

## **PRINCIPLES OF TEACHING ENGLISH IN PRIMARY GRADES**

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**Abstract:** Information about the methods and principles used in the organization of English lessons for elementary school students in general education schools is provided.

**School Keywords:** didactic, general methodical, principle, authentic material, multisensory, speech pattern, correlation, approach, verbalization, visual, mediating language.

The educational process follows didactic, psychological, linguistic, methodical and other laws. Some of them may be common to all subjects. These laws are called general didactic principles of education. Other laws may be specific to the teaching of certain subjects, for example; English language teaching principles. The concept of principle has not yet been fully resolved in didactics. If one group of principles represents the regularities of the educational process, the second group of principles represents the regularities specific to a certain type of speech activity, and the third is the principles specific to a certain section of the language material. The last one is called special principles.

The term principle (principle) expresses the meaning of "the basic guide, rule". According to Ye.I. Passov, "the principle is the foundation of the so-called building of the teaching process." The correct selection of concepts and principles ensures the effectiveness of the activity organized in the lesson, increases the interest of the students of junior school age in this activity. Concepts and several dozen principles of teaching foreign languages in primary education are advanced in scientific sources. For example, the main principles of teaching foreign languages in primary education in the scientific research carried out within the framework of the project EAS 89/04, Lot 1 "Good Practice and Main Principles" carried out in 2005-2006 within the framework of the Educational

and Cultural Research Program of the European Union summarized in the following order based on the criterion of importance:

- 1) choosing a meaningful context and subject suitable for the student's age (didactic);
- 2) positive approach to learning English (pedagogical);
- 3) holistic learning (methodological);
- 4) full consideration of age-related psychological and physical maturity levels of students in practical English lessons (psycholinguistic);
- 5) educating students in the spirit of tolerance towards others and respect for different values (pedagogical);
- 6) learning with the full participation of other speech analyzers, giving priority to the visual approach (applying psychological issues to the methodology);
- 7) motivation to learn English (intrinsic motivation) (psycholinguistic);
- 8) person-oriented education, taking into account the unique characteristics of the student (pedagogical);
- 9) prioritizing listening comprehension exercises for the formation of speech (didactic);
- 10) organization of classes in the studied foreign language as much as possible (pedagogical);
- 11) consideration of students' English language learning strategies and methods (didactic).

Didactic principles of English language teaching in primary grades The rules and views proposed in the practice of English language teaching are summarized and scientifically based on the status of linguodidactic (language pedagogy) principles. For example, J. Jalolov summarized the following didactic principles, despite differences in naming and essence: educational education, awareness, activity, demonstration, systematic (consistency), individual approach, thorough assimilation (of knowledge), such as matching student strengths. N.A. Gorlova summarized the 13 didactic principles of teaching foreign languages in primary education as follows: activity, demonstrability, adaptation to the student's potential, individual approach, systematicity. After studying

scientific sources, the didactic principles of teaching foreign languages in primary education can be summarized as follows:

1. Taking into account students' English learning methods, strategies and abilities.
2. Prioritize listening comprehension exercises.
3. Creating meaningful contexts and speech situations related to the topic in lessons.
4. Extensive use of technical tools in training.
5. Use of age-appropriate authentic materials.
6. Teaching English based on speech samples.
7. Visualization of topics (using talking dolls).

Psycholinguistic principles of English language teaching in elementary grades Language learning is a mental activity, so it has psychological foundations. Mental activity is scientifically investigated in psychology. In this regard, there is a need to research the psychological principles of English language teaching. Two psychological principles of English language teaching have been developed in scientific sources. The psychological principles are called "verbalization" (a foreign language is learned practically only through oral speech) and "correlation" (a certain limit of the material of the English language is determined, a set of language units intended for the formation of speech skills is first formed) . Despite the fact that the linguistic foundations of English language teaching have been studied to some extent, little attention has been paid to the issue of linguistic principles of English language teaching in methodological science.

In elucidating the essence of methodology principles, work was done based on psychological and linguistic laws and the following psycholinguistic principles were summarized:

1. Increase students' motivation (internal drive) to learn and master English.
2. Encouraging age-appropriate physical activity of students during classes.
3. To inform students about the similarities between the mother tongue and the foreign language being studied.
4. Development of intermediate language (metalanguage) experiences of students.
5. To teach students to use the relationship between the native language and the studied foreign language.

6. General introduction of students to the structure of the English language being studied.

7. Individual approach, that is, conducting psycho-pedagogical activities taking into account the characteristics of students (the nature of each student, what they are capable of, what they are interested in, who they make friends with, what they have a negative attitude towards).

Methodological principles of English language teaching in primary grades English language teaching methodology,

(a) general (speech orientation, limited and holistic teaching, exercises, taking language experience into account),

(b) private (teaching English on the basis of a speech sample, the connection between language training and speech practice, the interdependence of speech activity types, the advancement of oral speech, getting closer to natural speech in a foreign language, accelerating the elementary stage),

(d) specific principles (teaching grammar, teaching vocabulary, teaching reading and using speech writing in teaching English) have been developed.

In summarizing the pedagogical principles, we considered the communicative approach to teaching foreign languages in primary education.

1. 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.

2. Teaching holistically (lexical, grammar and pronunciation of the language material as a whole).

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

4. Teaching English based on speech samples.

5. Taking into account the language experiences of native and bilingual students in acquiring a second language. Pedagogical principles of English language teaching in primary grades Pedagogical principles of English language teaching in primary grades

are described in detail in Uzbek and Russian language scientific sources as a didactic principle. But the pedagogical principle is studied separately in foreign literature.

We used scientific sources in three languages to summarize pedagogical principles.

1. Bringing the growing generation to maturity in all aspects. The information acquired through the medium of English and the intellectual and verbal skills and competences acquired during the study of the English language educate students.

2. Encouraging students to use the language being studied.

3. Taking into account the individual characteristics of students.

4. Educate students in the spirit of tolerance towards others and respect for different values.

5. Creating an optimal situation for independent learning of knowledge in lessons.

6. Formation of students' skills and abilities to independently and mutually determine mastery indicators.

7. To create an opportunity for students to demonstrate their knowledge in the studied language.

8. Organization of lessons based on an integrative approach aimed at the acquisition of competencies.

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