

DEVELOPMENT OF ENGLISH-SPEAKING COMPETENCIES IN ELEMENTARY GRADES

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Annotation:

In today's modern education, it is required to master not only the material related to language and speech but also country studies and linguacultural studies. In this case, the need arises to introduce socio-cultural and intercultural approaches to English language education. All this complicates the task of the teacher for textbooks and working educational programs to select and present language and speech material that is suitable and specific precisely for the student's age.

Keywords: textbook, curriculum, speech materials, linguistic, sociolinguistic, and pragmatic competencies.

When considering the need to master not only the material of language and speech by students in accordance with modern requirements but also the material related to the culture of the owner of the English language, it will be necessary to pay attention to the sociolinguistic content when choosing linguistic material. From the experience, it is known that a modern teacher, not limited to the use of the main textbook complex, selects additional materials from various sources in order to increase the quality and effectiveness of the lesson based on the potential of students in the classroom. For this reason, a modern teacher should competently solve the question of who, what, how, and how much to teach when improving a working curriculum in a subject.

In most cases, the acquisition of communicative competence at the level of software requirements is not achieved as a result of the teacher's educational and collaborative activities aimed at the goal of learning by students. As one of the main reasons for this, it is possible to indicate the inadequacy in the number of exercises that serve the acquisition of linguistic, sociolinguistic, and pragmatic competencies presented in textbooks. Because some textbooks are created as a result of excessive attention to Western linguodidactics, in which the amount of exercises that serve the acquisition of speech competence is significantly higher. Or vice versa, that is, the



number of exercises that serve the assimilation of language material may prevail in order to carefully prepare for test tests for admission to higher educational institutions. And a modern teacher should be able to maintain balance and apply special methodological measures to fully realize the goals pursued from the lesson. When choosing the material for the program, the teacher, along with the age periods of the students, should take into account how the speech activity in them is moving and how it can be developed. For example, an hour (40-45

1. It is necessary to determine how many lexical units a student can master (not necessary) in a lesson session (not with the support of a tutor at home). To do this, it is necessary to understand that speech activity cannot be different in the native language and in English. Speech activity is one and it develops according to its laws. It is closely related to the development of the individual, having its own form and content. Knowing how the student's speech activity is structured, the teacher will be able to adequately select exercises and tasks that serve to develop it, using speech as a tool that is not the goal of the types of activity, in accordance with the educational paradigm aimed at the person and the acquisition of competencies. Only then will the educational paradigm, focused on the acquisition of knowledge, qualifications, and skills, free its place in person-oriented education.

A teacher with knowledge from the psycholinguistic aspect of methodology (in the process of learning English, which takes place on the basis of experiences in mastering the native language) is able to develop not the types of speech activity, but the complex one.

As you know, teaching a foreign language is the organization of the process of the occurrence of speech in this language or its perception. The meaning of term "Speech " refers to the method of forming and expressing an idea, the practical application, and the realization of the language. Language, on the other hand, is a means of communication and interaxial, a system of gestures, a weapon, and means of expressing and dressing thoughts. Language is common to its users, that is, social speech is an individual-specific phenomenon. Language, in simple terms, is a system of units and their communication, speech is an oral and written text. Expression of thought is called the production of speech activity in psycholinguistics (re), which includes speaking and writing. The perception of expressed thought (speech and the product of writing) is receptive speech.

It is known from research that the development of speech in a foreign language is fundamentally different from the development of speech in the native language.



Speech in the native language (almost) is not developed without the participation of consciousness and purposefully. The child's speech and thinking develop in parallel. That is, the child uses the means of language with the aim of expressing the thought formed in his mind and thus begins to realize the being that surrounds him. In the process of understanding being, concepts are formed that are expressed by language. And in the process of developing speech in English, a completely different picture is embodied. When the English language is started to learn, the reader acquires to some extent the experience of the native language and speech, as well as the skills to carry out basic thinking operations in this language.

The acquisition of English units does not coordinate with the process of understanding the surrounding being. In this process, the reader develops not thinking, but the competencies of the adequate use of tools and methods specific to the language and culture other than the expression of thought. This in turn requires that the emphasis should be placed on the principle of mindfulness of teaching. That is, for the acquisition of communicative competence, the language material on phonetics, lexicon, and grammar is methodically prepared and presented. In order to consolidate the acquired knowledge of the language material and develop on its basis the skills and abilities of speech in English, special communicative exercises are performed.

The development of speech by Primary School students as a way of expressing ideas in English is carried out with great difficulty. Because the formation of thought occurs in the internal plan in the native language, while the expression is carried out in the external plan in English. If in the process of learning English, the reader constantly translates the native language code into the English language code, he will learn the language tools and not the way of expressing thoughts in English.

It is clear that the jargon of language acquisition lies in the generalization of conscious and involuntary actions, but the "launch" of the mechanisms that provide these actions is due to what conditions, and at what age language learning is introduced. In children of younger school age, the processes of speech and thinking in the native language are developing extremely quickly, in turn, mechanical memory is replaced by the memory of speech Logic, comparison, analogy, Analogy, Classification, and generalization. If during this period English is taught based on imitation and memorization it develops mechanical memory and the consequence is that it eventually causes speech development in the native language to stop. This in



turn leads to the fact that speech and thought Development, thought formation, and expression is also inhibited.

In the development of the student's English speech, an alternative way of expressing thoughts should be formed, which is comparable to the way of expressing thoughts in the English language, that is, in the native language. To do this, it is recommended to familiarize elementary school students with the methods of expressing thoughts in English by teaching speech samples. Because the rich repertoire of speech samples is important in the development of the pragmatic competence of students and in compensating for grammatical skills that have not yet been formed.

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