METHODOLOGY OF TEACHING ENGLISH AT THE PRIMARY SCHOOL LEVEL: ENHANCING ENGLISH LANGUAGE SKILLS

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ABSTRACT

This research paper aims to identify the methodology of teaching English language at Primary School children and strategies to enhance the language skills. It is obvious that more than 50% of world population is bilingual. Thus, demand on language learning is growing up to day. The acceleration of globalization processes in the world, the transition to free market relations and the promotion of the introduction of high technologies in production increase the need for "linguistic capital", i.e. specialists who have a perfect command of foreign languages (especially English). In order to ensure quality and efficiency in foreign language education, the experience of reducing the age of learning/teaching foreign languages is becoming popular. This was caused by the widespread concept of "the younger the better / early is better". Hence, the authors try to scrutinize deeply the methodology of teaching English language and means of enhancement of language skills. It can be summed up that according to the research results, at present, that the results are unsatisfied. The authors find research gap in the field of language learning process. Below, some suggestions and language learning strategies are given for further investigations.

Keywords: teaching English; language learning; primary school; language skills; bilingual; methodology.

Introduction

English language teaching methodology, (a) general (speech orientation, limited and integral teaching, exercises, taking language experience into account), (b) special (teaching English based on speech samples, language exercises and the connection of speech practice, the interdependence of types of speech activity, the advancement of oral speech, the approach to natural speech in a foreign language, the acceleration of the elementary stage), (d)

special (teaching grammar, teaching vocabulary, teaching the principles of winter teaching and the use of speech writing in English language teaching) have been developed. In summarizing the pedagogical principles, we considered the communicative approach to teaching foreign languages in primary education.

➢ Implementation of visual approach and multisensory (fully stimulating all speech analyzers) learning. That is, a lot of exercises with the participation of analyzers of seeing, hearing, movement (speech movement and hand movement) in order to ensure thorough mastering of the educational material.

➢ Teaching holistically (lexical, grammar and pronunciation language material as a whole).

➢ Speech orientation (perform lexical, grammatical and pronunciation exercises in order to acquire speech activity).

➢ Teaching English based on speech samples.

➢ Taking into account the language experiences of native and bilingual students in acquiring a second language.

The purpose of education can be defined as a socio-pedagogical and lingo didactic concept applied to English language teaching as follows: education in the form of a social order of society and the state to learn English, which is one of the subjects of general education. It is a means of defining the content, organizing the teaching process and determining the achievement of certain results in advance. Why is English taught at school? is a term-concept used as an answer to the question. In comprehensive schools, students are taught English for (1) practical purposes, (2) general educational purposes, (3) educational purposes, and (4) developmental purposes. In order to achieve the practical goal of teaching English, the final practical goal of teaching English in the general school course is listening and reading, that is, getting information by listening and reading in a foreign language. The intermediate practical goal is interpreted differently: in class I, listening comprehension and speaking are practical goals; In II-IV classes, listening comprehension and speaking is a practical goal, a means of repeating and strengthening language material learned in reading and writing oral speech; Speech activity in grades V-VI listening comprehension, speaking and reading - an intermediate practical goal, writing - a practical tool; In grades VII-IX, listening comprehension and reading are practical goals, speaking and writing are tools (Calafato, 2021).

It is known that any goal arises out of necessity. In methodological literature, objective and subjective needs are distinguished based on educational conditions in the analysis of needs. Objective needs:
a) age-related psychological characteristics of English language

learners, mother tongue, interests, English language learning abilities; b) the levels of knowledge, skills and abilities that must be acquired from speech activities in English; d) based on the state and society's demand, i.e. the social order, it is determined on the basis of information about the programmatic requirements for students' English language knowledge, skills and abilities (Rambe, 2019).

Subjective needs of students: a) attitudes towards the English language and culture; b) English language learning methods and strategies; d) it is analyzed on the basis of information about the types of speech activities (speaking, listening comprehension, reading and writing) they are interested in learning. Educational goals are determined based on analytical data about objective and subjective needs (Abdullaev, 2021).

When determining educational goals, it is necessary to give priority to the communicative needs of students. A goal is a general direction in education, a plan for solving a specific task(s). A goal is a consciously planned outcome of teaching and learning English and its host culture. Educational goals are a social order - a task, focused on the formation and upbringing of a well-rounded person, which defines the English language teaching system by determining the content of education and the result to be achieved in accordance with it.

