

МЕТОДИКА ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В НАЧАЛЬНОЙ
ШКОЛЕ

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Abstract: A foreign language is one of the important and relatively new subjects in the system of training of a modern junior school student in a multicultural and multilingual world, along with the Russian language and literary reading, it is among the subjects of the philological cycle and forms the communicative culture of a student, contributes to his general speech development, broadening horizons and education.

Keywords: Sociability, interactive task, methodology, interpersonal relations, linguistic outlook. In modern education, a mixed teaching model is increasingly used, which combines various methods and approaches. The combination of textbooks, interactive computer tasks, audio materials and games helps children get a variety of opportunities to practice and apply their knowledge. Each student can choose the most convenient and effective approach for themselves, which contributes to the development of their language skills. Methodology is the normative ordering of actions in a particular activity, as well as its reflection in the form of a description, prescription, presentation; a special type (special area) of knowledge about the implementation of activities in a particular area. There are different scales of methodology. The general methodology is a program for the general organization of the pedagogical process as an interaction between teachers and students. A private methodology is the level of organization of individual components of the process and areas of pedagogical activity. A specific methodology works in specific situations and in various forms of organization of the pedagogical process. The structural components of the methodology are: target, content, instrumental, operational, activity and effective components. Reading in a foreign language as a type of speech activity and as an indirect form of communication is, according to many researchers, the most necessary for most people. The reading process is based on the technical side, that is, on skills that represent automated visual-speech-motor-auditory connections of linguistic phenomena with their meaning, on the basis of which there is recognition and understanding of written signs and written text as a whole and, consequently, the realization of communicative reading skills. The practical component of the goal of teaching reading as an indirect form of communication in a foreign language involves the development of students' skills to read texts with different levels of understanding of the information contained in them. The subject results of mastering the basic educational program of primary general education, taking into account the specifics of the English language content, include: 1) acquisition of initial communication skills in oral and written form with native speakers of a foreign language based on their speech capabilities and needs; mastering the rules of speech and non-speech behavior; 2) mastering the initial linguistic concepts necessary to master oral and written speech in a foreign language at an elementary level, expanding linguistic horizons; 3) the formation of a friendly attitude and tolerance towards native speakers of another language based on familiarity with the lives of their peers in other countries, with children's folklore and accessible examples of children's fiction. The subject results of mastering the basic educational program of primary general education, taking into account the specifics of the English language content, include: 1) acquisition of initial communication skills in oral and written form with native speakers of a foreign language based on their speech capabilities and needs; mastering the rules of speech and non-speech behavior; 2) mastering the initial linguistic concepts necessary to master oral and written speech in a foreign language at an elementary level, expanding linguistic horizons; 3) the formation of a friendly attitude and tolerance towards native speakers of another language based on familiarity with the lives of their peers in other countries, with children's folklore and accessible

examples of children's fiction. Subject planned results in English lessons in elementary school: Writing- the ability to grammatically and graphically write English words; - the ability to compose and write a short personal letter; - the ability to write based on a sample - the ability to compose and write simple sentences from suggested words, observing grammatical norms. Listening skills - the ability to respond verbally and non-verbally to what is heard; - the ability to perceive the content of small messages by ear; - the ability to use language guesswork - the ability to understand the speech of the teacher and classmates by ear; - knowledge of basic words on the topic (vocabulary on the topic of the lesson);

Subject planned results in English lessons in elementary school: Writing - the ability to grammatically and graphically write English words; - the ability to compose and write a short personal letter; - the ability to write based on a sample - the ability to compose and write simple sentences from suggested words, observing grammatical norms. Listening skills - the ability to respond verbally and non-verbally to what you hear; - the ability to perceive the content of small messages by ear; - the ability to use language guesswork - the ability to understand the speech of the teacher and classmates by ear; - knowledge of basic words on the topic (vocabulary on the topic of the lesson); Reading - the ability to read words and sentences to oneself, including the studied material, - the ability to read to oneself understanding the meaning of a sentence - the ability to freely read aloud adapted texts with correct pronunciation - the ability to adequately pronounce and distinguish by ear all the sounds of the English language, - the ability to keep a reader's diary in English; - the ability to systematize words by thematic The main feature is the ability to find the necessary information in the text in a short period of time.

Another technique we use is project-based. During several classes, students get acquainted with a topic, new vocabulary, grammatical rules, and learn interesting information. To consolidate the material, we suggest that they create a project, it can be individual, paired or group work, with further presentation and discussion. In the process of such activities, children develop language skills and realize creative opportunities. The project methodology provides not only a solid assimilation of educational material, but also the intellectual and moral development of students, their independence, goodwill towards the teacher and each other, sociability, and a desire to help others. The rivalry, arrogance, rudeness, and authoritarianism so often generated by traditional pedagogy are incompatible with this technology. The project methodology implements a personal approach to students, requiring, first of all, an attitude towards the student as a person with her needs, capabilities and aspirations. At the initial stage, the success of learning and the attitude of students to any academic subject, first of all, depend on how and what methods the teacher uses when working in elementary grades. Very often, the techniques and methods that we use and that produce results in middle and high school do not work in elementary school. This is not surprising, because at this age, completely different things are most important for a child. Interpersonal relationships, the desire to be loved by adults, as well as some vivid visual images and situations are important for them. At this age, all children have a marked inner need to learn a foreign language, all have their natural interest and curiosity about everything new. But, as in other subjects, the level of knowledge of students varies Reading - the ability to read words and sentences to oneself, including the studied material, - the ability to read to oneself understanding the meaning of a sentence - the ability to freely read aloud adapted texts with correct pronunciation - the ability to adequately pronounce and distinguish by ear all the sounds of the English language, - the ability to keep a reader's diary in English; - the ability to systematize words by thematic The main feature is the ability to find the necessary information in the text in a short period of time

And the very attitude of schoolchildren to learning the language varies greatly. Progress and final skills, the desire to speak English depend not only on the abilities of children and the personality of the teacher. The determining factor here is the methodology of teaching English at school. The methodology of teaching English in primary schools should be based on games, active activities, visual methods, and be clear and understandable to children.

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