# THE IMPORTANCE OF ENGLISH TEACHING METHODS IN PRIMARY EDUCATION

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**Annotation**
The article discusses the gist of new technologies in foreign language education in primary schools. Also recommended are participatory ways of education and teachers' appropriate competencies.

**Keywords:** important, foreign language, educational technology, competency, process technique.

**Introduction**
Teaching English in primary schools relates to the readiness of the schools and the students' proficiency levels. If the schools have the sufficiency of English teachers, media, and textbooks, they will be ready to teach English.

Today's world considers English as a global language because there has never been a language so widely spread or spoken by so many people as English. It makes news daily in many countries and is adopted by many countries. It has a special role to play in the countries where it has been accepted as the official language and is being used as a medium of communication, shows that nearly 670 million people use English with fluency and competency. This figure is steadily growing ever since 1990. English now holds a dominant position in every sphere of human activity.

English language plays an essential role in our lives as it helps in communication. It is the main language for studying any subject all over the world. English is important for students as it broadens their minds, develops emotional skills, improve the quality of life by providing job opportunities.

Moreover, the use of English as an International language is growing with time because it is the only medium for communication in many countries. English is also used widely in the literature and media section to publish books, most of the writers write in the English language due to the vast majority of readers know only the English language and they can describe their ideas best in the English language.

The teacher should pay attention to the use of pedagogical technologies in the learning process:

- On the basis of a certain topic in the minds of students

Creation of new concepts;

- Disclosure of the essence of the new thematic provision, terms;
- Reporting of a new topic in a sequence with specified topics;
- Development of students' level of thinking;
- Achievement of consistency, entertainment and interest of educational games;
- Testing skills based on new knowledge

Go;

- Taking into account the psychological characteristics of students;
- Student participation in the learning process

Strengthening.

As we are aware that English language skills depend upon four core skills. These skills are essential for learning the English language that is:

➢ Listening skills: It improves the imagination and vocabulary of a learner. While listening we used to visualize the scene and memorize in our memory.

➢ Speaking skills: When a learner speaks, he gets to know his mistakes and he can improve it further.

➢ Reading skills: Reading a book or a passage helps in improving the vocabulary and concentration of a learner.

➢ Writing skills: When we write we get to know, what we are writing and do we know the spellings of all words.

If a student master these four skills, then his English will automatically improve and gain confidence in presenting his skills.

First, from modern technologies students' knowledge by using learning skills and skills, comprehensibility, consistency and integration of education, linking theory with practice, exhibition, new approaches of today, multimedia consciousness of students.

Secondly, primary school students not only teach a foreign language, perhaps organize communication with your friends doing so should also be essential.

Thirdly, each teacher is pedagogical When using technology in a learning process, you must use interactive methods.

Fourth, various didactic and role-playing games, taking into account the physiological development of teaching students to form students' thought activities organizations.

Fifth, a teacher in interactive methods is a teacher and a student, as well as between students use a shared action.

Different methods of teaching English It is observed that different approaches have come into existence in reaction to the inadequacies of the earlier approaches. Some

approaches have focused on using the language to speak and to understand it while others have focused on analyzing it with grammatical rules. Following the evolution of different approaches,' different methods have come into existence during the long history of teaching English. Let us now examine the principles and practices of the four popular methods of teaching English.

These methods are practiced in India with approximate historical sequence:

• Grammar Translation Method
 • Direct Method
• West's New Method and
• Bilingual Method Each of these four methods was shaped in relation to the social, political needs and trends in Psychology, Linguistics and Sociology. Let us now analyze these methods of teaching English.

**Reading Method**

 The objective of the Reading Method is to make the students fluent readers. Michael West, who taught in India, argued that the ability to read fluently in English was more important than speaking in English; and hence developed the Reading Method. Thus, comprehension is made the main aim of this method in order to draw a strong bond between the sound and print. Oral work, however, continues as either the teacher or the student would read from the texts in the class. The reading texts are graded in terms of vocabulary and structures and these are divided into intensive reading texts and extensive reading texts. This led to a systematic way of preparing graded readers to promote. intensive and extensive reading among the students However, as the priorities in English language teaching is periodically changing. This method is not very much in practice today as its main aim is not reproduction but comprehension. Yet, it is practiced in the classrooms today as a part of language development strategy.

**Bilingual Method**

The Bilingual Method incorporates different aspects of the Direct Method and the Grammar Translation Method. The use of mother tongue is allowed but strictly controlled and limited o the teacher. The student uses the mother tongue only if he is expected to be an interpreter or a translator. The syllabus is built around situations and all language skills are considered equally important. It involves imitation and interpretation of basic sentences of foreign language. The teacher gives an oral mother tongue stimulus for evoking the foreign language response of the student. The basic aim of the method is to he1p the student to speak and write fluently and accurately in

the target language. It also prepares the student in such a manner that she can achieve true bilingualism i.e., she can jump from one language to another easily language.

## Grammar Translation Method

The Grammar Translation Method dominated the European method of foreign language teaching from 1840s to1940sand in a modified form it continues to be widely used even today. It is a way of learning a language through a detailed study of its grammar and translation of sentences and passages into the target language. The proponents of the method assumed that learning a foreign language was to learn it in order to read its literature and benefit from the mental discipline that resulted from the study of that language. Therefore, reading and writing are given more importance than speaking and listening. The teacher is believed to be the authority in the classroom; therefore, the students are hardly given a chance to participate in the class. Deductive application of an explicit grammar rule is used as a pedagogical technique. In short, it believes that a foreign language is best learnt through grammar.

Features The proponents of the method believe that the following principles of the method make the learning of a foreign language effective. 268453136584

• Foreign phraseology is to be interpreted through translation.

• The foreign phraseology is assimilated in the process of interpretation

• The structure of a foreign language is best learnt when compared and contrasted with the mother tongue.

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