

# Contemporary Methods of Language Teaching and their Application in Primary Schools

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**Abstract**--the article deals with the issues related to analyzing up-to-date approaches of language teaching and their application in Primary schools. In order to successfully complete the process of teaching language, it is necessary to create motives for each speech and non-speech action of children both in teaching means of communication and in communication activities. Children should see the results of the practical application of the foreign language. The student most often does not see a real opportunity to use his knowledge. For the formation of regional geographic motivation, you can help children establish correspondence, exchange postcards, photographs of the country that the language is being taught. Of course, for first-graders this procedure will be quite complicated, although the teacher himself can use it as a clipboard for information. To introduce a child into the world of culture of country is the most important task of a teacher, solving which he will contribute to the formation of universal human consciousness in children. Therefore, teaching English to younger students from the very first steps is built as a dialogue of cultures: Uzbek and English.

**Key words**--primary education, methods, foreign language, reading skills, reading comprehension, cultures, pronunciation.

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## I. INTRODUCTION

Proficiency in a foreign language allows a person to get a prestigious job, achieve their career goals, and helps communicate with foreign friends and colleagues. Learning a foreign language contributes to the development of various aspects of the personality: memory, attention, intellectual qualities, discipline.

A modern trend in language education is early learning of a foreign language. In connection with the introduction of a foreign language in elementary school, the interest of parents, teachers, and methodologists in the problem of teaching foreign languages at primary education has increased. Modern primary educationers have a lot of advantages in terms of language development compared to previous generations: today there are many developmental methods, groups for teaching a foreign language in kindergartens are organized, newspapers are full of announcements about the provision of services for teaching a foreign language to children from three years old. Early language development is becoming an integral part of our children's lives.

Both in domestic and in foreign psychology there is evidence that a child learns a foreign language more easily than an adult. Age of learners in primary education is recognized by psychologists as the most favorable period for starting learning a foreign language. It is at this age that the child is as open as possible to the perception

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of any material. After this period, “the cerebral mechanisms of speech become less flexible and cannot adapt to new conditions so easily. After 10 years of age, one has to overcome many obstacles. The child’s brain has a specialized ability for a foreign language, but it decreases with age. ” (Penfield V., 1964) But it must be remembered that, despite the possibilities of primary education from the point of view of psychology, not all children are ready to learn a foreign language from this period.

Young children naturally learn to communicate by listening and talking. They need a large amount of vocabulary and effective deciphering skills to make the transition to reading and writing. There is plenty of evidence that an effective strategy allows 1<sup>st</sup> graders not only to accurately identify printed words, but also to learn it quickly and automatically. In this work, we will not attempt to teach fluency development. However, we think it is important to focus briefly on one aspect of decoding which is very important for novice readers: high-frequency vocabulary. If the material is difficult to master by the learner, there is insufficient learning ability, in other words, when the learner is in difficulty, it will lose interest in the material. The same goes for the individualization of the educational process. The individualization of education requires the organization of each student's knowledge, focus, memory and thinking. The second important component in the motivation of learning is to build a student's self-confidence. As a result of neglecting simple challenges, refusing to look for ways to overcome them, the student often loses confidence in his or her power and knowledge and becomes a loser.

Therefore, before planning each lesson, the teacher should consider what methods and techniques should be used to make the learning material more interesting.

On the other hand, vocabulary teaching is one of the most important parts of foreign language learning, because due to the vocabulary for young learners is easy and understandable in foreign language and will be able to express their thoughts in future. Right chosen technique can improve their intention to master the vocabulary, motivate, and give pleasure in early stages of learning.

On December 10, 2012 President of the Republic of Uzbekistan Islam Karimov signed a decree “On measures to further improve foreign language learning system”.

According to the decree, starting from 2013/2014 school year foreign languages, gradually throughout the country will be taught from the first year of schooling in the form of lesson-games and speaking games, continuing to learning the alphabet, reading and spelling in the second grade. After this decree how to teach primary pupils, ages 7-11, appropriately and effectively have become an important topic. Taking into concern this very state the researcher dedicated this thesis to teaching vocabulary as words are the building blocks in a language and, by learning the lexical items, learners start to develop knowledge of the target language.

However, analysis of the current system of organizing language learning shows that learning standards, curriculum and textbooks do not fully meet the current requirements, particularly in the use of advanced information and media technologies. Education was mainly conducted in traditional methods. That’s why, on April 20, 2017, President of the Republic of Uzbekistan Sh. M. Mirziyoyev signed a decree PR 2909 «On measures to further development of <higher educational system>. In this decree he mentioned about using and learning new and

effective methods of teaching FL and in order to improve this process sending teachers for foreign countries for improving their professional skills.

