

Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th January, 2023

ISSN: 2835-396X

Website: econferenceseries.com

TEACHING ENGLISH AT PRIMARY SCHOOL LEVEL: IMPROVING ENGLISH LANGUAGE SKILLS

Gazieva Saida Turgunovna

Teacher of Chirchik State Pedagogical University

e-mail: saykagaziyeva@gmail.com

ABSTRACT

The purpose of this research paper is to identify the methodology for teaching English to primary school children as well as strategies for improving language skills. More than half of the world's population is clearly bilingual. As a result, the demand for language learning is increasing. The acceleration of globalization processes, the transition to free market relations, and the promotion of the use of high-tech manufacturing increase the demand for "linguistic capital," or specialists who have a perfect command of foreign languages (especially English). The experience of reducing the age of learning/teaching foreign languages is becoming popular in order to ensure quality and efficiency in foreign language education. This was caused by the widespread concept of "the younger the better / early is better". As a result, the authors attempt to thoroughly examine the methodology of teaching English language and methods of improving language skills. It can be concluded from the research findings that the results are currently unsatisfactory. The authors identify a research gap in the language learning process. Below, some suggestions and language learning strategies are given for further investigations.

Keywords: teaching English; language learning; primary school; language skills; bilingual; methodology.

INTRODUCTION

English language teaching methodology, (a) general (speech orientation, limited and integral teaching, exercises, taking language experience into account), (b) special (teaching English based on speech samples, language exercises and the connection of speech practice, the interdependence of types of speech activity, the advancement of oral speech, the approach to natural speech in a foreign language, the acceleration of the elementary stage), (d) special (teaching grammar, teaching vocabulary, teaching the principles of winter teaching and the use of speech writing in English language teaching) have been developed. In summarizing the pedagogical

Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th January, 2023

ISSN: 2835-396X

Website: econferenceseries.com

principles, we considered the communicative approach to teaching foreign languages in primary education. Implementation of a visual approach and multisensory learning (full stimulation of all speech analyzers). That is, a large number of exercises with the participation of analyzers of sight, hearing, and movement (speech movement and hand movement) to ensure thorough mastery of the educational material. Teaching in a holistic manner (lexical, grammar and pronunciation language material as a whole). The orientation of speech (perform lexical, grammatical and pronunciation exercises in order to acquire speech activity). Using voice samples to teach English. Considering native and bilingual pupils' linguistic experiences when learning a second language. The following is a socio-pedagogical and lingo didactic notion that may be applied to English language teaching: Education in the form of a social order of society and the state to study English, which is one of the general education courses. It is a method of identifying the material, structuring the teaching process, and predicting the accomplishment of certain outcomes. What is the purpose of English instruction in schools? is a concept-term used as a response to a query. Students are taught English in comprehensive schools for (1) practical purposes, (2) general educational purposes, (3) educational purposes, and (4) developmental goals. The last practical purpose of teaching English in the general school course is hearing and reading, that is, gaining knowledge through listening and reading in a foreign language. The intermediate practical goal is interpreted differently: listening comprehension and speaking are practical goals in class I; listening comprehension and speaking is a practical goal in classes II-IV, a means of repeating and strengthening language material learned in reading and writing oral speech. Speech activity in grades V-VI listening comprehension, speaking, and reading - an intermediate practical goal, writing - a practical tool; listening comprehension and reading are practical objectives in grades VII-IX, speaking and writing are tools. Any objective is understood to develop out of need. In the examination of needs, methodological literature distinguishes objective and subjective needs depending on educational situations. Objective needs: a) age-related psychological characteristics of English language learners, mother tongue, interests, English language learning abilities; b) levels of knowledge, skills, and abilities that must be acquired from English language speech activities; d) based on the state and society's demand, i.e. the social order, it is determined on the basis of information about the programmatic requirements for students' English language knowledge, skills, and abilities (Rambe, 2019). Students' subjective needs:



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th January, 2023

ISSN: 2835-396X

Website: econferenceseries.com

It is examined based on information regarding the sorts of speech activities (speaking, listening comprehension, reading, and writing) they are interested in learning. Analytic data on objective and subjective requirements are used to develop educational goals (Abdullaev, 2021). When determining educational objectives, students' communicative needs must be prioritized. In education, a goal is a general direction, a plan for completing a specific task (s). A goal is a deliberate outcome of teaching and learning English and the host culture. Educational goals are a social order - a task focused on the formation and upbringing of a well-rounded individual that defines the English language teaching system by determining the content of education and the outcome to be achieved in accordance with it. The goals of teaching English as the primary component of this system are determined by general education conditions as well as societal and individual demands. The goal, in turn, determines the content, principles of English language teaching, as well as the methods and technologies derived from the teacher and students' characteristics. To achieve the practical goal of teaching English, special topics and language material for the types of speech activity are chosen, and the majority of the study time is devoted to their study, that is, most of the exercises are performed in this type(s) of speech activity. Acquiring linguistic, sociolinguistic, and pragmatic competencies helps to achieve the practical goal. Competence (ability, quality) is defined as a collection of knowledge, skills, qualifications, and personal characteristics. Small concepts are included in competence (Shaturaev, 2021a). Competence in debating. In didactics and teaching methodology, intersubjective communication is now understood as a whole system based on the balance of content and methods of scientific knowledge. In English language education, the communicative-cumulative method is used. The main criterion for knowing the English language is interlocutors' understanding of each other, so mistakes that do not hinder mutual understanding can be temporarily overlooked. Based on inter linguistic theory, a person- and activity-oriented communicative approach to English language teaching allows students to engage in live communication as quickly and fearlessly as possible. Without being afraid of making mistakes, serious emphasis on educational content increases students' enthusiasm for using the studied foreign language. According to this approach, a) the student's psychological and age-related characteristics influence the process of learning English; b) the difference between the mother tongue, Russian, and English - inter lingual interference; d) educational tools; e) educational institution; and f) it is recommended to consider all factors,



