

CHARACTERISTICS OF THE ENGLISH LANGUAGE SUBJECT IN PRIMARY EDUCATION

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Abstract: This article contains information and opinions about the characteristics of the English language subject in primary education, the purpose of their teaching, the acquisition of certificates in the subject of the English language by students.

School Keywords: educational environment, language experience, language learning, language acquisition, initiative speech, proportionality.

The difference between the English language and other subjects in the educational system is manifested in the fact that it is both an educational goal and a means of education. Acquiring English speaking skills (listening, speaking, reading, writing) is the goal of education, and the language being studied also acquires the status of a new and useful means of receiving and conveying information.

There are different approaches to highlighting the features of the English language subject. Researchers expressed their opinions based on the didactic, psychological, practical (functional), educational and educational foundations of a foreign language. A group of Methodist scientists approached the classification of educational subjects based on their didactic characteristics. The first group consists of natural and social (physics, chemistry, history and other) sciences that teach the basics of science.

Its first feature is that it serves to create a correct idea and understanding of science in the minds of students. Another feature is that the skills and competences formed in the process of teaching the basics of science are subordinated to the system of science. The second group of educational subjects can include subjects aimed at improving skills and competence (singing, music, physical education, etc.). Their basis is a certain practice of universal human activity. Researchers consider English as an educational subject between

both categories. they believe, they put forward the idea that it serves the formation of knowledge and skills.

T.Q. Sattorov, one of the well-known methodologists, classifies the subject of the English language based on the following pedagogical and psychological characteristics:

1. The speech environment for communication in the mother tongue and English is very different. Outside of class, there is almost no environment for the student to communicate in English. There is always a natural environment for the mother tongue.

2. The mother tongue is embedded in the daily activities of a person. There is no such option for English. It is necessary to create artificial speech situations in order to teach communication to students in English classes.

3. The human child perceives and understands the surroundings with the help of his mother tongue and communicates with people. The situation in teaching English is completely different. Pronunciation, grammar and lexical aspects of the language are studied, expression of thoughts and comprehension in English is a practical goal. T.Q. From the point of view of the interaction of knowledge and skills, Sattarov defines educational subjects as:

(a) knowledge and theory-giving subjects (history, literature, geography);

(b) classifies subjects focused on the formation of practical skills (painting, labor education, physical education) into such groups. In this regard, he agrees with the authors of the general methodology of teaching English and considers English as a subject between the above two groups. We can also observe cases of classification of educational subjects based on their functional, educational and educational characteristics in scientific researches. Prominent Methodists include J.J. Jalolov, S.S. The Saidaliyevs conditionally classified all subjects as follows:

a) educational subjects that teach the basics of science (chemistry, biology, physics, mathematics, history);

b) educational subjects aimed at education (painting, music, singing);

d) educational subjects that teach practical activities (physical education, labor education);

e) language-related educational subjects (mother tongue, second language, foreign language).

In the subjects that teach the basics of science, knowledge related to this field is presented to the students. Subjects in the educational direction create sophistication and beauty in students. Subjects of activity training serve to form physical training, working skills and qualifications. When analyzing language-related educational subjects, which are the object of linguodidactics, it is shown that there are similarities and sharp differences between them. The commonality between languages is that in learning all three, the student is engaged in speech activity. Thanks to the skills and abilities formed in these languages, knowledge (information) related to other sciences and fields is acquired, in other words, language-related educational subjects perform the function of communication (communicative). Although the mother tongue, the second language and the English language have practical (communicative), educational, educational and developmental importance in school conditions, the standard (quantity and quality indicators) of performing these functions is different in each language. For example, when learning the "mother tongue", practical, general educational, educational and developmental goals are realized in the same way. In English, communication and practical application play a leading role, general educational, educational and developmental goals are realized depending on it.

The student learns the mother tongue in a practical way. In the second language, practical skills, previously partially formed, theoretical knowledge are expressed in a smaller volume than in the mother tongue, of course. In learning English, rules (ordinary theoretical knowledge) are subordinated to the goals of accelerating (intensification) and easing (optimization) the acquisition of practical skills and competencies, and speech practice (communication) becomes the primary task in the educational process. One of the programmatic requirements for teaching Uzbek, Russian and English languages at school is to create an opportunity to ensure the connection between these subjects.

