

Modern and Traditional Methods of Teaching Foreign Languages in Primary School

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Abstract: This article covers the great importance attached to modern methods of teaching foreign languages in the process of preschool education in the Republic of Uzbekistan, as well as modern teaching methods necessary for their organization.

Keywords: foreign language in preschool education, Finnish teaching system, sign and picture method, sound recognition and adaptation method, method of organizing with the natural world, method of adapting its activities to students.

Today, foreign language skills are becoming an integral part of professional education. This does not exclude the process of pre-school education. The importance of teaching foreign languages to young people has increased significantly. "Either we are preparing for life or for exams," said Natalya Kireeva, a theologian and candidate of historical sciences. We will choose the first one " he pointed out. He recently spoke about the local education system and principles, and shared his thoughts on why Finnish education is considered one of the best in the world. Nowadays, the focus on pre-school education means the social, economic and spiritual development of the state [Interesting facts about the Finnish education system]. I would also like to point out that we ask preschool professionals to share their favorite teaching strategies in early childhood education to help them succeed. This list of teaching strategies for the preschool class provides excellent transition opportunities for development and learning as a teacher.

1. How to work with symbols and pictures. One way to promote daily vocabulary, says Dr. Elaine Fogel Schneider, director of Touchtime International, is to "verbally label common brands and brands for kids." He explains that translating from picture to word helps to develop language. That is, it helps children learn new languages quickly and easily.
2. A method of voice recognition and adaptation. This event will require a few large letters cut out of cardboard and a few small but small ones that start with these letters. For example, if your letters are M and K and you have a cat and an elephant. Start by telling the child the sound a cat makes. Then, encourage the child to find something that starts with the same sound and stick it to the letter. Decorated letters can be kept in the classroom or brought home to be shared with parents. Schneider said the class is a favorite of students because it gives them practical help in learning their knowledge. It also gives rise to a "royal masterpiece".
3. How to study the natural world. Children are very interested in learning in nature. Usually, a backyard garden can be a great way to inform them about the natural world. This method of growing a plant from seed to maturity not only informs children about their growth, but also helps them to quickly and easily learn foreign words. This method relieves stress and also helps to improve fine motor skills.

4. How to adapt their activities to students. It can be easy to return to a teacher's guide or regular lessons that you have memorized in kindergarten. However, for some children, this can be a problem.

Gretzinger says children need to be more sensitive than children in non-traditional home settings. Think twice before asking students to draw pictures of their families - think about how an adopted child or a child separated from their parents might feel and how other children would react. Engaging in inclusive activities can take a little longer, especially at the beginning of the year, when you may not know all of your students, but the child's sense of embarrassment is known when you keep the mess. In doing so, the educator must continue to be creative.

Preschool education is the first stage of education and upbringing of our youth. A proper preschool program should help our children grow and learn in a way that is unique to their minds. But children, unlike adults, do not think about the future. The English lesson should be in the sense of "here and now". Children learn a foreign language more easily by understanding stories or winning games. If they wish, they can consolidate their knowledge through the months in which they participate. On the one hand, language-based content should be relevant to children's lives, their diaries, on the other hand, activities or tasks that encourage children to communicate should be interesting and important. Students perceive themselves as part of the lesson during the lesson, and behave like the protagonist during the lesson. In the elementary grades, it is usually very effective and successful when foreign languages are organized in a way that uses organic life situations and moon-based movement techniques. If a foreign language is taught through playful situations, all children will participate wholeheartedly, because in this way they feel that they are a child of that situation. Students "live" together in a foreign language, primarily in small classrooms. Therefore, if it is possible to communicate in the classroom, it should be in a foreign language. Children can not only understand the definitions, but also express their little needs through a foreign language. In this regard, it is also helpful to invite English-speaking people (whose mother tongue is English) to join the class. According to the constructive approach, children should learn the meaning of words and rules in as many languages as possible. It also helps them develop their basic thinking skills. Like all students, children have different learning styles. Education for children takes into account all teaching methods. Tactical and kinesthetic organ types require special attention from the student.