The goals of teaching English as the main component of this system are determined based on the conditions of general education and the demands of society and the individual. The goal, in turn, determines the content, principles of English language teaching, as well as the methods and technologies arising from the characteristics of the teacher and students.

In order to achieve the practical goal of teaching English, special topics and language material are selected for the types of speech activity, the main part of the study time is devoted to their study, that is, most of the exercises are performed in this type(s) of speech activity. The practical goal is achieved by acquiring linguistic, sociolinguistic and pragmatic competencies. Competence (ability, quality), as it is known, consists of a set of knowledge, skills, qualifications and personal characteristics. Competence includes small concepts (Shaturaev, 2021a).

Linguistic competence takes into account the use of linguistic phenomena in speech. Sociolinguistic competence involves the ability to express an opinion in accordance with the communication situation, purpose and tasks of the interlocutors. Pragmatic concept refers to the ability to control oneself in a communicative situation (for example, to ask repeatedly, to be able to get out of it when

speech and linguistic complexity arises). Discursive competence

within pragmatic competence serves to ensure consistency in oral and written speech (Shaturaev, 2014).

Literature Review

The scope of the paper

In didactics and teaching methodology, intersubjective communication is now understood as a whole system based on the balance between content of knowledge and methods of scientific knowledge (Ветчинова, 2021). A systematic approach to intersubjective communication requires the joint disclosure of its composition, structure, and tasks, as well as its relationship with other system objects (educational process, educational activity, etc.) (Habibov, 2012).

Since 2012, all European countries except Denmark, Greece, Iceland, and Turkey, and the Philippines have introduced a foreign language teaching approach where some subjects are taught in subjects other than the mother tongue (M: Experience teaching mathematics in English in the Philippines). It was introduced into internal education and taught as a foreign (English) language communication and learning tool for some subjects (Melis & Weber, 2003).

In countries such as India, Kenya, Nigeria, South Africa, and Malaysia, in most cases, school education is conducted entirely in English. As a result, such a situation does not correspond to advanced language policy, weakens the status of the mother tongue, and causes the "misuse" of the English language (Melis & Weber, 2003).

In Uzbekistan, English language education is directed to the formation of a second language information holder (cognizant), that is, the study of the cultural heritage created by the owner of the studied language is the main goal of English language education (Shaturaev & Khamitovna, 2023). A second language informant can be understood as a person who has the competence to communicate adequately in a foreign language with a representative of a foreign culture in authentic communication situations (Shaturaev, 2022). When learning a language, the student is not busy with acquiring linguistic knowledge, but with improving his or her speech and cultural skills (competencies). English is taught on the basis of an integrative approach aimed at communicative activity, person-oriented, acquisition of competence (Ministry of Public Education, 2017).

This integrative approach differs from the "Content and Language Integrated Learning" approach in European education. The communicative-cumulative method is used in English language education. Interlocutors' understanding of each other is the main criterion for knowing the

English language, and for this reason, mistakes that do not hinder mutual understanding can be temporarily overlooked.

A person- and activity-oriented communicative approach to English language teaching based on inter linguistic theory enables students to engage in live communication as quickly as possible and without fear. Not being afraid of mistakes, serious emphasis on the content of education increases students' enthusiasm for using the studied foreign language (Fayzievna, 2012).

According to this approach, a) psychological and age-related characteristics of the student affect the process of learning English; b) the difference between the mother tongue, Russian and English – inter lingual interference; d) educational tools; e) educational institution; f) it is recommended to take into account all factors, such as the professional skills of the teacher (Jackson, 2011).

Research question

The quality of bilingual education is primary level school are still unsatisfied. The big question remains on the answer.

1. Which are the most effective methods of teaching English in primary schools of Uzbekistan?

2. To identify the means of enhancement of language learning skills.

Research Method

Data source & collection procedure

This research article clarifies the proper methodology for teaching-learning process of English language in primary schools of Uzbekistan. Thus, data for scientific paper was collected through the analyzing available data sources and individual research at primary school of the state. According to Anthony, an approach is a set of principles or concepts about language, its learning and teaching, which is adapted to a method or theoretically based on it. That is, the term approach refers to the theory of language and language learning that serves as the source of English language teaching practices and principles.

The approach is a fundamental component at the core of the language teaching system, embodied as the general methodological basis of teaching and the existing educational content about the purpose, tasks of the (language) subject and the possibility of their implementation in the educational process. characterized by points of view.

