

**METHODOLOGY OF TEACHING ENGLISH IN PRIMARY
SCHOOL**

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ABSTRACT: *This article discusses in detail how to teach English to primary school students, as well as the problems, difficulties and ways to overcome them in the process. In addition, article illustrates the methodology of foreign language teaching, the history of its development as a science, the types of modern methods used in foreign language teaching methods and their use in primary classes. At the same time, article provides detailed information on the methods of new technologies in accordance with the rules of oral and written use of modern methods used in foreign language teaching.*

Keywords: *English, primary, difficulty, age, level, activities, lesson plan, communication tools, interactive methods, motivation*

INTRODUCTION

In today's fast-paced world, not knowing a language is a very important issue. Therefore, the whole world community is developing different methods and projects for learning and teaching English with different views on this issue. Of course, in our country, too, a lot of attention is paid to this area, that is, the study and teaching of English. After all, this process is taught from elementary school, and it is certainly not in vain. In particular, great changes are taking place in science. Delivering each subject to students using new innovative pedagogical technologies is one of the main requirements of today's education. Especially after the adoption of the Resolution of the First President of the Republic of Uzbekistan Islam Abduganievich Karimov dated December 13, 2012 No. PP

1875, the attention to teaching and learning foreign languages in our country has increased. A new stage, a new era in the teaching of foreign languages has begun in our country. The use of advanced pedagogical technologies, interactive, innovative methods, communication and media is required in the teaching of foreign language lessons in primary classes. New methods and requirements for teaching foreign languages in the country have been developed in accordance with the Recommendations of the European Framework for Assessment of Knowledge and Skills of Foreign Language Teachers (CEFR).

MATERIAL AND METHODS

There are several types of teaching methods which can be categorised into three types. They are teacher-centred methods, learner-centred methods, content-focused methods and interactive methods.

1) teacher-centred methods

Here the teacher casts himself/herself in the role of being a master of the subject matter. The teacher is looked upon by the learners as an expert or an authority. Learners on the other hand are passive receivers of knowledge from the teacher. Example of such methods is lecture method - which requires little or no involvement of learners in the teaching process. It is also for this lack of involvement of the learners in what they are taught.

2) learner-centred methods

In this method, the teacher is both a teacher and a learner at the same time. The teacher also learns new things everyday which he/she didn't know in the process of teaching. The teacher, becomes a resource rather than an audience. Examples of learner-centred methods are discussion method, discovery or inquiry based approach.

3) content-focused methods

In such kind of methods, both the teacher and the learners have to fit into the content that is taught. Generally, this means the information and skills to be taught are regarded as sacrosanct or very important. A lot of emphasis is paid the clarity and careful analyses of content. Both the teacher and the learners cannot

become critical of anything to do with the content. An example of a method which subordinates the interests of the teacher and learners to the content is the programmed learning approach.

4) interactive methods

These methods are given by the situational analysis of what is the most appropriate thing for us to do between teacher and student. They require a participatory understanding.

RESULTS

The results show that the most methods include translation and conversation. These are closely followed by the methods of working with text and graphically demonstrative methods. Those results can be seen positively from our point of view. Teachers try to pass the greatest amount of information to pupils and at the same time discuss it in order to understand. This corresponds to the idea of critical thinking, while the aim is to pass information to pupils as well as make sure that they understand it and know how to apply it in everyday life. With regard to the necessary support of literacy and the incorporation of students into information society, we consider a high level of representation of work with text as important as it can develop both essential aspects of life for primary school pupils.

DISCUSSION

6-7 years old children do not understand the meaning of data, instead of it, they memorize it mechanically. That is why, it is important not to start teaching grammar to primary school pupils who are learning English. Otherwise, the first step in learning a foreign language can be tiring for the child and weaken his or her interest in learning the language. Because it is difficult to teach a foreign language to primary school students, it is also one of the responsible tasks. Therefore, the following innovative methods can be used to teach English to primary school students in a meaningful and interesting way:

1. Visual memory. It is known that young children remember the objects they see more than the information they hear. Hence, the lesson should be

taught through a variety of visual aids, posters, something visible and often used in everyday life, new words by writing on objects and composing sentences with the participation of new words learned. For example, writing a book(kitob), a table(stol), a blackboard(doska), a pen(ruchka), a window(deraza) and so on. One such thing that is often used in daily life is that the child learns these words voluntarily because the objects are constantly visible and they are always used.

2. Teaching through cartoons. It is known that children are interested in watching different cartoons. In the process of watching cartoons in English, he tries to understand the words they use through the actions of the cartoon characters, even if he does not understand the words in the cartoon. This is a fun and effective way for children to learn the language.

3. Singing words and songs that are difficult to understand or remember through music. In addition to memorizing new words, the child's oral speech also develops. For example, it can be shown that children's learning of the English alphabet by singing is more effective than just memorizing.

CONCLUSION

To conclude, teaching language to primary school students using fun games and innovative methods rather than as an obligation can serve as a foundation for their future knowledge. Thus, if the education system also has the task of educating a free-thinking, well-rounded, mature person, in the future we, the future teachers, can develop ways to effectively use innovative technologies, of course, we can contribute.

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