



METHODOLOGICAL RECOMMENDATIONS FOR TEACHING ENGLISH TO CHILDREN 7-16 YEARS OLD

Feruzakhan Mirzakhmedova Abdumutalovna

Fergana Region, Uzbekistan District,

English Language Teacher of 46th General Secondary School

ABSTRACT	KEYWORDS
This article provides information on the methods and recommendations of teaching English to schoolchildren aged 5 to 16 years	learning, foreign language, natural mechanism, creative imagination

Primary school age is the most favorable for learning a foreign language. The plasticity of the natural mechanism of language acquisition by a child, his imitative abilities, natural curiosity and the need to learn new things, the absence of a "frozen" system of values and attitudes - all this contributes to the development of the creative potential of younger schoolchildren. And as you know, no subject gives such a wide range of manifestations of creative imagination, rich fiction, imagination games, as a foreign language.

The main functions of a foreign language as a school subject are the development of a student's general speech ability in his most elementary philological education, in the formation of abilities and willingness to use a foreign language as a means of communication, as a way of introducing to another national culture. All these functions of the subject are implemented from the first steps of learning.

The fact that a new modernized school offers to study a foreign language from the 2nd grade is a recognition of the objectively existing social interest in learning foreign languages and a confirmation of the importance of the subject for the implementation of promising tasks of versatile personality development.

Learning a foreign language at this age is useful for all children, regardless of their starting abilities, because it provides:

indisputable positive influence on the development of the child's mental functions: his memory, attention, thinking, perception, imagination;

stimulating effect on the general speech abilities of the child;

Early learning of a foreign language gives a great practical effect in terms of improving the quality of proficiency in primary school, and also opens up opportunities for learning a second foreign language, the need for which is becoming more and more obvious.

It is known that the purpose of teaching a foreign language is the formation of communicative competence, which includes both linguistic and socio-cultural competence, because without knowledge of the socio-cultural background, it is impossible to form communicative competence even within limited limits. Learning a foreign language is designed to form a person who is able and willing

to participate in intercultural communication. But such a person cannot be formed without knowledge of the socio-cultural features of the country of the language being studied. The study of language and culture simultaneously ensures not only the effective achievement of practical, educational and developmental goals, but also contains significant opportunities for challenging and further maintaining the motivation of students.

The formation of positive motivation should be considered by the teacher as a special task. As a rule, the motives are related to the cognitive interests of students, the need to acquire new knowledge, skills, and abilities. But the first and natural need of foreign language learners is communication. In order to organize a favorable climate that orients students to communication, it is necessary to choose such forms of the lesson that will stimulate the activity of students.

So, the relevance of studying this topic is due to the fact that at the earliest stage of learning a foreign language, children receive unlimited opportunities for the comprehensive development of creative and personal activity with close cooperation of school and parents, and this is especially important for children of early school age.

Primary school age is a special period in a child's life. With the admission of a child to school, a new social situation of development is established. The teacher becomes the center of the social situation of development in primary school age.

At primary school age, educational activity becomes leading, it is a special form of student activity aimed at changing oneself as a subject of learning.

For a younger student, certain individual and personal characteristics are characteristic. So, children of this age have a peculiar system of needs. It includes those needs that are inherent in all people (vital, spiritual, communicative, etc.), and those that are characteristic of childhood (to be protected, successful, get a variety of impressions, play, etc.), and those that are actually age-related.

The game continues to occupy an important place in the structure of the activity of the younger student, the developmental significance of which is still great. In particular, it allows you to make the hidden meaning of what is being studied at school clear, fills the educational activity with feelings.

The beneficial effect of learning a second language on the development of native speech was proved by L. S. Vygotsky, L. V. Shcherba noted, and other domestic scientists. Long-term experimental teaching of a foreign language, conducted by the staff of the laboratory of foreign Language Teaching of the Research Institute of General and Secondary Education of the APN of the Russian Federation, confirmed "the beneficial effect of the subject on children: on their general mental development (memory, attention, imagination, thinking), on the development of children's ways of adequate behavior in various life situations, on a better command of their native language, on the speech development of children in general" [cit. on 9, 56].

Of course, studies on the impact of learning a foreign language on the overall development of a child cannot be considered complete, but it seems possible to assert that learning a foreign language does not have a negative impact on the formation of a child's personality. Rather, based on the results of experimental schools, we can talk about the positive impact of a foreign language on the development of children.