According to methodologists, the approach summarizes views on the content of educational science (Sayfouri, 2014), is used as a general methodological basis for research in the field of concrete knowledge (Miles, M. B., & Huberman, 1994), determines the

direction of the researcher's activity in the study of one or another phenomenon.

Data analysis

The collected data was analyzed, in the figure 1, according to the theory of Miles and Huberman.
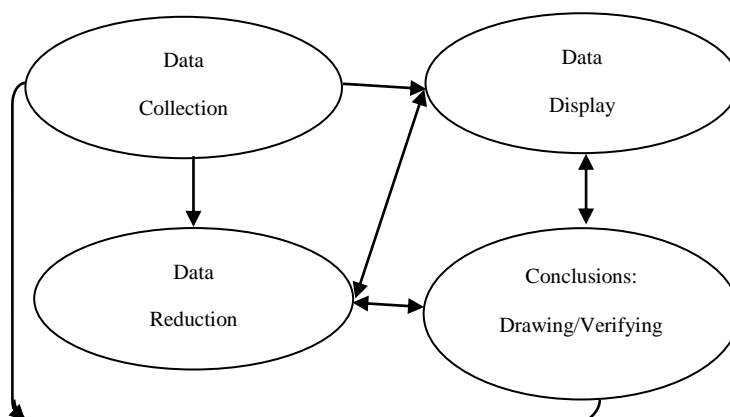

Figure 1: Components of Data Analysis: Interactive Model
From: Miles and Huberman (1994, p. 12)

Presentation of Research Findings & Discussions

By the 1960s, the audio-lingual and situational approaches to English language teaching had passed their time, the linguistic theories developed on their basis did not meet the requirements of the time, the communicative and functional characteristics of individual sentences were inadequately interpreted in these theories promoting structure. articles and theses of authors such as N. Chomsky, K. Kendlin, H. Windowson, T. Pika, R. Oxford about the need to prioritize the development of communicative skills in English language teaching rather than memorizing the structure (speech patterns) was published. In this context, the concept of "Learning to use English and using English to learn it" was developed (Calafato, 2021).

This concept, first of all, requires extensive use of model, standard phrases, basic lexical units and linguistic functions in training. Also, organizing the lesson, recording the attendance in the journal, evaluating the students, encouraging them, giving guidance, instructions and recommendations on the correct completion of the task, and using the English language in mutual conversation. required. Such integration occurs due to the use of memorized ready and semi-ready standard template sentences in different speech situations.

Before this concept was developed, different, often conflicting, opinions of experts regarding the nature of the issue of what to teach in the educational process were being explained. There are two problems in this regard: first, when answering the question of what is taught, most scientists give the correct but general answer that the content of education is taught (Hopp et al., 2022).

In 1971-1972, studies were conducted to improve the English language learning courses (Čoh, 2021). The members of the group headed by D.A. Wilkins analyzed the needs of Europeans to learn English. Later, Wilkins published a special collection summarizing the research materials, and this book had a significant impact on the popularization of the theory of developing linguistic, sociolinguistic and pragmatic competences of learners by introducing a communicative approach to English language teaching (Fayzievna, 2012).

According to V.A. Sukhomlinsky, a teacher who can forget that he is a teacher is the best teacher. The meaning behind these words is expressed in English lessons. For this, it is necessary to give up the advice tone, to show genuine interest in the students and their words, to forget that he is one step above, and to stand side by side with the student. Only then will the student's interest increase, he will have a desire to talk, and as a result, communication and interaction will take place during classes ("Учимся Учить - Традиционный и Юбилейный Семинар Ученых и Преподавателей России и США. Старая Русса, 10 Сентября 2016 Г," 2016).

In KY, both the object of learning and the means of learning are communication, that is, communicative competence is acquired through communication71. According to KYO, language is learned in the process of using it. In English language teaching, based on KY, the aim and task of the subject of study should be to form knowledge of foreign languages in everyday, scientific and professional spheres in a multicultural and multicultural world (Cronin et al., 2020).

