



NEW DIRECTIONS OF MODERN LANGUAGE FOR YOUNG LEARNERS

Rustamova Shahnoza Aripovna

Teacher of Samarkand State Institute of Foreign Languages

Abstract

The article deals with the problems of teaching foreign languages in primary school. In particular, it is planned to introduce new methods and developments in teaching foreign languages, as well as the introduction of pedagogical technologies, non-traditional teaching methods in the educational process.

Keywords: aesthetic education, responsiveness, training, Kids English, Deutsch macht spab, Hirondelle.

INTRODUCTION

The urgent task facing the public education of the Republic of Uzbekistan is to bring up and bring up healthy, talented people who are fully developed and loyal to their homeland and people. Achieving this great goal requires a creative approach to their work from all employees and the general public of the public education system, the development of various methodological methods to achieve high efficiency in each work and its implementation in school life. requires. Today's students are educated to a certain extent, enjoying a number of achievements in science and technology. With the birth of a child, parents and relatives want to see a variety of human activities in the activities of a growing young man, and soon he will see the realization of these dreams. From the earliest times, a mother shapes her child's limbs and body movements as a game. Then the whole activity of the child is connected with play. Gradually, play becomes the main activity of a young child's life. Play is one of the means of mental, moral, physical and aesthetic upbringing of a child.

LITERATURE ANALYSIS AND METHODS

This article analyzes the views on the problems of teaching foreign languages in primary school and its current features. Logical, historical, coherent and objective methods of scientific knowledge were widely used in the research process. Sh.M. Mirziyoyev's works have been identified as a methodological source.

DISCUSSION AND RESULTS

On the first day of school, parents are more excited than in the first grade. On the one hand, adults who take their children by the hand and lead them to school wonder





how my child will get used to this educational institution and whether it will be difficult for him to master the lessons. Yesterday's lesson of the first student entering school today was a game. The child will have a period of formation of positive qualities, such as agility, responsiveness, comparison of events, selectivity, which will help the child to master the materials studied in primary school. It is necessary to rely on and take care of them in order to achieve the acquisition of knowledge for primary school students. In this regard, the following thoughts of teacher A. Umarova are noteworthy: "Imagine that a student becomes a school student after a certain practical and mental training. His role will change. He studies an average of 4 hours a day. Yesterday's more playful child will spend 40-45 minutes today concentrating and interacting with the teacher. Receives and understands educational information. At the same time, if the teacher is careless and irresponsible, if this situation coincides with the situation of the parents, if the parents are also unable to help, if they "do not have time" to control, then students become idle, erratic students. At the same time, a selfless teacher, a master of his profession, captures students, earns their love and trust: arouses interest in the lessons.[1]

The fact that each foreign language lesson is an example of a step upwards, like a ladder, requires a new method, a creative approach from the teacher. The time demands that today's foreign language teacher should be in step with the times, aware of the links of development, have an opinion about the processes taking place in the world.

Today, the study of foreign languages in the country depends on many factors. The political, economic, cultural, social potential of the country and its international relations, as well as the level of connection to the regional and global network, also affect the teaching of foreign languages and the order of their study. In the process of learning foreign languages, the first foreign language center is working on the development of various manuals for learning foreign languages for primary school students.

According to the new curriculum developed on the basis of this decision, a foreign language subject was introduced in grades 1-4 for two hours a week, and its gradual introduction into practice was set. To this end, on the basis of the new state educational standards and curricula for the 1st grade English "Kid`s English", German "Deutsch h macht spab ", French " Hirondelle "textbooks. These kits include a textbook, a teacher's guide and multimedia applications (DVD). It is noteworthy that the manuals can be read by parents, grandparents and great-grandparents under



the pretext of helping their children, and if they work harder, they can learn them themselves.

Use of new pedagogical technologies in primary education. Pedagogical technologies, non-traditional methods of teaching, in particular, the interactive method are widely introduced into the educational process. There are many manuals on modern pedagogical methods of teaching. In particular, "What is the percentage of new words in a foreign language that are memorized and mastered by the reader?" The experiment, which was conducted to find an answer to the natural question, was called "memorization". According to him, the student can count the number of new words:

- 10-20% only when heard;
- 30-50% if he hears and gets acquainted with visual aids on words;
- Hears, does practical exercises on new words, tells and explains words to his friends with translations, communicates with them using these words, 60-90% of new words i is remembered, assimilated.

Therefore, it is of little use for a teacher to enter a classroom and read a lecture to a student. The student should be able to communicate with their peers, teachers on each topic, to share the knowledge gained during the lesson. Then the acquired knowledge will be strong.

This article examines the role of tension in the process of instructed second/foreign language acquisition, on the basis of findings from a comprehensive ethnography of the 7-week intensive beginners' class in the summer French School of Middlebury College. This project both completes and challenges the current research paradigm on "language anxiety," as it shifts the focus on the negative (anxiety) to a study of *tension*, defined as an unstable phenomenon that may be generated by any situation or event and may be perceived differently by each individual experiencing it. Our findings confirm that, regardless of its cause and manifestations, tension may engender euphoric or dysphoric effects (perceived as beneficial or detrimental), but also non-euphoric or non-dysphoric effects whose salience had previously not been established.[2] These valuations appear linked not to the allegedly objective quality of instruction, materials, and learning environment, but to personal expectations and a priori beliefs about language learning. In addition, we found it necessary to separate operationally the effects of tension in the cognitive and the affective domains, and assess these effects qualitatively, rather than quantitatively, because students reacted most productively not to the degree of difficulty and expectation in the course, or to the reduction of affective dysphoria (or "anxiety") by a nonthreatening teaching style, but to the quality of materials and activities.[3] Their





overall perception of the learning experience was ultimately bound to the opportunity to reinvent themselves successfully in the target language. Achievement of linguistic or communicative proficiency mattered less than the satisfactory development of an emerging self, which had to be fostered by a curriculum and instructional method providing the best possible balance of both cognitive and affective euphoric tension.

CONCLUSION

In retrospect, dysphoria under its various guises was not found to play a particularly strong role, because it was dismissed and forgotten in a remarkable “amnesty effect” triggered by the students' realization of their eventual achievements in the program.

REFERENCES

1. Abdullayeva Q., Nazarov K., Yuldasheva Sh. Literacy teaching. T. "Teacher" 1996.
2. Maslov, Yu.S. Introduction to Linguistics [Text]: Textbook / Yu.S. Maslov. - 5th edition, Sr. - M.: Akademiya, 2007. - 303 p. Wild. MO
3. Reformatskiy, A.A. Introduction to Linguistics [Text]: Textbook: Textbook for Universities / A.A. Corrected; Edited by V.A. Vinogradov. - 5th edition, Rev: Aspect Press, 2010. - (Classic textbook).