In primary schools, students have a wider range of talents, skills, knowledge and interests. Organizing a foreign language also depends on the ability of the organizer to understand it well. During the learning of a foreign language, each child is required to be encouraged to act. They need to develop acoustic, kinesthetic, rhythmic and visual differentiation. Kids get organized quickly, but quickly forget. Therefore, repeating the speech several times can help children remember it through a month or handouts on the subject. Courses are spiral and regular repetitions are an integral part. Successful teaching of foreign languages requires comprehensive methods. Quantity and quality of communication are the main reasons for faster organization of language. During the lesson, students' attention should be focused on the content and importance of the language. Students should focus primarily on the content of the language. Successful learning of foreign languages also depends on the skill of the instructor. Students should be given tasks so that they can apply their knowledge in the classroom. Interpersonal communication skills are important in the development of language skills. Social attitudes, especially when students are able to put the meaning of language into practice, allow them to use language effectively. One of the main conditions for successful teaching is the ability of the teacher to have meaning and negotiation for this process. Foreign language teaching should, first and foremost, encourage the organization of everyday knowledge, real knowledge and skills in a foreign language, but the development of

specific knowledge should not be neglected. If we focus on the methodological and didactic approaches used in foreign language teaching, we need to emphasize the following: The course process should include not only communicative, but also competencies that will allow you to apply the acquired knowledge in the future. Many children are obsessed with organizing foreign languages. Their curiosity is, of course, related to the organization of the learning process and the ability of children to achieve a certain level of success in this learning process. It is wrong to believe that this interest will remain the same for years to come, so educators need to take care of this, that is, ensure that the organizers are happy and involved in the lesson. The content and purpose of the lesson will be understandable and memorable for the organizers only if both the topics being organized and the questions are important, interesting and relevant for the organizers. Foreign language organizers come into conflict with another language, culture, in foreign language teaching. For this reason, it is recommended to use reliable materials in the lessons, texts and literature that can convey the same culture.

Foreign language education in primary schools in Uzbekistan is based on the National State Standard and Core Curriculum for Foreign Languages of the Republic of Uzbekistan approved by Cabinet Ministers and on Core Syllabus of Foreign Languages for Basic Education (grades 1-9) prepared by the Republican Center for Education under the Ministry of Public Education in 2013. The Core Curriculum and Syllabus are normative guidelines for teaching and educational work and it provides the goals, practical, general educational and developmental objectives and main content of the foreign language subjects. The primary foreign language studies form the ground for future lifelong language learning – formal and informal. The philosophy underlying the Uzbek educational system is to equip younger generation with the competencies required for their future lives and jobs and to encourage life-long learning. The concept of language teaching is based on the communicative-cumulative method and child-centered approach. According to the recent reformations, the overall goal of foreign language teaching and learning is to prepare a culturally aware and cognitive language user. Practical objective of foreign language teaching is to facilitate mastering the language proficiency at A1 level. Level A1 is divided further into more specified levels A1/1 for grade 1, A1/2 for grade2, A1/3 for grades 3-4. Primary MFL (modern foreign language) is not only an investment for the future but it also reflects our values as modern citizens and our conception of what it means to be educated. The goals of primary MFL are to prepare specialists capable in the target languages, and on the base of this to provide them with the opportunities to enjoy the boons of modern world civilization and to access the intellectual wealth (Core Syllabus for general educational schools (for 1-9 grades)). In the Core Curriculum the aims and evaluation criteria concerning language teaching are based on the Common European Framework of Reference for Languages (CEFR). These pan-European recommendations have been modified to suit the context in Uzbekistan. In the core curriculum the aim of enabling learners to communicate and express themselves in a foreign language is expressed in terms of four areas of proficiency known as the four major skills: listening, speaking, reading, and writing.