We formulated the exercise system as follows *(see Figure 2).*
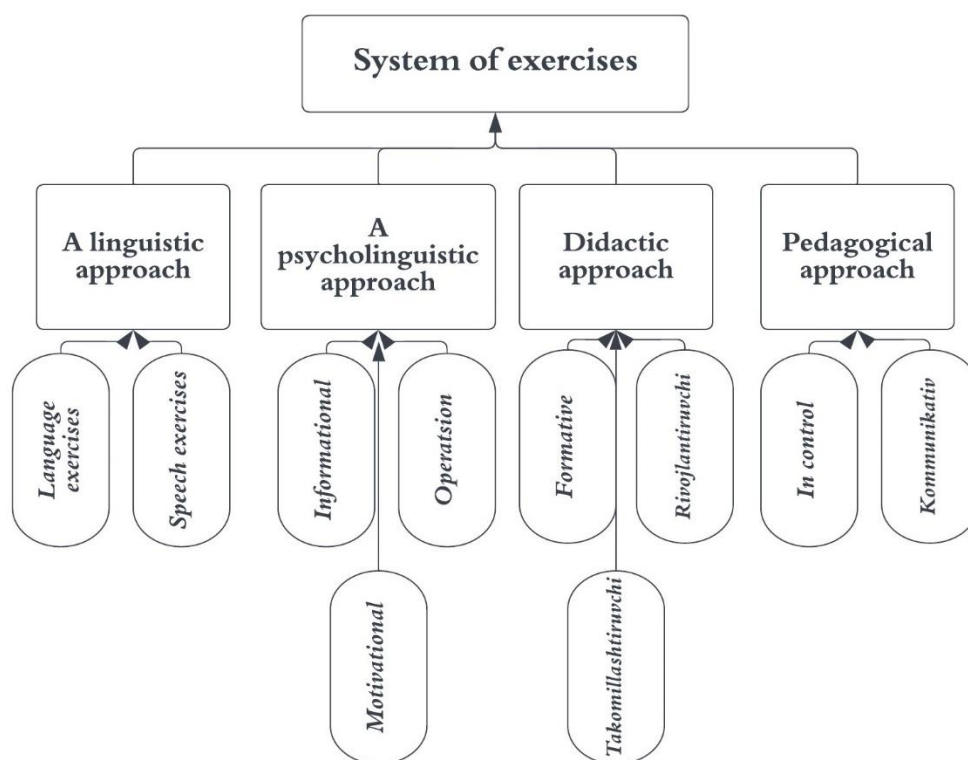
Uzbek methodologists such as J. Jalolov, T. Sattorov, and A. Soynazarov identified the types that form, develop, and improve the English language exercise system from a didactic point of view. I.A. Gruzinskaya divides the exercises in the textbooks into phonetic-orthographic, grammatical, working with the dictionary, exercises aimed at improving knowledge, skills and abilities. A.M. Jarova paid attention to the potential of exercises in modern textbooks to increase learning activity in primary classes (Fayzievna, 2012). and successful execution; c) it is appropriate that it consists of material.

Sh. Ubaidullayev classifies the system of exercises as follows: (1) according to mastering language material: phonetic, grammatical, lexical exercises; (2) according to their use in the acquisition of types of speech activities: listening comprehension, speaking, reading and writing training exercises; (3) according to linguistic material: language and speech exercises; (4) according to the formation of knowledge, skills and competences: preparation and practical exercises; (5) according to the place of execution: exercises performed in the classroom, at home, in the laboratory; (6) according to the form and method of speech: oral and written speech exercises; (8) according to the number of languages: monolingual and bilingual exercises; (9) according to the strengthening of actions: attachment, change - reproductive, selection, grouping, analogy, differentiation - receptive exercises; (10) according to the use of auxiliary means: exercises performed with the help of visualization, technical means, programming elements; (11) according to the origin of the stages of acquisition: initial acquisition, training, practice, repetition, control exercises (McCreary, 2008). It is known that the exercise includes language material, topic, text, language techniques, language rules. There is a requirement and material of the exercise. If the requirement is given in 100% exercise, the material can be in open or hidden form. The authors claim that the recommended exercise for elementary school students has three components: a) demand; b) a recommendation or instruction to ensure its easy.

First, let's look at exercises performed under the supervision of a teacher. In the methodology, the term "Scaffolding" is widely used, which represents the teacher's control, that is, the support, help and goodwill of a specialist in improving the effectiveness of English language learning. This term is defined in the explanatory dictionary of the Uzbek language as "a temporary device made of wood or metal layer by layer next to the wall for construction or repair work."   But the English equivalent of the term is a word related to the group of nouns and verbs, and its definition is as follows:

- n. a temporary structure on the outside of a building, made of wooden planks and metal poles, used by workers while building, repairing, or cleaning the building – the materials used in scaffolding (McCreary, 2008).

