

EFFECTIVE METHODS OF TEACHING ENGLISH TO ELEMENTARY SCHOOL PUPILS

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Abstract: *In this study guide, the processes related to learning and teaching English in primary grades in our republic, the way to successfully and effectively organize the learning of English, taking into account the age-related psychophysiological characteristics of students. are disclosed*

Key words: *pre-school and primary education, ensure quality and efficiency, Modern Languages (ECML) in Graz (Austria) held, younger children*

INTRODUCTION

In our country, the social order of society has increased the demand for teaching foreign languages in primary classes and in a communicative manner. The English language was included in primary education as a subject, training of specialists in the field of teaching foreign languages in pre-school and primary education was launched.

Lack of textbooks that serve to improve the modern purpose, content and technologies of English language teaching in primary education, generalize the traditional and foreign experiences accumulated in the practice of teaching English to students of junior school age. as a result, sufficient efficiency is not being achieved in the process of training pedagogues for this field. The author is responsible for solving the problems described above, that is, for creating a special training manual for students studying in this field of education, practicing teachers, and trainees of training and retraining courses of pedagogic personnel. dared to undertake.

METHODOLOGY

Today, it is well known that about 60% of the world's population can speak two or more languages. The acceleration of globalization processes in the world, the transition to free market relations and the promotion of the introduction of high technologies in production increase the need for "linguistic capital", i.e. specialists who have a perfect command of foreign languages (especially English).[1.1] In order to ensure quality and efficiency in foreign language education, the experience of reducing the age of learning/teaching foreign languages is becoming popular. This was caused by the widespread concept of "the younger the better / early is better". The decision to include English in the primary education curriculum was approved based on the following conclusions: Critical Period Hypothesis

states that there is a limited developmental period during which it is possible to acquire a language, be it L1 or L2, to normal, nativelike levels. - The Critical Period Hypothesis states that there is a limited period of development in a foreign language, whether it is a native language or a foreign language, when it can be acquired at a level close to natural speech.

younger children learn better and easier.

a longer period of study leads to a higher level of skills acquisition by the end of schooling. Learning and teaching a foreign language, especially English, from a young age has its own history. While learning and teaching English from a young age was first experienced in upper-class families (Anna-and-the-King-of-Siam), in the 1950s it became popular in the USA and European countries, and within ten years the number of students studying on the basis of the "Foreign Language in Elementary School" program has reached one million. In France, Sweden and the Netherlands, in the mid-1950s, English was taught from the 3rd grade based on the "English without a book" program.

In February 1997, the European Center for Modern Languages (ECML) in Graz (Austria) held an international seminar on "Foreign Language Education in Primary Schools" devoted to the problems of teaching foreign languages in primary education, in April 1997 in Warwick (England) on the topic "Warwick Euroconference on Teaching of Foreign Languages in European Primary Schools", in January 1998 in Graz on the topic "Foreign language education in primary schools - an international concern to be implemented in national contexts", 1999 in Brussels (Conference on the discussion of the projects carried out to ensure quality and efficiency in English language education in Belgium (Stimulating language learning: The European Label), 2007 - foreign languages in primary classes at Herzen State Pedagogical University (St. Petersburg) International seminar on teaching/learning methods and teacher training problems (Early Foreign Language Education), 2008 in Bangalore (India) dedicated to popularizing international experiences of teaching foreign languages in primary education (The Way Forward: Learning from International Experience of TEYL) international conference was held. Languages maybe all [1.2] In short, not only foreign languages, but all subjects, the earlier the child starts, the greater the effect. It is not for nothing that old people say, "Knowledge acquired in youth is like a pattern carved in stone."

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