The main way to achieve the intended goal is to combine the possibilities of academic subjects in education. The scope of the concept of conditions includes the type of educational institution (school), psychological (age) characteristics of the student,

language experience, time allocated to the subject (lesson hours). This concept is scientifically based on the studies of J. Jalolov, G. Rahimov, M. Djusupov and others in the field of language education. The first component of the educational environment is the concept of age characteristics and general level of students. The second component of the educational environment is the concept of "language experience".

The next component of the educational environment includes the concept of "time" (hours) allocated to the English language. In other words, "Where?" to the question

a) teaching English in a place with or without a speech environment (in the Republic of Uzbekistan, English is taught in an artificial environment);

b) teaching in primary classes of general education schools is selected as a research object. To whom?" when you say

a) (6) Teaching English to elementary school students up to 7-10 years old;

b) three languages are taught in general education schools - Uzbek (mother tongue), second (Russian) language and English (or another language).

In this place, the students' language experiences gained from three languages are taken into account. "How long?" means:

a) the amount of weekly and annual lessons in the curriculum (2 hours per week in the I class, 66 hours per academic year, 2 hours per week in the II-IV classes, 68 hours per academic year);

b) concepts such as intensive 20 (accelerated short-term) or extensive (prolonged due to time) conditions (extensive education is introduced in general education schools) are provided. The concept of educational environment is the natural environment in ensuring efficiency in English language education, having at least 1000 hours of communication with an English speaker, the teacher's pedagogical skills, the age-related physiological, psychological and cognitive activity characteristics of the student, includes factors such as the time allocated to the subject and the students' attitude towards the subject and their ability to learn. In order to get a broader idea of these factors, let's compare the acquisition of English in natural conditions and learning in artificial conditions:

Yazid is an 8-year-old boy from Malaysia. He studies English as a second language at school. Outside of school, he sees advertisements and road signs in English, and is a live witness of communication and interaction taking place in English in various speech situations. At home, he watches shows for children with English subtitles. He can communicate with his teacher and peers in English on familiar topics.

Daniel is 8 years old, Russian, born in a Russian family living in Norway. Some subjects in the city of Oslo are studied in the 3rd grade of a school taught in English. Outside of school, he sees billboards and advertisements written in Norwegian and English, and listens to people speaking English. He communicates in English with representatives of various professions when he goes to the hospital, the store, and the park. At home, he speaks Russian with his parents, and regularly watches feature and cartoon films with Norwegian subtitles.

Yunusbek is 9 years old, a 3rd grade student of school 34 in Norin District, Namangan Region of the Republic of Uzbekistan, where English lessons are held for two hours (45 minutes) a week. Outside of the classroom, he rarely sees signs, road signs, or advertisements in English, and he rarely meets people who speak English. He learns English to get encouragement from his teacher and to please his parents. He can make very simple sentences on familiar topics with a limited number of lexical units. To conclude, in the first and second conditions there is a natural environment for learning a foreign language as a means of communication.

Because, firstly, time is not limited, secondly, there are factors that ensure the correct interpretation of information in live speech situations, and thirdly, falling into various social situations in which communication is being learned in the foreign language causes a strong need and high motivation. fourthly, in the foreign language being studied, attention is paid to the content, not the form, and it is learned by trying it out and independently understanding it in the conversation with an English speaker. The most important thing is that personal initiative is shown to express the opinion. For this reason, the English language is mastered in the conditions of natural education. Third, the English language is learned in an artificial environment. That is, in the methodology of teaching English in primary education, the terms language acquisition and language learning are

distinguished. The methodological term "learning English" means acquiring the skills and abilities of speaking, listening, reading and writing in this language. Because, firstly, English is a subject of study, two hours a week are allocated to it, secondly, there is no reason or need to communicate in the foreign language being studied, thirdly, priority is given to form rather than content, and English Based on the educational content of the (A1) level, a limited amount of language material is prepared in a special method. Fourthly, the student is forced to speak a foreign language within the speech topics defined in the program and curriculum. Based on the concepts of the educational environment, the theories scientifically justifying the objective laws of mastering the English language in the natural environment and learning it in the school environment have been developed in the modern methodology.

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