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th January, 2023

ISSN: 2835-396X

Website: econferenceseries.com

such as the teacher's professional skills (Jackson, 2011). Question for investigation The quality of bilingual education in primary schools remains unsatisfactory. The big question is still about the answer. 1. What are the most effective methods of teaching English in Uzbekistan's primary schools? 2. To identify methods for improving language learning skills. Methodology of Study Data collection method and source. The approach is a fundamental component at the heart of the language teaching system, manifested as the general methodological basis of teaching and the existing educational content about the purpose, tasks of the (language) subject, and the possibility of implementing them in the educational process. Points of view are what distinguishes one person from another. Exercises that aid in the acquisition of linguistic competence, in turn, aid in the acquisition of knowledge about language material (phonetics, lexicon, grammar) and skills in the types of speech activities (listening comprehension, speaking, reading, and writing). Exercises to study classroom discourse and simple communication models in everyday situations, to acquire basic intercultural information about Uzbekistan and the countries where the language is studied, to strengthen the initial language skills, and to ensure the acquisition of pragmatic competences are statements in a foreign language that serve to teach to understand and use the overt and hidden goals of the given opinion (conveying any information or opinion, question, command, request, advice, promise, apology, congratulations, complaint).. (Different authors use this term with the words they want: structure, construction, model, typical sentence/sentence, lexical phrases, formulas, routines, prefabricated patterns, formulaic chunks, gambits, speech patterns, readymade sentences, prefabricated sentences, multiword lexical units, lexical collocations, fixed/semi-fixed expressions, institutionalized utterances. Drilling, or repetition and imitation (imitation) exercises aimed at acquiring language competences, is common in English language teaching practice. They help to eliminate the formal, semantic, and functional difficulties associated with language phenomena. One or two language forms (grammatical or phonological structures) are repeated several times under the guidance and supervision of the teacher in such exercises. It is possible to organize imitation games based on such exercises. Guessing games can also be used to improve communication. For example, what about a student? Is he dressed in blue jeans? Is this Nadir? No. He towers over Nadir. The communicative method is understood to be founded on the premise that the English language is learnt via the process of genuine meaningful and meaningful dialogue. When learners are exposed to live



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th January, 2023

ISSN: 2835-396X

Website: econferenceseries.com

communication and interaction, they employ natural language learning strategies, allowing them to use the language during the language learning process. During these exercises, students communicate with one another in order to complete the tasks assigned to them, such as tables. The desire to complete the task motivates the student to participate in live communication. Its presence generates a need, and a need generates motivation. New information is obtained while filling out the tables, and there is a need to share this information with others. Students use the tables after they have filled them with information to create sentences based on the sample. In the process of creating sentences based on the example, the student uses a new grammatical phenomenon in his own initiative speech and begins to understand its meaning independently. A technological map prepared on the subject, substitution table and class survey tables are attached. An innovative pedagogical technology has been developed for the use of exchangeable tables to facilitate easy and successful completion of exercises, questionnaire tables as a means of ensuring communication and interaction. The situations in which students of primary school age use language differ from the speech situations faced by adults. For example, if an elementary school student discusses with his family members the school supplies he lost, the grade he received in school, the type of assignment his teacher assigned him, and the completion of homework with his classmates, discuss family members, events that happened to them, new clothes purchased, food prepared, and cartoons watched. They ask each other for a pen, pencil, or eraser in class, someone complains about leaving his book at home, someone reports a student chewing gum in class, or they complain to each other (Mrs. John is cheating!). The communicative approach to foreign language learning and teaching in elementary school differs from the communicative approach to teaching English to teenagers and adults. Younger students enjoy pretending to be doctors or pilots. They enjoy acting as a firefighter or a doctor, despite the fact that they have never been in such a situation. As a result, dramatized, dialogue-oriented, plot-role games can be used to organize communicative activities in the first grades. On each topic, formative, developmental, and communicative game activities have been designed for students in I-II courses.

CONCLUSION

The idea of "Humanity" (person-oriented) has been embraced in Uzbekistan, and it states that in basic English education, the student is given the position of the core



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th January, 2023

ISSN: 2835-396X

Website: econferenceseries.com

topic of the educational process and intercultural communication (dialogue), and his interests and needs are emphasized. Speech activity in English is aimed at shaping the student's personality, i.e. mastering the cultural legacy established by the owner of the studied language. The process of listening and comprehending, speaking, reading, and writing increases the student's past social, cultural, linguistic, and emotional experience. There is a lack of textbooks that serve to enhance the current purpose, content, and technology of English language instruction in primary education, as well as generalize the conventional and foreign experiences gathered in the practice of teaching English to junior school pupils. As a result, enough efficiency in the process of educating pedagogues for this subject is not being accomplished. Following the brief summary, the authors recommend looking forward to possible study gaps in future investigations. The author certifies that the publishing of this paper does not include any conflicts of interest. The author certified that the article is plagiarism-free.

REFERENCES

1. Fayzievna, H. M. (2012). Ways Of Professional Training Of Children With The Limited Opportunities. Social and Natural Sciences Journal.
2. Habibov, N. (2012). Early childhood care and education attendance in Central Asia. Children and Youth Services Review.
3. Jackson, R. (2011). The origin of Camphill and the social pedagogic impulse. Educational Review. <https://doi.org/10.1080/00131911.2010.510906>
4. Melis, E., & Weber, M. (2003). Lessons for (Pedagogic) Usability of eLearning Systems. Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education.

