



METHODS OF TEACHING PRIMARY EDUCATION STUDENTS IN INTEGRATION OF MOTHER LANGUAGE WITH ENGLISH LANGUAGE

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Annotation: *This scientific article provides information on methods of teaching mother tongue and integrated learning with English for primary school students.*

Key words: *integration-restoration, didactic, general method, principle, authentic material, multisensory, speech sample, correlation, approach, verbalization, visual, mediating language*

The educational process follows didactic, psychological, linguistic, methodical and other laws. Some of them may be common to all subjects. These laws are called the general didactic principle of education. Other laws may be specific to the teaching of certain subjects, for example; English language teaching principles. The concept of principle has not yet been fully resolved in didactics. If one group of principles represents the regularities of the educational process, the second group of principles represents the regularities specific to a certain type of speech activity, and the third is the principles specific to a certain section of the language material. The last one is called special principles². The term principle (principle) expresses the meaning of «the basic guide, rule». According to Ye.I.Passov, «the principle is the foundation of the so-called building of the teaching process.»

The correct selection of concepts and principles ensures the effectiveness of the activity organized in the lesson, increases the interest of the students of junior school age in this activity. Concepts and several dozen principles of teaching foreign languages in primary education are advanced in scientific sources. For example, the main principles of teaching foreign languages in primary education in the scientific research carried out within the framework of the project EAS 89/04, Lot 1 «Good Practice and Main Principles» carried out in 2005-2006 within the framework of the Educational and Cultural Research Program of the European Union based on the criterion of importance, it is summarized in the following order: 1) selection of a meaningful context and subject suitable for the student's age (didactic); 2) positive approach to learning English (pedagogical); 3) holistic learning (methodological); 4) full consideration of age-related psychological and physical maturity levels of students in practical English lessons (psycholinguistic);



5) educating students in the spirit of tolerance towards others and respect for different values (pedagogical); 6) learning with the full participation of other speech analyzers, giving priority to the visual approach (applying psychological issues to the methodology); 7) motivation to learn English (intrinsic motivation) (psycholinguistic); 8) person-oriented education, taking into account the unique characteristics of the student (pedagogical); 9) prioritizing listening comprehension exercises for the formation of speech (didactic); 10) organization of classes in the studied foreign language as much as possible (pedagogical); 11) consideration of students' English language learning strategies and methods (didactic). Didactic principles of English language teaching in elementary grades. The rules and views proposed in the practice of English language teaching are summarized and scientifically based on the status of linguodidactic (language education) principles. For example, J. Jalolov, despite differences in name and essence. Summarized the following didactic principles: educational education, consciousness, activity, demonstrability, systematicity (consistency), individual approach, thorough assimilation (of knowledge), compatibility with the student's strength, etc.

N.A. Gorlova summarized the didactic principles of teaching foreign languages in primary education as follows: activity, demonstrability, adaptation to the student's potential, individual approach, systematicity. After studying scientific sources, the didactic principles of teaching foreign languages in primary education can be summarized as follows: 1. Taking into account the methods, strategies and abilities of students to learn English. 2. Prioritize listening comprehension exercises. 3. Creating meaningful contexts and speech situations related to the topic in lessons. 4. Extensive use of technical tools in training. 5. Use of age-appropriate authentic materials. 6. Teaching English based on speech samples. 7. Visualization of topics (using talking dolls). Psycholinguistic principles of English language teaching in elementary grades Language learning is a mental activity, so it has psychological foundations. Mental activity is scientifically investigated in psychology. In this regard, there is a need to research the psychological principles of English language teaching.

Two psychological principles of English language teaching have been developed in scientific sources. The psychological principles are called «verbalization» (a foreign language is learned practically only through oral speech) and «correlation» (a certain limit of the material of the English language is determined, a set of language units intended for the formation of speech skills is first formed) .



In the primary school, the teacher performs the task of integration. It teaches the child arithmetic, writing, many basic concepts of nature and many other things. He does this to the best of his ability. One teacher can be considered as a method of integration in primary classes.

The word integration comes from the Latin integration-restoration, the whole word «integer». Integration of educational content is a world trend (idea, thought, aspiration). The integrative approach reflects the objective integrity of various levels of systemic relations. Integration is related to the integration of previously divided parts into a whole. It increases the level of integrity and organization of system elements.

During integration, the volume of interdependence increases and decreases, this system regulates the functioning of parts and the integrity of learning objects.

Organization of integrated education is planned for two hours a week. It is advisable to have a two-hour lesson at the end of the week, in which the children, on the one hand, have a lot of rest from the main lessons, and on the other hand, they prepare for the next week's lessons. Such a two-hour lesson can be called «Creative Hour», «Imagination Lesson».

The methods of implementation of integration can be good or bad, the essence of the problem is to turn away from each of the methods and introduce integration measures that take into account the age characteristics of teachers at all levels. Such a setting of the problem has different characteristics at different educational levels of integration. It is desirable to see integration in primary school on the basis of combining subjects that are relatively close to each other.

Determining the goal that meets the age characteristics of elementary school students and meets the requirements of the lesson is the main issue of such an update.

The closeness of mother tongue and English language subjects is in their language teaching. All language features, phenomena, writing, pronunciation, sentence structure, etc. Are very close to each other. The difference is that one of these languages is the student's native language, and the other is English, which is completely foreign to him. Integrating these disciplines allows students to compare two languages, distinguish their similarities and differences, and helps students master two languages at the same time. Today, native language and English classes are held from the 1st grade.

The native language class is taught by a teacher who has completed primary education, and the English language is taught by teachers who have completed this course. The demand of the time requires that every member of the society knows



the English language. It is necessary for young personnel who have completed primary education to be able to communicate English to primary school students. Therefore, they confirm that they can pass this subject as well. That's the only way they can easily connect these two language areas.

But it is up to the teacher to connect these two subjects.

Creates some difficulties for students. That is, there are some difficulties in learning English. This complexity is characteristic of the grammar part of the language, and the subject taught in English is not taught in the same class in the mother tongue. 1st graders are taught the following topics in English: personal pronouns, impersonal sentences, imperatives, countable and uncountable nouns. These topics are taught in the mother tongue: personal pronouns in the 4th grade, impersonal sentences, imperatives, countable and uncountable nouns are not taught in the primary grade. In the 3rd grade English classes, comparative and accretive levels of adjectives are taught. Only quality information is given in mother tongue classes.

Also, in English, the present continuous verb is taught, but in the native language, the continuous verb is not taught at all.

Solving these complexities definitely requires creative thinking and planning from the teacher. It is possible to integrate the mother tongue and English languages in primary classes on the following topics: learning the alphabet, interrogative sentences, numbers, adjectives, numbers, verbs, nouns, etc.

The teacher has no difficulty in connecting these subjects. Because English grammar is explained in Uzbek. This brought comfort to the teacher and the student. It is desirable that the lesson outline can be written in Uzbek. The educational significance of the integration of mother tongue and English language classes lies in the harmonization of the educational aspects of these two subjects at the time of their separation. Special attention is paid to the education of love for the Uzbek language and a careful attitude to words in the mother tongue classes. For this, the text is carefully selected. In the process of learning a language, lexical-methodical work is given a great place.

The process of teaching the mother tongue is focused on forming the foundations of a scientific outlook. In the mother tongue classes, the qualities of organization, independence, and initiative, which are necessary for everyone, are cultivated. Mother tongue is aimed at raising the consciousness of students, giving them ideological-political, moral, aesthetic and labor education.



Learning English: conducting a conversation in English, fluently reading information written in English and fully understanding its content; allows them to go abroad and carry out their activities.

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