

## THE BASIC FEATURES OF TEACHING A FOREIGN LANGUAGE AT AN EARLY STAGE OF LEARNING

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### ABSTRACT:

**In the process of working on this topic, the following tasks were set: studying and analyzing the literature on this issue, identifying the characteristics of students at the initial stage of teaching a foreign language, studying and selecting the most effective methods and techniques for teaching vocabulary, phonetics, and grammar at the initial stage. The object of this work is the process of teaching a foreign language to younger students.**

**KEYWORDS:** students of the initial stage, preschool education, effective methods, overcome the language barrier, ways of learning the language.

### INTRODUCTION:

Currently, teaching a foreign language to children from six to seven years old has again become the subject of an interested conversation between teachers, philologists and parents. Society is not satisfied with the level of language training of secondary school students and one of the ways to shift this level is to shift the starting point of the process of learning a foreign language to preschool education or grade 1 of secondary school, which are traditionally considered the most favorable periods for mastering a second language. At present, in our country, teaching a foreign language in primary school has acquired a truly massive character. The relevance of research in this area is to help the child overcome the language barrier as early as possible and instill in him a love for a foreign language. It has long

been proven that the later a child begins to learn a foreign language, the more difficult the learning process is, therefore, it is necessary to consider this argument from the perspective of the individual abilities of each child.

The purpose of this work is to develop a methodology for teaching English from grade 1 of secondary school, which helps to overcome the difficulties covered in this work on the way of learning English. Some methodologists distinguish between a linguistic model and its speech embodiment - speech models. [2] In this work, the following research methods were used: analysis and generalization. Among the teachers, methodologists who were engaged in the development of this problem, such as Vereshchagin I.N., Rogova G.V., Solovieva E.N., Amonashvili Sh.A. [1] In my work, I used their scientific works and developments. All of them emphasize that early learning of a foreign language has a great practical effect in terms of improving the quality of language proficiency in basic school. A certain content of teaching a foreign language is impossible without turning to psychology - the science of the laws of mental reflection of reality in the mind of a person, exploring mental properties, mental activity and the state of the individual, depending on the conditions in which they appear. Psychology deals with the structure of human activity and its formation.

The actualization of proficiency in a professional language in the academic environment is due to a number of reasons: the possibility of international professional contacts, internships, tests, international

cooperation, and the desire to master professional literature and publish abroad. [3]

When teaching children a foreign language, it is necessary to remember that "the psychological and pedagogical concept on which the teaching of foreign languages in different countries was based was based on the theory of language acquisition by a child that existed until recently. According to this theory, a child learns language as a result of imitating the speech of adults, in an imitative way without purposeful learning. In other words, no one divides the flow of speech into units of assimilation for a child, does not dose speech patterns, does not arrange them in a certain sequence, does not explain the rules of grammar - and, nevertheless, a normally developing child by the age of five or six already masters this most complicated grammar, which builds independent statements, successfully solving communicative problems, and by seven or eight in the child's speech complex sentences, texts of considerable length appear. [4] And according to this theory, the child masters the second language in the same way as the first - spontaneously, without isolating the rules, thanks to the extraordinary ability to imitate, which is lost over the years. The proof is the child's development in a bilingual environment. But imitation is not the main mechanism of language acquisition in childhood - the ability to independently construct an utterance is achieved due to the enormous (of course, unconscious) analytical work of the child, which not so much imitates as it dissects and summarizes everything that he sees and hears and deduces systems of rules that determine expression of individual thoughts, intentions of the child. "All children, regardless of the specific characteristics of their native language, go through the stage of so-called over-generalization.

At the initial stage, reading, understanding of the text and translation are put in the first place. For many decades, teaching the English language has been based on the language system with its phonetic, grammatical and lexical aspects, and, accordingly, the units of the language system sound-letter, word, grammatical rule of the morphological and syntactic plans, the work on which was carried out as above isolated units. The conducted brief analysis of the initial period of learning a foreign language allows us to assert that students acquired formal knowledge of the language, but practically did not master the skills of reading and speaking. It was only in the sixties that oral speech came first and the requirements for it increased significantly. So, instead of the requirement to answer the teacher's questions, there were indications that monologue and dialogical speech should be developed. The ability to understand the storyline texts by ear is highlighted. The requirements for reading at the initial stage have also changed. Two forms of reading are identified - aloud and to oneself. The translation was removed as a mandatory component accompanying the reading. Instead, it offers various techniques for working on the text, ensuring understanding and control of the text.

It should be noted that there are major changes in the methodology of teaching foreign languages, primarily at the initial stage. Structures are put as a unit for organizing language material and teaching English: a structural group and grammatical structures. The phonetic and lexical aspects of speech were worked out on grammatical structures called speech samples in the methodological literature. In the seventies, the strategy of teaching in schools of different types has changed in relation to the communicative orientation, in understanding the practical goal of learning, mastering the studied language as a

social phenomenon, serving as a means of communication in oral (listening and speaking) and writing (reading and writing) between people, which was reflected in the tactics of training, at the initial stage. During the period under review, the conditions of teaching changed in relation to reducing the time allotted for the study of the subject, which imposes a great responsibility on all those involved in teaching foreign languages in providing students with an elementary level of communicative competence. In the eighties, teaching a foreign language, it is necessary to form students' ability to communicate, in other words, to form communicative skills that are so necessary for a person as a member of society. It presupposes the ability to listen to the interlocutor, engage in communication, and support him.

The study of a foreign language makes a certain contribution to the formation of general educational skills and abilities among schoolchildren, in particular, such as the ability to work with a book, reference literature. The active use of the language laboratory, equipped with modern technical means, the range of which is expanding, and the use of computers will facilitate the introduction of students to work with technology and contribute to the general computerization of the school. During this period, it is important to talk about increased attention to the labor and moral education of schoolchildren; highlight the independent work of students in the classroom and after school hours; the necessity of using a language laboratory is emphasized.

Modernity, the expansion of cultural boundaries, the desire for knowledge of the world among primary school students determines the practical importance of learning English. Many children already from the first grades of school want to become translators in order to "travel to different countries" or "earn

a lot". The purpose of this work was to reveal the main possible directions, the general idea of organizing the teaching of a foreign language to children of primary school age. To achieve the goal, the works of both domestic and foreign authors on this problem were studied. Children are ready to learn a foreign language by the age of five. The teaching methodology of classes should be built taking into account the age and individual characteristics of the structure of the linguistic abilities of children and be aimed at their development. Foreign language classes should be understood by the teacher as part of the general development of the child's personality, related to his sensory, physical, intellectual upbringing. In the course of the study, it was possible to solve the problems posed in the introduction to this work. A brief analysis of the initial period of study was carried out, the main psychological characteristics of schoolchildren were considered, and the most effective aspects of the language at the initial stage were studied and identified.

As a result of the work done, the following conclusions can be drawn:

- Teaching a foreign language to schoolchildren in primary school is becoming increasingly important; one of the most effective teaching methods is the use of game moments, proverbs, songs, poems;
- All aspects of the language play an important role in learning and must be learned in conjunction;
- From the very beginning of learning a foreign language, it is necessary to create positive motivation. This work is of an applied nature and can be used by teachers in their practical activities.

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