



"Community Education, Psychology and Social Studies"

## The Principles of Teaching Young Learners English as a Foreign Language

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**Abstract.** In this article the features of the psychological and speech readiness of primary school students in learning English are determined. The pedagogical conditions for the effective work of an English teacher in the primary grades are outlined. The game methods of teaching a foreign language in elementary school are revealed.

**Key words:** foreign language, language, primary school, young learners.

Foreign language education is subject to general development trends, and, at the same time, has its own specifics (for example, goals and objectives of education). Learning a foreign language affects not only the expansion of the general outlook, but also the perception of the world. All skills and abilities in the context of learning foreign languages have one goal, namely, the formation of a harmonious personality. A foreign language acts, in fact, as a tool for intercultural and international knowledge and a way of interaction. Teaching a foreign language is a complex and multifaceted process, the success of which depends on the right combination of pedagogical technologies [2].

Learning English in elementary school is a controversial and controversial topic. Some teachers believe that the child is not ready to master the language at such an early age, that you should first master your native speech, otherwise there will be confusion in the head of children. Others, on the contrary, believe that the sooner this process begins, the better. Psychologists have determined that the best time to learn a foreign language is the second grade, when there is a comprehensive acquaintance with mother tongue and English. Thus, on the basis of the requirements of the federal component of the state standard of general education in foreign languages, English was introduced throughout the country as the main subject of elementary school.

In this regard, many teachers of English faced a number of problems: lack of sufficient and necessary material base at school; lack of sufficient knowledge to work with primary school children; unpreparedness of parents for joint activities with their children when learning a foreign language; lack of positive motivation among students; speech therapy and phonetic problems of children, etc.

Analyzing the methodological and pedagogical literature, we came to the conclusion that many teachers who came to work in elementary school from the middle level do not understand why the methods that they used earlier do not “work”. The main mistake is that teachers do not fully understand the peculiarities of the perception and work of elementary school children.

Numerous scientific studies of work in elementary school show that younger students do not have a conscious inner need to learn a foreign language. But there is their natural interest, curiosity for everything new and unknown. Therefore, the goal of teaching a foreign language in elementary school is not only to maintain this interest, but also to further increase the motivation of children to learn foreign languages.

The younger student perceives with lively curiosity the life around him, which reveals something new to him every day. The development of perception does not happen by itself, the role of the teacher is very great here, who daily brings up the ability not only to look, but also to consider, not just to listen, but also to listen, teaches you to identify the essential features and properties of objects and phenomena, indicates what you should pay attention to, teaches children to systematically and systematically analyze perceived objects.

The younger the child, the less his vocabulary in his native language. But at the same time, his speech needs are also less: a small child has fewer areas of communication than an older one, he still does not have to solve complex communicative tasks. This means that when mastering a foreign language, he does not feel such a huge gap between the opportunities in his native and foreign languages, and his sense of success will be more vivid than that of older children. In fact, having barely learned to read in their native language, the child masters this skill in a foreign language. He does not realize that he is reading lightweight, adapted texts, because the texts read in their native language are not so complicated.

Thus, in English lessons in elementary school, the teacher must comply with the following conditions to obtain positive results:

Interest in tasks among schoolchildren of primary school age disappears after 10-15 minutes, as a result of which a change in activities is simply necessary.

At school, a special place is occupied by such forms of classes that ensure the active participation in the lesson of each student, increase the authority of knowledge and individual responsibility of students for the results of educational work. These tasks can be successfully solved through the technology of game forms of learning.

V.P. Bepalko noted that “the game is of great importance in the life of a child, it has the same meaning as an adult's activity, work, service. The game only outwardly seems carefree and easy. But in fact, she imperiously demands that the player give her the maximum of his energy, intelligence, endurance, independence” [1].

The game is a specially organized activity that requires tension of emotional and mental strength. For children, the game is primarily an exciting activity. It is feasible even for weak students. Moreover, a student who is weak in language training can become the first in the game: resourcefulness and ingenuity here are sometimes more important than knowledge of the subject.

### References:

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