According to the Core Curriculum for grade 1 listening comprehension and speaking skills are emphasized whereas writing is not introduced. A further aim is to encourage the pupils to use the language in a functional and creative way (plays, games, nursery rhymes, songs etc.). Emphasis is not only placed on language use, but also on creating a basis for language study skills and taking an interest in foreign language learning. The core contents are related to the pupils' interests and everyday life such as home and school. In addition, pupils are introduced to the target language's culture. In grades 3 – 4, the objectives and core contents for foreign language education are more specified than in grades 1 – 2. The objectives include language proficiency, cultural skills and learning strategies. The general objective of foreign language instruction is that pupils learn to communicate in the target language in simple speaking situations. Writing is increased gradually

and emphasis is put on everyday life needs such as short messages. A further objective is that the pupils - besides getting to know the culture of the target language - realize that there are differences in cultures and languages and despite these they are equal in value. Another objective of the instruction is that pupils develop good language study habits such as recognizing their own strengths and weaknesses as a language learner.

In many societies, teaching children is seen as an extension of mothering rather than as an intellectual enterprise. Teachers at primary level are then often given less training, lower status, and lower pay, than their colleagues in the same educational system who teach teenagers or adults (L.Cameron; 2005. P.XII). In Uzbekistan primary classroom teachers are privileged. Because teaching children is considered a difficult and time consuming job and it takes a very special person who understands how children make sense of the world and how they learn, plus a knowledge of the language, of language teaching, and of language learning. Persons specializing in the teaching of two foreign languages have been the norm in secondary education for decades. At a time when Uzbekistan was lowering the age of initial foreign language learning, it faced an acute shortage of adequately trained teachers for primary education. The country thus started training specialists for this level, in addition to their language specialization, were experts in the teaching methodology for the corresponding age-group.

People need to learn a second language because of globalization. For the last 20 years connections have been becoming inevitable among nations, states, organizations and countries which create a huge need for knowing another language or more multilingualism. People need to use international languages in areas such as trade, tourism, international relations between governments, technology, science and media. Therefore, many countries such as Japan, and China frame education policies to teach at least one foreign language at primary and secondary school level. Language education may take place as a general school subject or in a specialized school. There are many methods of teaching languages. Some have fallen into relative obscurity and others are widely used: still others have a small following but offer useful insights. A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, or combinations of these. The choice of an appropriate teaching method depends largely on the information or skill that is being taught, it may also be influenced by the aptitude and enthusiasm of the students. For effective teaching to take place, a good method must be adopted by a teacher. A teacher has many options when choosing a style by which to teach. The teacher may write lesson plans of their own, borrow plans from other teachers, search online or within books for lesson plans. When deciding what teaching method to use a teacher needs to consider students' background knowledge, environment, and learning goals. Teachers are aware that students learn in different ways, but almost all children will respond well to praise. Students have different ways of absorbing information and demonstrating their knowledge. Teachers often use techniques which cater to multiple learning styles to help students retain information and strengthen understanding. A variety of strategies and methods are used to ensure that all students have equal opportunities to learn.

The effectiveness of teaching method varies from person to person and also from activity to activity. Teaching by making students do, read, listen all have the transfer of information as their goal, but the information is transferred in very different ways in each case. Each has its benefits. In my own opinion, teaching by letting students do is the method that works best for me. Teaching by making students do works because it gives a learner first-hand experience. Other methods are more passive; you are either listening to a conversation or trying to pay attention to words on a page. However, teaching by making students do means actually participating in the activity. Can you imagine teaching how to play a musical instrument from a book? As the saying goes, practice

makes perfect. Frankly, I can't think of a way that better ensures one has truly learned than by seeing and doing. In contrast, reading makes learning less easy to visualize. Not only has that, learning by reading often required extra research, such as looking up unfamiliar words. Also, you might not be a good reader, or you might be teaching in a second language. If so, you might find it hard to concentrate or become frustrated by the slow pace. So while reading is fun and useful for many people, for others it may not be the best way.

