

TEACHING ENGLISH IN PRIMARY SCHOOLS**Aslamova Oysanam Sharif qizi**Student of the Faculty English 1 Samarkand State Institute of Foreign Languages Samarkand,
Uzbekistan**ABSTRACT**

The article is devoted to the features and methods of teaching English to primary school students. The authors highlight specific features to which the teacher's attention should be drawn and substantiate the importance of an individual approach to each student.

KEY WORDS: English language, education, primary school, language learning, teaching process.

In the modern world, English is no longer an individual desire of each individual person for self-improvement, but an everyday necessity, determined by the needs of social life in society. Knowledge of English makes a job applicant more competitive and attractive compared to other candidates. The ability to communicate not only in your own language allows you to travel comfortably, English is one of the most effective communication tools, borrowing from it has enriched almost all languages of the world.

Teaching foreign languages should be carried out in Uzbekistan society from the earliest years. Only in this case, Uzbekistan will be able to compete with the most developed countries of the world in terms of the level of education. It has long been proven that the later a child begins to learn English, the more difficult the learning process is, although this argument must be considered in terms of the individual abilities of each child [1, p. 55]. The result of any language education should be a formed linguistic personality, and the result of education in the field of foreign languages should be a secondary linguistic personality as an indicator of a person's ability to fully participate in intercultural communication [3].

Within the framework of this article, it is proposed to consider the features and specific features that should be taken into account when teaching a foreign language to elementary school students. B. Aziziov drew attention to the need to pay increased attention to human development from the very beginning of the learning process, who pointed out that along with the elimination of queues in kindergartens and ensuring social equality in education, it is necessary to significantly update the programs and methods of work in schools [7]. The junior school age of a person, when he is studying in primary school, is determined by the most important circumstance in the life of a child - his admission to school. At this time, there is an intensive development of the child's body (central and autonomic nervous systems, the activity of internal organs, etc.). In addition to the biological, there is an active mental development of the student's personality and the knowledge laid down by the teacher at this stage of development is the key to the effective perception of the educational and teaching process by the student in the future. In this regard, it is necessary to highlight the importance of the individual approach of the teacher to the class. In addition to going through all the stages of the established training program, the task of the teacher is to identify the characteristics of each student's perception of the material being taught, identify the reasons for the failure of a number of students and develop interest in learning English, which can be achieved, for example, by building a system of communication with students in a foreign language by using the question-and-answer system.

However, to achieve these goals, a special pedagogical system is required, the construction of which should be based on the principles of differentiation and integration, personality-oriented orientation, developmental and activity-based nature of education [6, p. 40-46]. A foreign language as an academic discipline is very different from other subjects of the school curriculum, and thus, obviously, students have some difficulties

in studying this subject [5]. The most significant features of teaching English to primary school students, the authors highlight the following:

- during the period of study in primary school, students have not yet formed abstract thinking. Children's attention is attracted by the objects and processes around them. In this connection, the specific topic of the lesson should be accompanied by visual accompaniment;

- a foreign language is not a "native" language, the study of which is carried out throughout the entire period of a person's life, starting from childhood, which in turn requires the teacher to place special emphasis on memorizing the material taught as part of school lessons;

- the task of the teacher at the initial stage of introducing students to the English language does not aim to give extensive knowledge in this area. At this stage, it is more important to acquaint schoolchildren with the English alphabet, teach them to establish sound-letter correspondences, master the means of expressive reading (intonation, pausing and logical stress, understand and comprehend the main facts of the text, corresponding to the age characteristics and interests of students, etc.

- due to the specifics of human memory, it is common for her to memorize little things in detail at an early age. In this connection, English lessons should be accompanied by something special and memorable, associated with some significant events in the life of the class;

- younger students cannot concentrate their attention for a long time and fully throughout the lesson, therefore, the teacher must focus on the most important points of the topic being covered. It will not be superfluous to repeat the most significant moments of the lesson at the end of the lesson.

The teacher working with the younger grades must first of all create a favorable atmosphere during the lesson. This can be achieved by encouraging students to actively participate in the lesson, while it must be taken into account that it is necessary to "play along" with students who are initially inactive in the classroom. One of the significant shortcomings of today's teaching children a foreign language is the lack of attention to learning games. As O.M. Shiyani, the game is mistakenly considered an episodic technique, and not the basis of all speech learning, as required by the science that is developing today - acmeolinguistics [8]. The final learning outcomes should be achieved not only by the victory of one or another student, but to a greater extent by the very procedure of the game, within which the effective process of assimilation of the taught knowledge is carried out. In this regard, it is advisable to create language classrooms in schools equipped with methodological materials, layouts, drawings, which makes working with children much more interesting and efficient.

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