

ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ МЛАДШИХ ШКОЛЬНИКОВ

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Аннотация. В данной статье автор раскрывает особенности обучения английскому языку младших школьников в связи с требованиями Узбекистана. Автор обосновывает компетентностный подход в начальном образовании, характеризует компетенции, выявляет особенности формирования метапредметных и личностных компетенций у младших школьников.

Ключевые слова: речевые, социокультурные, учебно-познавательные, языковые компетенции, деятельностный характер, личностные и метапредметные компетенции.

TEACHING ENGLISH TO YOUNGER PUPILS

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Annotation. In this article the author reveals the features of teaching English to junior schoolchildren in connection with the requirements of the Uzbekistan. The author substantiates the competency-based approach in primary education, characterizes competencies, reveals the features of the formation of meta-subject and personal competencies in younger students.

Key words: speech, sociocultural, educational and cognitive, language competencies, activity character, personal and meta-subject competencies.

A foreign language is one of the important and relatively new subjects in the system of training a modern primary school student in a multicultural and multilingual world.

Since August 29, 1997, all educational institutions in Uzbekistan have switched to a new state educational standard for primary general education. The main goal of

introducing the State Educational Standards for Primary General Education is to improve the quality of education.

The federal state standard for primary general education is a set of requirements that every school must fulfill when organizing the process of education and upbringing. A distinctive feature of the new generation standard is the formation of new knowledge, the development of skills in their independent acquisition and the development of the ability to apply this knowledge in practice. Therefore, the goal of the modern school is the need for students to set a goal and achieve it, independently acquire and apply knowledge, draw up a plan of their actions and independently evaluate their consequences, ask questions, express their thoughts clearly, take care of others, be a moral person, preserve and strengthen your health.

In the system of Uzbekistan State Educational Standard, a foreign language is one of the most important in the system of training a modern primary school student in a multicultural and multilingual world. Along with Uzbekistan language and literary reading, English is one of the subjects of the philological cycle and forms the communicative culture of the student, contributes to his general speech development, broadening his horizons and educating various positive qualities of a modern person .

After conducting large-scale experiments on the early learning of a foreign language in elementary school and kindergarten, it turned out that external factors remain an obstacle to the implementation of the experience gained, first of all: the uncertain legal status of a foreign language in the lower grades of a general secondary school, the problem personnel, an insignificant selection of high-quality, and at the same time affordable teaching materials for elementary school. But the main problem is the unpreparedness of teachers.

Teaching a foreign language in elementary school has distinct features in comparison with the following levels. In the first years of training, there is an intensive accumulation of language tools necessary for solving a fairly wide range of communicative tasks. In the future, students will implement the same tasks in other situations of communication, within the framework of new topics. However, the initial accumulation of language and speech means occurs precisely at the first stage. At the

same time, the dynamics of the accumulation of language means, the sequence, validity and intensity of their introduction have a significant impact on the effectiveness of the learning process.

Andijan State Pedagogical University prepares specialists, bachelors in the profile "English language". Disciplines of specialized training are taught by students taking into account innovations, modern requirements of Uzbekistan State Educational Standard.

For all foreign language teachers working in primary school and future teachers in the context of the transition to the new Uzbekistan State Educational Standards, the problem of preparing younger students for the final certification for the primary school course becomes extremely relevant. In this article, we will focus on the features of teaching English to younger students under the new standards.

The goals of teaching a foreign language in elementary school are: the development of speech, sociocultural, educational, cognitive, language competence; increased interest in learning English; strengthening the motivation of younger students to obtain an additional amount of knowledge in the subject; formation of universal educational activities; formation of skills for working with test material. When preparing specialists for primary education, we take into account not only the requirements of the Educational standard, but also how this should be combined with the goals and competencies of the disciplines of subject.

One of the features of learning is taking into account the role of motivational components, since the need for knowledge, their need in modern life, comes to the fore [3]. Based on the requirements of Uzbekistan State Educational Standard, in the process of learning the language, schoolchildren are presented in situations that allow them to discuss such issues as love for their family, a healthy lifestyle, hard work, respect for parents, care for elders and younger ones, attitude to study, interest in creativity in its various manifestations.

Thus, the process of language learning is based on practical competencies: the ability to explain in English to their parents, relatives, friends the situational world around them. In this situation, communicative competence is understood as the ability

and readiness of a younger student to carry out interpersonal and intercultural communication not only with peers, but also with native speakers of the language being studied in oral and written form in a limited range of typical situations and areas of communication available to a younger student. In the children's environment, there is an introduction to a new social experience using the English language: acquaintance of younger students with the world of foreign peers, with foreign children's folklore and accessible samples of fiction; fostering a friendly attitude towards representatives of other countries, developing speech, intellectual and cognitive abilities of younger students.

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