Teaching by listening can be enjoyable. Lively debate is interesting, and interesting things are usually easier to learn about. Plus, unlike reading, you can ask questions to check whether students understand or not what you mean. However, as with reading, it is all too easy to become a passive listener and not truly learn anything. If students get bored they might even fall asleep while they are listening. When students are actively participating in something, they are more likely to stay alert. Having students work in groups is another way a teacher can direct a lesson. Collaborating allows students to talk with each other and listen to all points of view in the discussion. It helps students to think in a less personally based way. When this lesson plan is carried out the teacher may be trying to assess the lesson by looking at the students' ability to work as team, leadership skills, or presentation abilities. It is one of the direct instructional methods. A different kind of group work is the discussion. Collaborating is great in that it allows to actively participating in the learning process. These students who learn best this way by being able to relate to the lesson in that they are physically taking part of it in some way. Group projects and discussions are a great way to welcome this type of learning. Learning by teaching (German: LDL) is a widespread method in German), developing by Jean-Pol Martin. The students take the teacher's role and teach their pairs. This method is very effective when done correctly. Having students teach sections of the class as a group or as individuals is a great way to get the students to really study out the topic and understand it so as to teach it to their pairs. By having them participate in the teaching process it also builds self-confidence, self-efficacy, and strengthens students speaking and communication skills. Students will not only learn their given topic, but also they will gain experience that could be very valuable for life.

A lesson plan may be carried out in several ways: questioning, explaining, modeling, collaborating, and demonstrating. Explaining, this form is similar to lecturing. Lecturing is teaching by giving a discourse on a specific subject that is open to the public, usually given in the classroom. This can also be associated with modeling. Modeling is used as a visual aid to learning. Students can visualize an object or problem, then use reasoning and hypothesizing to determine an answer. In your lecture you have the opportunity to tackle two types of learning. Not only can explaining (lecture) help the auditory learner through the speech of the teacher, but if the teacher is to include visuals in the form of overheads or slide shows, his/her lecture can have duality. Although a student might only profit substantially from one form of teaching, all students profit some from the different types of learning. Demonstrations are done to provide an opportunity to learn new exploration and visual learning tasks from a different perspective. A teacher may use experimentations to demonstrate ideas in a science class. A demonstration may be used in the circumstances of proving conclusively a fact, as by reasoning or showing evidence. The uses of storytelling and examples have long since become standard practice in the realm of textual explanation. But while a more narrative style of information presentation is clearly a preferred practice in writing, judging by its prolificacy, this practice sometimes becomes one of the more ignored aspects of lecture. Lectures, especially in a collegiate environment, often become a setting more geared towards factorial presentation than a setting for narrative or cognitive learning. The use of examples and storytelling likely allows for better understanding but also greater individual ability to relate to the information presented. Furthermore, storytelling in information presentation may also reinforce memory retention because it provides connections between factorial

presentation and real-world examples, personable experience, thus, putting things into a clearer perspective and allowing for increased neural representation in the brain. Visuals that are bright in color offer a way to students to put into perspective the numbers or stats that are being used. If the student cannot only hear but see what's being taught, it is more likely they will believe and fully grasp what is being taught. It allows another way for the student to relate to the material.

Code switching, that is changing between languages at some point in a sentence or utterance, is a commonly used communication strategy among language learners and bilinguals. While traditional methods of formal instruction often discourage code switching, students, especially those placed in a language immersion situation, often use. If viewed as a learning strategy wherein the student uses the target language as much as possible but reverts to their native language for any element of an utterance that they are unable to produce in the target language. Then it has the advantages that it encourages fluency development and motivation and a sense of accomplishment by enabling the student to discuss topics of interest to him or her early in the learning process - before requisite vocabulary has been memorized. It is particularly effective for students whose native language is English, due to the high probability of a simple English word or short phrase being understood by the conversational partner. Blended learning combines face-to-face teaching with distance education, frequently electronic, either computer-based or web-based. It has been a major growth point in the ELT (English Language Teaching) industry over the last ten years.