The term was not used by Vygotsky, but his "Zone of Proximal Development" theory was the basis for the development of the Scaffolding model of organizing the cooperative activities of the teacher and the student aimed at ensuring the successful completion of a certain task (Rammohan & Robertson, 2012). was This model is a pedagogical method that facilitates the process of acquisition of competences, that is, the teacher's support and assistance to the student in order to eliminate difficulties, preventing difficulties that may be encountered in completing a certain task. This term also expresses the meaning of pedagogical technology to ensure the acquisition of competencies. That is, the teacher:

- completes the student's answer by repetition (Yes, a big cow.);

- corrects the mistakes and reformulates the answer, (Yes, a cow is a farm animal.);

- uses language that is slightly higher than the student's nearest development zone, but understandable (Open the drawer. Take out the chopsticks.);

- uses gestures, facial expressions, physical movements, pictures and sounds (brm, brm - bus; ba, ba - sheep) in order to ensure language intelligibility, widely uses the possibility of using live communication models in real speech situations (Look, I am opening the thermos for you. It is really hard.);

- reacts to even the smallest achievement of the student (Very good, Madina! Nice job!);

- effectively uses speech samples in organizing the lesson (Zohida, give out the pencils. Open your books at page 7.);

- simplifies the question for a student who is struggling to learn (Do you like to play with your dog or your cat? Play with cat or dog? My cat. Good. You like to play with your cat.).

First, we think about facilitating the implementation of exercises that serve to acquire phonetic, lexical and grammatical competences related to the language. It is known that the main practical goal of teaching English in elementary grades in accordance with the state educational standard for foreign languages of the continuous education system and the English language curriculum for general secondary schools is communicative competence. is to ensure that it is taken at the initial A1 level. The practical goal is achieved through the acquisition of linguistic (speech and language), sociolinguistic and pragmatic competencies.

Linguistic competence according to DTS consists of speech competence (listening, speaking, reading and writing) and language competence (lexical, grammatical, phonetic competences and graphics and orthography). Based on this goal, the curriculum distinguishes two aspects of teaching content: what to teach (language material) and what to do (listening, speaking, reading and writing) (Bolsunovskaya et al., 2015). That is, by learning and teaching language material (vocabulary, grammar, pronunciation), the acquisition of communicative (information exchange) competence related to the skills and qualifications of speech activities is ensured.

Exercises that serve to acquire linguistic competence, in turn, in the acquisition of knowledge about language material (phonetics, lexicon, grammar) and skills in the types of speech activities (listening comprehension, speaking, reading and writing), serve to acquire sociolinguistic competencies exercises to study classroom discourse and simple communication models in everyday situations, to acquire basic intercultural information about the culture of Uzbekistan and the countries where the language is studied, to strengthen the initial language skills, and exercises that ensure the acquisition of pragmatic competences are statements in a foreign language serves to teach to understand and use the overt and hidden goals of the given opinion (conveying any information or opinion, question, command, request, advice, promise, apology, congratulations, complaint). Below, we will separately consider the exercises that serve to acquire language and speech competences. Imitation of the teacher or announcer (choral repetition, chain drill, repetition drill), substitution drill, suitable word (article, preposition, modal verb, pronoun) instead of periods Fill in the gaps exercises are important in acquiring lexical, grammatical and phonetic competencies (Lunin & Minaeva, 2015).

Exercises such as TPR (Total Physical Response), Simon Says, Look and say, Bingo, Chinese whispers, Mime and gesture, Role play, Act out, Listen and draw, cued dialogue serve to acquire speech competencies.

English language teaching based on speech pattern, connecting language exercises with speech practice and oral speech development were considered as methodological principles of English language teaching in primary education. When teaching the form of oral speech in English (on the principle of "verbalization" in psychology), the work begins with mastering the speech pattern.

In primary education, popularization of learning vocabulary, grammar and pronunciation units in speech samples is one of the appropriate actions. In the world methodology, speech pattern is recognized as a unit of English language teaching. (Different authors use this

term with the words they want: structure, construction, model, typical sentence/sentence, lexical phrases, formulas, routines, pre-fabricated patterns, formulaic chunks, gambits, speech patterns, readymade sentences, prefabricated sentences, multiword lexical units, lexical collocations, fixed/semi-fixed expressions, institutionalized utterances).

