



THE PRIMARY CLASS WILL IMPROVE THE TRAINING OF FOREIGN LANGUAGE TEACHERS IN ENGLISH

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Annotation

This article provides information on the development of students' logical thinking abilities, fluency of speech, the development of quick and accurate response skills, the arouse an appetite for knowledge, and the desire to prepare for classes thoroughly as a result of the use of modern approaches and innovative methods of teaching English in elementary schools.

Keywords: modern, innovative, starter, game, educational, educational

Introduction

In order to fundamentally reform the current system of learning and organizing foreign languages, it prohibits the study of teaching from a traditional style, a wide range of communication modern, and continuous teaching. 'Innovative innovative method of teaching a teacher is lesson, a true self-reader with pedagogical perfection, In the preparation of teachers who awaken their love for learning foreign languages, the main pedagogical psychologist has become a necessary provision.

The social order of society in our country has intensified the need for foreign languages to be taught in elementary schools and for communicative purposes. English was introduced into primary education as a curriculum, and specialists were trained in teaching foreign languages in preschool and primary education.

By developing advanced teaching styles using modern pedagogical and information and communication technologies, fundamentally improving the system of teaching the growing generation to foreign languages, preparing free-speech professionals in these languages, and thus, their world civilization achievements and the widespread use of world information resources, the development of international cooperation and communication, in order to create opportunities:

1. Please note that starting from the 2013-2014 academic year:

Learning foreign languages, mainly English, in all parts of the republic in the form of playful lessons and oral discourse lessons from the first grades of secondary schools,





and from the second grade, gradually begins with the development of alphabets, reading and grammar;

In higher education institutions, some specialized disciplines, especially technical and international specialties, are taught in foreign languages.

Today, it is well-known that about 60% of the world's population can speak two or more languages. The acceleration of globalization processes in the world, the transition to free market relations and the promotion of high-tech development in manufacturing are strengthening the need for "linguistic capital," namely, professionals who have perfectly mastered foreign languages (especially English). In order to ensure quality and effectiveness in foreign language education, the experience of reducing the age of learning/teaching foreign languages is becoming increasingly popular. This was due to the prevalence of the concept of "the younger the better - early is better." The decision to include English in the primary education curriculum is approved on the basis of the following conclusions: Critical Period Hypothesis states there is a limited developmental period which it is possible to acquire a language, be it L1 or L2, to normal, nativelike levels. – Stresses that there is a period of limited development in a foreign language, whether it is the mother tongue, a foreign language, and a foreign language that can be acquired at a level close to natural speech.

Personal reasons for junior high school students to use a foreign language as a means of communication (a sign in the goddess of the school, To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. directed role games, stage performances and contests) are intended.

The main objective of primary education is to develop such skills as a child's positive attitude toward reading, literacy of reading, working with different information, knowing basic mathematical actions and applying them in everyday life, logical and creative thinking, self-government, self-control in the congregation, mastering the rules of a culture of written and oral communication, and organizing educational activities, In accordance with the decree of our Distinguished President on measures to improve the foreign language learning system, adopted on December 10, 2012, these objectives included teaching children a foreign language from grade 1.

That by the 1960s, audiolingual and situative approaches to English teaching had passed their era, The linguistic theories developed on their basis do not meet the demands of the times, that the communication and functional characteristics of individual statements are interpreted in these theories that promote the structure,



and that there should be a greater emphasis on developing communication skills in English teaching than in remembering structure (speech samples) About N. Khomsky, K. Kendlin, X. Windovson, T. Pika, R. Oxford were published. At the same time, the concept of learning to use English and using English to learn it was developed. This concept, first of all, requires the widespread use of sample, standard phrases, basic linguistic units and linguistic functions in training. It also requires the use of English to organize classes, record health in a journal, evaluate, encourage students, provide guidelines, instructions and recommendations on how to carry out the assignment correctly, and talk to one another. Such integration occurs at the expense of a useful reference in various speech situations from the ready and semi-prepared standard mold sentences that have been remembered.