Some people, though, use the phrase "Blended learning" to refer to learning taking place while the focus is on other activities. For example, playing a card game that requires calling for cards may allow blended learning of numbers (1-10). When talking about language skills, the four basic ones are: listening, speaking, reading, and writing. However, other, more socially-based skills have been identified more recently such as summarizing, describing, narrating etc. In addition, more general learning skills such as study skills and learning how one learns have been applied to language classrooms. In the 1970s and 1980s the four basic learning skills were generally taught in isolation in a very rigid order, such as listening before speaking. However, since then, it has been recognized that we generally use more than one skill at a time, leading to more integrated exercises. Speaking is a skill that often is underrepresented in the traditional classroom. This could be due to the fact that it is considered a less- academic skill than writing, is transient and improvised (this harder to assess and teach through role imitation). More recent textbooks stress the importance of students working with other students in pairs and groups, sometimes the entire class. Pair and group work give opportunities for more students to participate more actively. However, supervision of pairs and groups is important to make sure everyone participates as equally as possible. Such activities also provide opportunities for peer teaching where weaker learners can find support from stronger classmates. Bilingual education has become a trend. No matter we like it or not future educational undertakings will become more international, and exchanges between schools throughout the world will increase. Given this, speaking a common language is important and. To this purpose, bilingual teaching is an inevitable way. In a short, giving an effective lesson teacher must be sure to include all skills: listening, reading, writing, speaking and grammar in his/her lesson when he/she chooses teaching method. Consequently, it gives its result.

There are two main reasons behind the introduction of foreign languages in primary classrooms. The first is the belief that 'the younger the better', the idea that young children are intrinsically better language learners, and will therefore become more proficient more quickly. The second is that in an increasingly globalized world, intercultural competence is essential, and that it is important to awaken children's interests in other people and cultures at a time when they are open and receptive. More recent arguments are based on the cognitive advantages that learning a foreign language brings (such as enhanced problem solving, attentional control or ability to switch tasks,

and on the claim that it helps with literacy in English but these arguments have not yet filtered into public discourse. However, the government policy which made learning a foreign language compulsory in English primary schools from Key Stage 2 was almost exclusively linked to the first of these motives. But what is the research evidence? In the first part, I will briefly review how young children learn by comparison with teenagers and adults, and what expectations can reasonably be entertained given this evidence. I will then draw some of the implications of this evidence for policy.

All research investigating whether earlier is better in instructed contexts points in the same direction:

- Young children are very enthusiastic and love learning foreign languages. They find it fun and they enjoy discovering new worlds and new ways of saying things.
- Young children are slower at learning languages than adolescent learners, in all aspects of language. To my knowledge, only one study by Jenifer Larson-Hall found a small advantage for an early start, but in that study, the children had six to eight hours of instruction per week for 44 weeks a year over six years, making the context of learning very different from the one or two weekly hours in other studies.

Probably the most ambitious piece of research investigating the role of age in early foreign language learning in the classroom is the Barcelona Age Factor (BAF) project. Carmen Muñoz and her team capitalized on the fact that the government changed the age at which English was introduced in the classroom in rapid succession, creating a natural experiment whereby they were able to compare second language learners having started at ages 8, 11, 14 and over 18. Muñoz was able to follow a large number of learners over a long period of time (learners were tested after 200, 416 and 726 hours of instruction). The team then compared their learning on a wide range of measures testing all 4 macroskills: speaking, listening, writing and reading. They found that with the same amount of instruction, late starters were consistently faster and more efficient learners on all measures. Most of the research to date has focussed on the learning of English as a foreign language, in countries where there is much pressure for children to learn English in order to become successful global citizens. But what happens in England, where children grow up speaking the international language, and where the cultural context as well as inconsistent commitment from successive governments makes the learning of foreign languages anything but central to the educational agenda? In a recent study we compared how children aged 5, 7 and 11 learn French in the classroom in England. All children were complete beginners at the start of the project and received two hours a week of similar instruction from the same teacher over 19 weeks. This study found that the older children learned faster, as they were better able to use a range of cognitive strategies to aid their learning, and they also used their more advanced literacy skills to support their foreign language learning. The younger children, however, were the most enthusiastic, as reported by many studies

The belief underlying the introduction of foreign languages in primary schools is that teaching foreign languages early to young children, when they are most receptive, could close the gap which currently exists between our young people and their European counterparts in terms of foreign language capability, making them more competitive on the global market. After all, we just pick up our mother tongue effortlessly as young children, so the logic is that if we teach children early enough, the same will happen with foreign languages. This view was stated, for example, by Prime Minister Tony Blair in 1999: ‘Everyone knows that with languages, the earlier you start, the easier they are’. This popular view has its theoretical foundations in the so-called ‘Critical Period Hypothesis’, which claims that children are born with an innate language faculty which atrophies

with age, and that it is therefore important to tap into these innate mechanisms before the critical age when they disappear.