Further development of a continuum of foreign languages learning at all levels of education; improving skills of teachers and provision of modern teaching materials are required. Also it is envisaged that university modules, especially in technical and international areas, will be offered in foreign languages at higher education institutions. This document serves as an important guideline in development of new textbooks for teaching foreign languages, introduction of advanced teaching methods using modern pedagogical and information-communication technologies, education of a new generation to foreign languages, cardinal improvement of the system of training of specialists, fluent in these languages, creation of conditions and opportunities for wide use of information resources by pupils. A child is ready to master a foreign language system only if he fully owns his native speech and reading skills. Only in this case it is possible and advisable to talk about the child's ability to start learning at such an early stage. In this case, the main attention should be paid to awakening the child's interest in a foreign language, to achieve his desire for communication in this language.

It is very important that early language experience has a positive impact on attitudes towards a foreign language system. The task of modern developmental techniques is to present the material to the child in an interesting, easily accessible and effective form. Long explanations, memorization of rules, written assignments are not acceptable in training. Teaching foreign language should be built through colloquial speech, including dialogues, stories, and dramatization. The goals and objectives of education should be solved by a methodically competent teacher who owns modern technologies of teaching a foreign language, knows the psychological and pedagogical features of pupils in primary education.

In teaching a foreign language at an early stage, much attention should be paid to visual aids that help organize children's attention. At primary education age, children learn words that indicate specific objects that can be seen and touched with their hands. Teaching the lexical side of speech should be based on toys, pictures, visual aids, and various technical teaching aids. But at the same time, training should be aimed not so much at learning information, but at instilling interest in learning a language.

In teaching the phonetic side of speech, you can use short-duration sound recordings so that children hear genuine speech in the language they are studying, you can offer them to view non-duplicated cartoons. However, with phonetics, educators need to be extremely careful. Any language has its own distinct sound features, and children have a well-developed ability to imitate. Therefore, when working at an early age with foreign pronunciation, it is important to prevent the incorrect setting of the sounds of native speech, to avoid mixing sounds of the native and the studied language.

It is very important to organize classes correctly. There should be a frequent change of actions, a relaxed atmosphere and a favorable psychological atmosphere should be maintained. Much attention should be paid to the emotional richness of classes. The teacher must constantly revitalize the teaching of material with surprises, athletic moments. Classes should be those types of activities that the baby faces in his daily life (games, singing, reading,

watching TV shows, modeling, drawing), but comments should no longer be given in a foreign language. In other words, it is necessary to focus on the reconstruction of the atmosphere familiar to the child.

Ya I. Lerner (Lerner I.Ya., 1981) divided teaching methods into several types such as:

1) Tasks that represent the learning activity (writing difficult words, making a graph, answering a partner's question, commenting on the picture, identifying the wrong option, etc.); For example, the interpretation of a new word can be done by showing a picture of that body, explaining its meaning in a foreign language, or saying anonymously or anonymously;

2) Instructions to follow the instructor's instructions on how to perform the speech (Correcting friend's mistake, ask your friend what time the concert starts, etc.)

3) Emotional behaviors (encouragement, condemnation, cynicism, etc.) that require students to speak and react.

Clearly, one method can be implemented in several ways. The diversity of methods and techniques ensures the effectiveness of the course. At the same time, there are sometimes very different ways to teach pronunciation, new vocabulary and grammar, and to speak, listen, read, understand, and write. For example, the organization of reading comprehension can be done in the following ways:

1. Parallel reading and selective translation of the text;
2. Translate and translate part of the text aloud and answer the questions. This includes teaching the book to respond using and without it;
3. The teacher reads a certain part of the text and asks students to translate some of its sentences;
4. Getting rid of text characters, words, phrases and paragraphs that characterize them;
5. Find answers to the questions in the text;
6. Developing a title for a passage that has been read or heard;
7. Find key words and phrases in the text;
8. Responding to questions from the book;
9. Reporting the text, etc.

## **II. CONCLUSION**

The use of this or that method during the course depends on the purpose of the lesson, the content of the course material, the age characteristics of the students, the level of education, and the level of preparation.

There are open and covert ways to teach learning activities. It is called open methods of teaching learning materials in ways that aim at conscious learning. Organize learning activities in covert ways of learning, for example, phonetic, lexical, grammatical, and thought-provoking games in the elementary grades help learners to master the material without even realizing it.

Choosing the way to learn a foreign language, starting from preschool age, parents need to be aware of the seriousness of this step, objectively assess the level of development of the child and his readiness for this training.

Despite the effectiveness of this age stage, the primary task of teachers is to ensure maximum comfort for the child in the process of learning a foreign language. After all, childhood should remain a time of joy and carelessness, and the child at this stage of his development should be engaged only in what pleases him.

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