The introduction of a foreign language teaching system in our country from grade 1 also prohibits you from addressing a number of problems. For example, foreign language teaching has been introduced in elementary schools, and who will attend classes? A primary school teacher or a foreign language teacher? A primary school teacher has experience working with young children, a teaching methodology, but does not speak a foreign language, and a foreign language teacher teaching in high schools knows the language, but does not have the ability to teach elementary school students. It is a big problem for foreign-language teachers who have taught high school students (10 to 15 years of age) for many years to teach 6-7 year olds, first and foremost, to sit in the classroom in peace.

He was a member of the Governing Body of Jehovah's Witnesses, a member of the Governing Body of Jehovah's Witnesses, a member of the Governing Body of Jehovah's Witnesses. After a discussion of experts, this road was not found to be acceptable to Uzbekistan. On the contrary, they concluded that it was intended to organize the process by teaching foreign language teachers the methodology of working with young children.

A wide range of studies were conducted in Europe from 2010 to 2011 as part of the ELLIE (Early Language Learning in Europe) project aimed at promoting the teaching of foreign languages from an early age. The project director, led by Professor Djanet Enever of Umeo University in Sweden, studied foreign language teaching from the age of 7-8 in eight countries, including England, Italy, the Netherlands, Poland, Spain, Sweden, Croatia, and this study continued until students completed elementary school. There were 1200 pupils, 48 teachers and 48 principals. As part of this study, the process of studying foreign languages from an early age was fully analyzed and conclusions were drawn. These recommendations and conclusions have served to improve the current requirements and methodologies of teaching a foreign language.





We too continue to implement reforms based on the recommendations of these studies. At the order of the Ministry, constant monitoring of the teaching status of foreign languages in two schools in 5 regions throughout the country (the districts of Karakalpakstan, Kashgar, Samarkand, Tashkent, and Namangan) is carried out in such areas as "Child Psychology," "Teacher's Qualifications," and "Scientific Approach."

In those schools, the average number of subjects in grades 2 to date was 65.7 percent. Twenty-five percent of the students in the schools studied in mastering the subjects in the textbook were found to be facing various challenges, and 75 percent of students were found to have different difficulties. While 12 percent of students had cases of fatigue, boredom, distraction, and 14 percent of students experiencing confusion, 10 percent of students were found to have difficulty understanding large volumes of information.

About a third of teachers appeared to lack the ability to use technical equipment. It has also been observed that between 30 and 35 percent of students remain uncontrolled as a result of inappropriate use of new pedotechnology, mainly working with groups. Although foreign-language teachers in grade 1 passed training courses, they felt that they lacked the ability to work with elementary school students.

The most important of the problems is the lack of professional skills in foreign language teachers, the organization of continuous study of foreign languages at all stages of the education system, as well as the improvement of teacher skills and the provision of modern teaching materials.

To address these problems, a continuous training mechanism is being introduced at the municipal (city) level to improve the professional well-being and pedagogical skills of foreign-language teachers in the public education system. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. This process is being carried out at the XTXQTMOMI base of A. Avloniy with the help of qualified specialists from higher educational institutions, such as the British Council's office in our country, the University of Westminster, the Singapore Institute for Management Development in Tashkent, and the U.S. National University of World Language. In determining the content of the courses, there are three main areas: improving the professional potential of foreign-language teachers, improving their pedagogical skills, and ensuring their level of preparation for the DTM test format.

Teachers who are trained in these courses will be employed as hourly teachers at regional training institutes as teachers who are trained in designated basic schools.





Of course, any process will bear fruit only if it is strictly regulated and controlled. Especially in the field of education, regular observation and monitoring are of great importance. Because it is very difficult to replenish the place of knowledge, skills, and skills that have not been absorbed by the student at a later date. As a result, an objective assessment of the methodological skills and level of language knowledge of foreign-language teachers and the activities undertaken will analyze the achievements and shortcomings they have achieved in this regard. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared.

This will gradually lead to an increase in the level of language proficiency for teachers teaching a foreign language, an increase in vocational skills, improved skills in working with elementary school students, and improved preparations for DTM-conducted testing, thus beginning to bear fruit in the methodologies of accelerating the teaching of foreign languages in elementary schools.

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