But what is the research evidence? It is important to distinguish between children immersed in the new language they are learning, for example as immigrants in a new country, and children exposed to a foreign language in the classroom, a few hours a week at best, and usually less than an hour per week in the vast majority of English primary schools. In the case of immigrant children, there is much research evidence that young children are actually slower than older learners at the beginning of the learning process. Many studies have shown that adolescents and young adults are faster learners on all measures of language proficiency. Young children, however, eventually catch up with older learners and typically become indistinguishable from native speakers, which is usually not the case for adults. So, in the case of immigrant children, earlier does seem better, but only in the long run, and only where children are given plenty of time and opportunity to make the most of the abundant language input they are exposed to. This advantage has often been linked to the Critical Period Hypothesis mentioned above.

Primary school teachers are usually excellent motivators; they enthuse children about learning new topics, and all the evidence shows that children learning foreign languages in primary schools share this enthusiasm. It is only once children realise that proficiency targets need to be met that their motivation wanes. Focussing less one-sidedly on a goal of linguistic proficiency would help mitigate some of the problems outlined above. Visits to and from foreign countries; internet exchanges with foreign schools, projects about some aspect of the foreign country/people, possibly linked with some other aspect of the curriculum, reflections on positive reasons for learning languages, and on the strategies which will help learners progress, would help foster an enduring enthusiasm for language in its cultural and social context, and thus support gradual linguistic progress. This agenda needs to be much more central and consistent in our curriculum. The choice of language(s) to be taught in primary schools also merits discussion. The most commonly taught language is French, in over three quarters of schools, but other languages may have greater resonance with the experience of school children. Spanish might be a stronger motivator for children, as many have been to Spain on holiday, and its orthography and pronunciation are more transparent. And in contexts where there are many children with English as an additional language, it might be more appropriate to teach one of the languages of the community. One option could be for all children to start a new language at secondary school from scratch, avoiding the transition problems we mentioned above and which are so demotivating for children. A one size fits all model might not be the most appropriate.

In Taiwan they have been implementing English language curriculum but are still failing to have their kids speak fluent English (Tsou, 2011). In this study the researcher Tsou (2011) incorporated the Reading Theater curriculum. This program is an activity where readers take turns acting out and reading lines from a script on the target language. It is like the students are doing a play but they are actually learning a second language. This curriculum is also used when children are just learning how to read. It is a fun way to incorporate reading into the curriculum without the students losing interest in what they are doing. The results revealed that Reading Theater increased reading accuracy, reading fluency and writing in both languages (Tsou, 2011). This is yet another indication that literacy could be affected by age, input frequency, culture and implementation process. Students with dual language abilities, are able to recognize more cognitive words which also allows them to transition and make connections with these cognitive words. Researchers found that phonological awareness derives from their ability to recognize cognitive words and transition between them. (Comeau, Crmier, Grandmaison & Lacroix, 1999) In their study, Comeau, (1999) found that these dual language abilities were beneficial to their reading and comprehension skills.

Their findings identify these advantages were true with English-French students and English-Spanish students. Students are able to make these connections and identifications because the origin and connectedness between the languages.