Drilling, that is, repetition and imitation (imitation) exercises aimed at acquiring language competences, are popular in the practice of English language teaching. They serve to eliminate formal, semantic, and functional difficulties of language phenomena. In such exercises, one or two language forms (grammatical or phonological structures) are repeated several times under the guidance and supervision of the teacher. Based on such exercises, it is possible to organize imitation games.

Communication can also be achieved in guessing game exercises. For example, I am thinking of a pupil? Is he wearing blue jeans? Is he Nadir? No. He is taller than Nadir. It is known that the communicative approach is based on the theory that the English language is learned in the process of real meaningful and meaningful communication. When learners are exposed to live communication and interaction, they use their natural language learning strategies and this enables them to use the language in the language learning process. According to experts, when creating exercises that ensure communication and interaction: a) communicativeness (English is learned during live communication and interaction); b) practicality (the English language is learned using it in the process of performing a specific task); d) the principles of comprehensibility and meaningfulness (the English language is learned when it is comprehensible and meaningful to the student) should be taken into account. For this, first of all, one of the interview participants should not be aware of the information or information that the other has. That is, although it is known what day of the week today is, "What day of the week is today?" If the answer to the question is "Tuesday", communication will not take place. Because one of the interview participants does not have the opportunity to receive new information that he does not know. The student is satisfied with giving official answers to such questions because he is forced to get a grade. As a result, motivation fades. Secondly, the participants of the dialogue should make independent decisions about when and how to say, to whom to say what. That is, the teacher should not strictly control the content and form of what the student says. Thirdly, in order for communication and interaction to occur, it is necessary to respond to the reply of the addressee. That is, the speaker should get some kind of response from the listener and make sure that he expresses his opinion in an

understandable way (Shaturaev, 2021b). The exercise of filling out questionnaires in primary classes fully meets the above communicative requirements. During these exercises, students communicate with each other to complete the tasks given to them, i.e. tables. The desire to complete the task acts as a motivation for the student to engage in live communication. Its presence creates a need; a need creates motivation. In the process of filling out the tables, new information is obtained, and there is another need to share this information with others. After the table is filled with information, students use these tables to make sentences based on the sample. In the process of creating sentences based on the example, the student uses a new grammatical phenomenon in his own initiative speech and begins to understand its meaning independently. A technological map prepared on the subject, substitution table and class survey tables are attached. An innovative pedagogical technology has been developed for the use of exchangeable tables to facilitate easy and successful completion of exercises, questionnaire tables as a means of ensuring communication and interaction. The situations in which students of primary school age use language differ from the speech situations faced by adults. For example, if an elementary school student talks with his family members about the school supplies he lost, what grade he got in school, what kind of assignment his teacher gave him, and the completion of homework with his classmates, talk about family members, events that happened to them, new clothes bought, food prepared, cartoons watched. In class, they ask each other for a pen, pencil or eraser, someone talks about leaving his book at home, someone informs the teacher about a student chewing gum in class, or they complain to each other (Mrs, John is cheating!).

The communicative approach to learning and teaching a foreign language in elementary grades differs from the communicative approach to teaching English to teenagers and adults. Younger school-aged children enjoy pretending to be doctors or pilots. They enjoy pretending to be a firefighter or a doctor, even though they have never been in such a situation. Therefore, it is possible to organize communicative activities in the first grades by organizing dramatized, dialogue-oriented, plot-role games. Formative, developmental and communicative game exercises have been prepared for students of I-II classes on each topic.

Conclusion

In Uzbekistan, the concept of "Humanity" (person-oriented) has been adopted, and according to it, in primary English education, the student is given the status of the central subject of the educational process and intercultural communication (dialogue), his interest and needs

are prioritized. Speech activity in English is directed to the formation of the student's personality, that is, mastering the cultural heritage created by the owner of the studied language is achieved. In the process of listening and understanding, speaking, reading, and writing, the student enriches the social, cultural, linguistic, and emotional experience previously acquired. Lack of textbooks that serve to improve the modern purpose, content and technologies of English language teaching in primary education, generalize the traditional and foreign experiences accumulated in the practice of teaching English to students of junior school age. as a result, sufficient efficiency is not being achieved in the process of training pedagogues for this field. Following the short sum up, the authors suggest looking forward for further research gap in future investigations.

Author note

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