in turn, determines the content, principles of English language teaching, as well as the methods and technologies arising from the characteristics of the teacher and students.

It is consistent with the meaning of developmental education in didactics and represents the development of mental, emotional and motivational aspects of the student's personality. The student can be intellectually and spiritually nourished, tests his feelings in speech communication, learns the opinions of interlocutors (students, teachers, announcers, etc.) and expresses his own opinion. goes Overcoming normal linguistic and speech difficulties in the educational process, including learning English, ensures the development of the student's thinking and feelings.[2]

Results and Discussion:

The developmental goal is achieved only through speech acts. Its serious difference from the general educational goal is that education is conceptually connected with the acquisition of educational information, the content of information serves to form various competencies. Education, including learning English, occupies a special place in the development of a person. As a psychological, communicative, functional and cultural phenomenon, language is very important for the process of knowledge, because it is a factor that leads from ignorance to knowledge. In English, the student acquires two types of knowledge, the first and the main one is the necessary algorithmic rules for participation in the speech process and useful information during the student's life, which acquires social significance. Intercultural communication serves to inculcate the characteristics and customs of the mentality of another nation. In this way, he learns not to advertise the lifestyle of others, but to look at the world in a new way through the eyes of an English speaker and, as a result, to deeply feel his own culture. Universal and national values will be combined.[3]

The quality and effectiveness of any education depends on the level of accuracy in defining the goal. Practical (primary), general educational, educational and developmental goals are recognized in teaching English. The main goal of English language teaching at all levels of education in our country is to form communicative competence in English for students to work in everyday, scientific and professional spheres in a multicultural world. Based on the experience gained in developed democratic countries and the rapidly changing requirements of the present time, English is taught in our country on the basis of an integrative approach aimed at communicative activity, individual-oriented acquisition of competence. That is, teaching English in primary grades:

- in the words of our First President, to "fully open opportunities for easy access to the wonderful world of foreign languages" and provide education and upbringing at the level of international standards;

- formation of a well-rounded personality, development of the student's speech and language skills, as well as psychological aspects such as attention, perception, memory;

- forming a positive attitude to learning English in students, instilling in them self-confidence, enjoyment and pride in learning English;

- to create conditions for communicative and psychological adaptation of students to the world of a new language from an early age, to eliminate psychological barriers that prevent the use of English as a means of communication;[5]

- to interest students in English language learning activities and to form in them the inclination to acquire communicative competence in English;

- formation of basic basic skills of oral (listening and speaking) and written (reading and writing) communication in English within the scope of students' speech capabilities and needs;

- to familiarize students with the colorfulness of language and culture, to form in them the character of sincere and tolerant attitude towards different cultures;

- introducing students to the world of their peers in the country(s) where the language is being studied, examples of folklore and literature, and teaching them to understand and respect universal human values from childhood;

- to make students enjoy the cultural heritage created by the master of the studied language;

- formation of students' initial ideas about the behavior, character, moral standards, customs, customs and traditions of the people of the country whose language is being studied;[4]

- to improve the previously acquired social, cultural, linguistic and emotional experience of the student in the process of acquiring the skills and abilities of listening and reading, expressing thoughts orally and in writing;

- aimed at such goals as creating a solid foundation for the student's pronunciation without an accent and the ability to express his thoughts in a foreign language at a level close to natural speech.

English language teaching in elementary grades is a cooperative activity of the teacher and the student, striving for the result. In primary education, the following tasks are performed to achieve the goal:

the student is taught to look at the world scene in a new way through the eyes of an English speaker and, as a result, to feel the harmony of universal and national values;

- four types of speech activities through exercises such as reading and writing, reading and listening, reading and speaking, listening and reading, listening and

writing, listening and speaking: listening comprehension, speaking, reading and writing skills are interlinked.[1]

The Law of the Republic of Uzbekistan "On Education" and the "National Program of Personnel Training" are all conditions for the priority of human interests, their growing needs and interests, and the full realization of their capabilities in accordance with the requirements of the times. - was adopted in order to create conditions, strengthen democratic values in the minds of the growing generation, to form a mature and independent thinking person who has his own opinion, his views and a firm civic (citizen) position.

Conclusion:

The state policy in the field of personnel training envisages the formation of a well-rounded person - a citizen through the continuous education system, which is inextricably linked with the intellectual, spiritual and moral education of a person. Today, educational programs and textbooks for grades 1-4, which take into account the psychological and physiological characteristics of children of this age, are being critically revised based on the concept of person-oriented education and the competence approach. With the Decision of the President of the Republic of Uzbekistan dated December 10, 2012 "On measures to further improve the system of studying foreign languages" and the Decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 124 dated May 8, 2013, each The State educational standards of the continuous education system, which provide for clear criteria of the level of knowledge of foreign languages at the educational stage, were approved, and from the 2013/2014 academic year, the study of foreign languages, mainly English, was gradually introduced in the republic from the first grades of general education schools.

REFERENCES:

1. Bautista D., Mulligan J. Why do Disadvantaged Filipino Children Find Word Problems in English Difficult? Shaping the future of mathematics education: Proceedings of the 33rd annual conference of the Mathematics Education Research Group of Australasia. – Fremantle: MERGA, 2008. – P.[1]
2. Beacco J.C., Byram M., Cavalli M, Coste D., Cuenat M.E., Goullier F., Panthier J. Guide for the development and implementation of curricula for plurilingual and intercultural education. – Geneva. Council of Europe, 2010. – 102 [2]
3. Birdsong D., Bialystok E., Hakuta K. Second Language Acquisition and the Critical Period Hypothesis. – L.: Lawrence Erlbaum associates publishers, 1999.[3]
4. Broek S., Inge van den Ende. The implementation of the Common European Framework for Languages in European education systems. – Brussels, European Union, 2013.[4]
5. Jalolov J.J. Chet til o'qitish metodikasi: chet tillar oliy o'quv yurtlari (fakultetlari) talabalari uchun darslik. – Toshkent O'qituvchi, 2012.[5]
6. Jalolov J.J., Makhkamova G.T., Ashurov Sh.S. English Language Teaching Methodology. – Toshkent Fan va Texnologiyalar, 2015.[6]