In primary schools, children typically spend the whole day with one class teacher who covers the whole curriculum. This is ideal for foreign language learning as teachers can exploit many opportunities to integrate foreign language into everyday classroom routines (such as calling the register), and into other lessons (such as counting in the foreign language during PE lessons or designing a replacement for the Eiffel Tower in Design & Technology). A class teacher who teaches everything, including the foreign language, helps reinforce the hidden message that ‘everyone can do it.’ Primary school might seem a bit early to start thinking about what career a child might have as an adult. However, as the world becomes more global, businesses and public organizations will need more people who can communicate in other languages, and are aware of different cultures. The whole purpose of learning a foreign language becomes obvious when you have a chance to use it. It is so satisfying to be able to go into a baker’s shop in France, ask for a croissant, and actually be understood. But, it’s not always necessary to go abroad to have real experiences of communicating in a foreign language. Schools can invite native speakers into the classroom or establish pen pal links with schools abroad.

Learning a new language cannot be a passive experience; get your students involved utilizing games and role-playing. Grammar exercises can be turned into participatory games that encourage students to think on their feet. Role-playing is essential for recreating real-world scenarios in which students would use their language skills. If your students are a bit younger, using rewards can help foster participation and engagement. To effectively learn a new language, students need to be as engaged as possible even when outside of the classroom. Give your students the tools to practice beyond textbook homework by assigning exercises that require interacting with real people. For example, if you’re teaching Italian, encourage your students to visit the local Italian restaurant or cafe to order something in Italian. The idea is to expose your students to how language is used in the real world, while giving them examples of practical application.

It’s not enough to simply teach speaking; students must understand the meaning behind the language. Unveiling the culture from which the target language originates is essential in helping the student appreciate the true depth of the words being taught. But culture should not encompass only traditional history but also that of the modern. Use the news to demonstrate the important issues of the day in the target language’s country. Political updates are also invaluable, as it provides a connection between the target language’s country and the students’ home country. The problem most language students have after learning in the classroom is the inability to communicate effectively in the country of the language. We each know at least one person who studied many years of a language in high school, only to find him or herself incapable of ordering a coffee when it comes down to it. Often, this is because the student isn’t taught to think and speak in a real-world environment. In the classroom, words are often enunciated, sentences are complete, and the pacing of speech is often slower. Get your students ready for the real world by using television, film, and radio broadcasts. While novice’s will not come close to understanding what’s being said on such mediums, they’ll at least get a hint of how the language flows, how gestures are used, and how quickly native speakers converse.

One of the most important and positive changes in modern primary education is the decision of the First President of the Republic of Uzbekistan dated December 10, 2012 "On measures to further improve the system of learning foreign languages." "Resolution PQ-1875. Based on this decision, the study of foreign languages, mainly English, in the form of game-based lessons and oral lessons from the 1st grade of general secondary schools, and from the 2nd grade, the alphabet, reading and

grammar training begins in stages. According to the resolution, under the leadership of the Coordinating Council, which is constantly working to further develop the study of foreign languages, began to carry out unprecedented work in all areas of education. For example, starting from the 2013-2014 academic year, continuous teaching of foreign languages in the form of games and oral lessons has been introduced in the first grades of secondary schools. Textbooks and teaching aids for these classes have also been created. It is noteworthy that the activities in the complexes designed for first-graders are proportional to the age of the little ones. The children began their first acquaintance with a foreign language by learning the culture of greeting, colors, and everyday words in the form of dialogue. Undoubtedly, equipping foreign language classrooms in our country's educational institutions with modern information and communication technologies and advanced teaching aids, broadcasting programs and broadcasts on TV and radio to teach children and teenagers foreign languages, the history of other countries and Regular screening of popular foreign feature films and cartoons with Uzbek subtitles on culture, world science and technology has allowed our youth to get acquainted with the past, culture and science of the peoples of the world.

