

EFFECTIVENESS AND REQUIREMENTS FOR TEACHING FOREIGN LANGUAGES IN PRIMARY EDUCATION

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Abstract: *language learning is one of the most important areas of tolerance in the human society. The language, which is a means of communication, can be practically acquired in a natural environment (in the family, among the public) or in an organized way (in the lesson). Knowledge of linguistic phenomena, on the other hand, is studied theoretically. At the height of international relations, knowledge of languages, especially multilingualism (polyglossia), is gaining immense importance. Teaching English to children in elementary school years has again become the subject of discussion among teachers, philologists and parents. It has long been proven that the later a child begins to learn English, the more difficult the learning process is, therefore, it is necessary to consider this argument from the perspective of each child's individual abilities. This article explores modern requirements and proposals for teaching foreign languages in primary education.*

Keywords: *education, innovation, innovation method, foreign language, pedagogical skills, educational efficiency.*

INTRODUCTION

In our country, the social order of society has further increased the need for teaching foreign languages in primary school and for communication purposes. English was introduced as an academic subject in primary education, training of specialists in the direction of teaching foreign languages in preschool and primary education was established. In addition, “in our country, which is rapidly developing due to national independence, one of the urgent tasks is to raise the level of knowledge of the younger generation to a level that meets international standards, is aware of scientific and technical innovations, is able to think independently, think independently in life, an entrepreneur, spiritually literate”[1, 5].

MAIN PART

Today, it is known to everyone that almost 60% of the world's population can speak two or more languages. The acceleration of globalization processes in the world, the transition to free market relations and the stimulation of the introduction of high technologies into production are increasing the need for "linguistic capital", that is, specialists who perfectly occupy foreign languages (especially English).

Those who choose Foreign Language Teaching as a profession are charged with the task of being perfectly aware of the theory of teaching this language. In the present period, didactics is understood as the field of pedagogy, which scientifically substantiates the content, methods and organizational forms of teaching. In addition to general didactics, there are also didactics called private didactics or educational methodologies in individual disciplines. Their content determines the theoretical foundations for the study and education of one or another subject at certain stages of Education.

“Because language learning is a mental activity, it has a psychological basis. Mental activity is scientifically checked in psychology. In this regard, English is born the need to research the psychological principles of teaching. In scientific sources, two psychological principles of teaching English have been developed. Psychological principles received the names “verbalization” (a foreign language is practically studied only through oral speech) and “correlation” (a certain limit of English material is determined, a complex of language units is formed in the first goal, designed to form speech skills). Despite the fact that the linguistic foundations of English teaching have been studied in some way, little attention is paid to the issue of linguistic principles of teaching English in the subject of methodology”[2, 13].

RESEARCH MATERIALS AND METHODOLOGY

Obviously, equipping foreign language rooms in educational institutions of our country with advanced technical means of modern information and communication technologies and training, giving shows and broadcasts on TV channels that teach children and adolescents to foreign languages, regularly showing popular foreign artistic and multiplicative films dedicated to the history and culture of other countries, World Science and technical innovations using Uzbek subtitles, made it possible to get acquainted with his science more closely.

A person as a person can be determined by a set of individual characteristics that make her unique, unlike others, special. In individuality, it is customary to designate two fundamental features – the specificity of the biological and social level, or, more simply, two global levels: physiological and psychological. Each of these levels is also subdivided into several levels. In

psychology, as a rule, the following physiological levels are distinguished: biochemical, somatic, neurophysiological, etc., which, in turn, can also be divided into sublevels.

For example, the levels of behavior and activity are emphasized within the mental, and the activity of the individual can be considered by the example of its emotional and dynamic features, motives, needs. It is generally accepted that the natural lives in man as biophysical, physiological, biochemical, etc., and the social – as social and personal, group, class, etc.

As for educational and educational tasks, it is not enough for a teacher at school, when working with children, to simply understand that students are not like each other, that they differ from each other, it is extremely important for a teacher to be able to separate the essential signs of differences between schoolchildren from unimportant ones and, what is especially necessary, to understand what these differences are and in what is their essence.

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

1. To bring the growing generation to perfection in every possible way. The information acquired through the medium of English and the mental and speech skills and skills acquired during the study of English educate students.

2. Encourage 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 those around them and respect for various values.

5. Creating an optimal situation for the independent comprehension of knowledge in the lessons.

6. To independently and mutually determine the indicators of mastering in students the formation of qualifications and skills.

7. To provide students with the opportunity to demonstrate their knowledge in the language under study.

8. Organization of classes on the basis of an integrative approach intended for the occupation of competencies.

“Foreign Language Teaching Methodology has more than 200 years of history as a science. It has been observed that different reactions to foreign language unit methodology have been reported within this period. The author of one such view is academician L.V.Shcherba. He believes that any discipline is not considered a theoretical subject, despite the fact that its teaching methodology is a science. It deals with practical issues. In particular, foreign

language teaching methodology also does not rely solely on evidence from psychology, but is based on general and private linguistic research”[3].

So what are the qualities of students that directly affect the success of the educational process, it is customary to single out? First of all, this is the level of mental development of a student, which is often reduced to success in subject performance. However, it is difficult to consider orientation to this indicator justified. The level of mental development, which is understood as a stock of knowledge, thinking skills, as a rule, is combined with certain personality characteristics, be it diligence or strong-willed qualities, initiative, diligence. The content of teaching foreign language pronunciation is usually determined as a result of comparing phonetic systems of languages that come into contact in the minds of students, studying students' mistakes, creating typologies of difficulties.

The teacher, relying on the level of mental development of the student as a guideline, should understand that these individual traits mentioned above are extremely fickle and changeable. The research of the components of the content of Foreign Language Teaching is among the most important theoretical studies. From what parts the content of training is formed is decided in a continuous way with the goals of training. The goal usually determines the content, that is, if the content is an educational and methodological phenomenon that is mastered in the course of education, its product leads to the goal to be achieved. In the practical purpose of teaching a foreign language (mastering the types of speech activity), methodological puzzles are solved, such as applying certain language material and setting clear boundaries in the participation of language units in the formation of speech skills and competencies.

What is also important, as a subject of activity, middle school students are often inclined to assert their exclusivity in relation to others, and this, in turn, can become a good motivation for educational and cognitive processes.

CONCLUSION

The social activity of children of this age is mostly aimed at the assimilation of values, norms and ways of behavior, therefore it is necessary to implement all the principles of learning that can involve the mental activity of a student: individualization, problematization, etc. As a result of the use of innovative methods in English lessons, students' logical thinking skills develop, their speech becomes fluent, and the skills for a quick and correct answer are formed. Such methods and games arouse the reader's passion for knowledge. The student seeks a thorough presence in the lessons. This makes students subjects of the educational process.

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