Most researchers agree that special foreign language classes can be conducted with children from 3 to 10 years old, it is pointless before 3, after 10 it is useless to hope for a positive result, which is possible only for a small part of students, those who have communicative and linguistic features above the average level. It is best to study a foreign language at the age of 5-8, when the system of the native

language has already been mastered well enough by the child, and he treats the new language consciously. It is at this age that there are still few clichés of speech behavior, it is easy to "encode" your thoughts in a new way, there are no great difficulties when making contact in a foreign language. If the methodological system is built competently enough from the linguo-didactic and psycholinguistic point of view, then success in mastering the limited language material offered and creating the necessary prerequisites for further assimilation of any foreign language is provided to almost all children.

Forms of education should be aimed not at mastering as many lexical units as possible, but at fostering interest in the subject, developing the child's communication skills, and the ability to express oneself. It is important to achieve certain qualities of mastery of the material, which should allow the child, with a minimum of funds, assuming the subsequent increase of language units in the competence of the child, to use them situationally and meaningfully.

The most successful methods are based on the principle of gradual formation and development of speech action, when the simpler precedes the more complex. At all levels of presentation of the material, the principle of communication is implemented, that is, everything serves to achieve a certain result in communication. Independent use of speech units should be preceded by their understanding by ear, which corresponds to the psycholinguistic patterns of speech assimilation.

The initial stage in secondary school is understood as the period of learning a foreign language, which allows laying the foundations of communicative competence necessary and sufficient for their further development and improvement in the course of studying this subject. The initial stage, as a rule, includes grades 1-4 of general education institutions. It takes quite a long time to lay the foundations of communicative competence, because students need to familiarize themselves with the language being studied as a means of communication from the first steps. This means that they must learn to understand foreign language speech by ear (listening), express their thoughts by means of the language being studied (speaking), read, that is, understand a foreign language text read to themselves, and write, that is, learn to use graphics and spelling of a foreign language when performing written tasks aimed at mastering reading and oral speech, or be able to express your thoughts in writing. Indeed, in order to lay the foundations for each of these types of speech activity, it is necessary to accumulate language tools that ensure the functioning of each of them at an elementary communicative level, allowing them to move to a qualitatively new stage of their development in the future.

The initial stage is also important because success in mastering the subject at subsequent stages depends on how the training goes at this stage.

In addition, it is at the initial stage that the methodological system is implemented, which is the basis for teaching a foreign language, which from the first steps allows the teacher to enter this system and carry out the educational process in accordance with its basic provisions.

The main purpose of teaching foreign languages at school is to develop the student's ability to communicate in a foreign language. The realization of this goal is facilitated by the formation of the following communicative skills in students:

- 1) understand a foreign-language utterance;
- 2) to carry out their speech and non-speech behavior, taking into account the rules of communication and the national and cultural characteristics of the country of the language being studied;
- 3) use rational methods of mastering a foreign language.

At the initial stage, the foundations of communicative competence are laid, which allow children to communicate in a foreign language at an elementary level.

Priority in primary school are the developmental aspects of teaching the subject.

The inclusion of a foreign language in the context of the life of a younger student is aimed at introducing children to the world of another culture.

According to the Federal component of the state standard of general education, the study of a foreign language at the stage of primary general education is aimed at achieving the following goals:

- formation of the ability to communicate in a foreign language, taking into account the speech capabilities and needs of younger schoolchildren: elementary communicative skills in speaking, listening, reading and writing;
- development of the child's personality, his speech abilities, attention, thinking, memory and imagination; motivation for further mastering a foreign language;
- ensuring the communicative and psychological adaptation of younger schoolchildren to the new language world in order to overcome further psychological barriers in the use of a foreign language as a means of communication;
- mastering elementary linguistic concepts available to younger schoolchildren and necessary for mastering oral and written speech in a foreign language;
- introducing children to a new social experience using a foreign language: introducing younger schoolchildren to the world of foreign peers, with foreign children's folklore and accessible examples of fiction; fostering a friendly attitude towards representatives of other countries;
- formation of speech, intellectual and cognitive abilities of younger schoolchildren, as well as their general academic skills.

The specification of the goals of teaching speaking should be carried out according to the stages of training in each type of educational institution and within each stage of training. This specification is connected with the clarification of communicative intentions and speech skills necessary for the implementation of certain communicative tasks. For example, the dynamics of the learning task is to teach students to describe someone or something, the range of basic skills on the basis of which this task is implemented at the initial stage may look like this.