In teaching foreign languages to students in primary school, especially in the first grade, it is necessary to take into account the age, physiological, psychological characteristics of the student. As noted in the resolution, the implementation of foreign language teaching in the form of play-style lessons and oral speech lessons in the first grades is indeed appropriate for younger students. The use of game technology in education is one of the most effective tools. During the game, their thinking, worldview, thinking expands. Scholars have argued that a play-based approach to education facilitates the learning process. Not only does it make it easier, but it also increases the child's interest in science and encourages the child to gain in-depth knowledge. Play-style lessons help children develop oral speech. First graders love a variety of pictures or videos. Through different colored pictures, games should be used regularly to enhance their speech. For example, what is this? Who is this? Who knows a lot of words? ” games such as During the game, children should be encouraged to remember words and pronounce them correctly. As children's vocabulary increases, other types of games, as well as the organization of various competitions, are also important. Games can be used by children to complete exercises on topics such as Fruit Names, Professions, and Home Appliances. Then, when they are displayed in accordance with the colorful images on the computer, students' speech develops and their range of attitudes to the environment expands. During the presentation of a new topic, words and pictures will appear on the screen. Students will be able to listen to words and pronounce them. The principle of individualization of education should be taken into account when presenting the topic on a computer. Some students have difficulty perceiving a graphic word and some a sound image. The computer helps students to identify and overcome difficulties in learning English by overcoming this or that difficulty through exercises.

Teaching aids in teaching and learning English in primary schools important. There are various teaching aids for teaching English. English language teacher uses them to teach students materials, explains, and develops skills, competencies. If they don't, we do We provide students with a full range of practical knowledge of English hardens, slows down. The use of different exhibits is quick to understand, conscious helps to master and better remember. Through a magnetic board the teacher shows the students different pictures, words, and cards can be organized. Our use of slides and picture exhibitions will further enhance the effectiveness of the lesson is increasing. These methods enrich the children's vocabulary by separating the necessary words from the teacher's speech help them to get it, as well as to use the words they have learned in their speech will give. The child learns every word he hears and sees from others as a result, these words become the product of a child's vocabulary. Learning Objective, related to content and actions through which

students are known acquire knowledge, skills and competencies, reading teacher activism develops as a result, acquires character, it takes various forms (labor, public activities, reading, games, etc.) relies on knowledge and creates a change in an individual's behavior in an individual experience brings. Teaching a foreign language to primary school is very difficult. That's it as evidence, the leadership role of the teacher in the educational process to maintain the student's independent thinking and actions in an attempt to teach The didactic contradiction inherent between education is in fact didactic aspiration is the source. The purpose of education, the content, the personality of the teacher, the first to the students the nature of the knowledge, how well he knew the words he learned in English, and so on and other considerable factors.

In general, the main goal of learning English is to to raise the quality to a higher level. According to the teacher's activity what innovation should emerge? First of all, it simply describes the material and provide students with ready-made conclusions and generalizations rather than giving their attention to the object of study find a problem or, if possible, place the students themselves in the facility encourages independent thinking of the problem, creating a problematic situation mobilizing their attention, activating thinking, indifference to education to overcome, to observe lessons carefully, to imagine, to remember should teach. That's all there is to learning English provides modern content.

To conclude, the introduction of foreign languages in primary has great potential, but its goals need to be clearly articulated and realistic, taking account of what research has shown about how young children learn and of the context in which schools and teachers have to operate. Foreign language teaching needs to be embedded within the children's overall education from the early years to the end of schooling, to avoid the highly demotivating transition issues. In their comprehensive survey of the state of language learning in English schools, Tinsley and Board conclude 'The vast majority of teachers responding to this year's Languages Trends survey are very clear that there are many benefits of teaching languages to pupils at Key Stage 2, especially widening pupils' cultural understanding and confidence, improving their literacy and preparing them for a world of work.' This needs to become central in the articulation of the primary foreign language policy.

In conclusion, the role of pre-school education is important in the development of our children. We need to provide them with modern technologies and a modern education system. Preschool education is also important for the development of the roots of every person in society, that is, for them to grow up in the future as a child worthy of the motherland, a strong person. We need to pay more attention to the education of our children, create modern conditions, support their organizations through new methods. Organizing foreign languages is also important for children to open the door to new opportunities in the future, to grow into skilled workers, to develop as a person who will benefit the whole society. That is why educating our children from an early age, encouraging them to study, not neglecting every child in our society, dealing with children with disabilities, attracting their attention with various fun games, regularly encouraging them to learn foreign languages will be the first step for their future education.

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