First year of study

The task of teaching in the first year is to teach students to name faces, objects, animals and actions with them; to give them quantitative, qualitative and temporal characteristics in educational, game and real communication situations.

Communicative intentions - to inform about ... ; request information about ...

Speech skills:

- inform about yourself, about your friend, about your family members (name, what he/she can do, what he/she is like);
- name the actions performed by a person, an animal;
- report the location of a person, animal, object;
- specify the time of action (day, month, time of year);
- describe an animal, an object (name it, name the color, size; say what the animal can do);
- request information about what it is and (or) who is it; how old is someone; what is he (she, it).

Second year of study

Learning objectives: to teach students to describe (at an elementary level) persons, objects, animals and actions with them.

Communicative intentions: describe ... , characterize ... , request information about ... ;

- describe the person (name, age, nationality, occupation, place of residence, etc.), request relevant information about someone;

- describe the animal (name it, say what it can do, what it is), request relevant information about any animal;

- describe the item (name it, indicate its affiliation, quality, location), request relevant information about any item;

- comment on the actions of a peer (what and how he does);

- describe the doll/ hero (to name, to characterize her/his appearance, to describe her/his clothes, to express at an elementary level – your attitude towards her/ him).

Speaking training includes the development of dialogic and monological speech skills. Each of these types of speech has its own psychological and linguistic features, which are given enough attention in the methodological literature. Organizing oral-speech communication in the classroom, it should be borne in mind that it can be imitating real speech communication, for example, composing and acting out dialogues by analogy, by keywords; "simulating" communication in situations of natural communication, for example, role-playing or business game and authentic - saying "on your own behalf".

This means that today, when teaching speaking, we should strive to reach the level of authentic communication. Exercises corresponding to the first type of communication are, as a rule, reproductive in nature. The second and third types of communication involve the use of exercises both reproductively productive and (which is the main thing) productive.

The content of teaching foreign languages in primary school includes:

- language- material: phonetic, lexical, grammatical; rules of its design and skills of operating with them;

- areas of communication, topics and situations;

- speech skills that characterize the level of practical knowledge of a foreign language as a means of communication;

- a set of knowledge and ideas about the national and cultural peculiarities and realities of the country of the language being studied, a minimum of etiquette and customary forms of speech for communication in various spheres and situations;

- general educational skills, rational methods of intellectual work, ensuring the formation of speech skills and self-improvement skills in a foreign language.

The selection of the content of teaching a foreign language in primary school is carried out in accordance with the interests of younger students, taking into account their real communicative needs in practical, intellectual, sensory-emotional and other spheres.

Since at the initial stage the task is to create the basics of communicative competence for students, all components of the content should be strictly minimized. However, the main requirement for the selected minimum is its communicative sufficiency and social acceptability to the conditions of teaching the subject in primary school. The content of the training should become a reliable basis for learning a foreign language in the subsequent grades of secondary school.

When selecting the content of training, it is important to proceed from the conditions of the actual use of a foreign language by schoolchildren. Interdisciplinary connections play an important role in this, ensuring the transfer of knowledge, skills and abilities from other academic subjects to a foreign language and vice versa. This is possible due to the saturation of the course with interesting and significant country-related information for primary school children related to various types of activities: visual, musical, labor, etc. The inclusion of a foreign language in the above activities makes it possible to expand the scope of its practical application.

The subject side of the teaching content - what to talk about, listen to, read and write, reflects the typical spheres of communication for primary school students: social, educational, labor, socio-cultural, gaming.

In the process of teaching a foreign language at school, students, starting from the first year of study, master general academic skills and abilities, which are also included in the content of teaching the subject.

Used Literatures

1. Rakhmanov I.V. An essay on the history of methods of teaching new Western European foreign languages. - M., 1947.
2. Rogova G.V., Vereshchagina I.N. Methods of teaching English at the initial stage in general education institutions. M., 1998.
3. Skalkin V. L. Fundamentals of teaching oral foreign language speech. M.,1981.
4. Solovova E.N. Methods of teaching foreign languages: A basic course of lectures. M., 2002.
5. Starkov A.P. Teaching English in secondary school. M.,1978.
6. Ter-Minasova S. G. Comparative linguistics and problems of teaching foreign languages. – M., 1994.
7. Sysoev, P.V. Cultural self-determination of students in the conditions of linguistic multicultural education / P.V. Sysoev. Text : direct // Foreign language at school. 2004.
8. O.Khashimov, I. Yakubav. English Language Teaching Methodology Tashkent: publishing houseSharq", 2003.