

METHODOLOGY OF TEACHING ENGLISH IN PRESCHOOL AND PRIMARY EDUCATION

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**Abstract**

In the state educational standard for a foreign language, it is determined that the leading component in communicative competence is speech (communicative) skills, which are formed on the basis of: language skills and abilities; linguo-cultural and regional knowledge.

**Keywords:** competence, communicative competence, technology, gaming technology.

The concept of modernization of Russian education defines new social requirements for the formation of life attitudes of the individual. There is a reorientation of the assessment of the results of education from the concepts of "preparedness", "learning" to the concepts of "competence", "competence" of students. One of the goals of teaching a foreign language is to develop students' foreign language communicative competence, the ability and readiness to carry out interpersonal and intercultural communication with native speakers. Communicative competence implies the ability to use all types of speech activity: reading, listening, speaking (monologue, dialogue), writing. In the state educational standard for a foreign language, it is determined that the leading component in communicative competence is speech (communicative) skills, which are formed on the basis of: language skills and abilities; linguistic and regional studies.

The communicative competence includes the following essential skills: to read and understand simple authentic texts; orally communicate in standard situations of educational, labor, cultural, everyday spheres; orally, briefly talk about yourself, the environment, retell, express an opinion, assessment; the ability to formalize and convey elementary information (letter). When choosing methods, means and techniques of training, I use: developing technologies; technology of student-centered learning; health-saving technologies; gaming technologies; technology of communicative teaching of a foreign culture; problem learning technologies; elements of programmed learning; group technologies; the theory of gradual formation of mental actions; technology of individualization of training; information and communication technologies. Analyzing the ways and means of forming all types of speech activity - reading, speaking, listening, writing, methods of activating the educational process, stimulating the cognitive activity of students, I came to understand the need to use game technologies in the learning process.

Children start learning English with desire and joy. The new item is mysterious and attracts everyone. They do not yet imagine what the lessons will be and how they will learn, but they are all confident of success and are looking forward to the first lesson. How well the teacher needs to prepare for this first meeting and how well he needs to work further so as not to deceive the expectations of the children. This game will help him. When planning my lessons, I think not only about the students memorizing new words, this or that structure, but I also strive to create all the opportunities for the development of the individuality of each child. To keep children interested in my subject, I try to understand what methods of work can captivate children. We, teachers of a foreign language, are constantly looking for reserves to improve the quality and effectiveness of teaching a foreign language. I think that our main

task is to ensure that interest in learning a foreign language does not disappear.

Game technologies are an effective teaching tool that activates the mental activity of students, makes the learning process attractive and interesting, makes students worry and worry. This is a powerful incentive to increase motivation to master a foreign language. For some reason, the game is extremely attractive to participants of all ages. Schoolchildren spend a lot of energy, time, creative ingenuity to participate in games, therefore, having become a means of pedagogy, the game can use all this potential for educational purposes. That is, if we put educational content into a game shell, we can solve one of the key problems of pedagogy - the problem of motivation for learning activities. The conclusion is: the game teaches. Therefore, it is worth talking about the game as a teaching method. Games are divided into: subject, plot, role-playing, business, simulation, dramatization games.

The game always involves making decisions - how to act, what to say, how to win. The desire to solve these questions speeds up the mental activity of the players. What if the child thinks in a foreign language? Of course, there are rich learning opportunities here. Children, however, do not think about it. For them, the game is, first of all, an exciting activity. Imperceptibly assimilate the linguistic material, and along with this, a feeling of satisfaction arises - it turns out that I can speak on an equal footing with everyone. Thus, we consider the game as a situational-variative exercise, where an opportunity is created for repeated repetition of a speech sample in conditions as close as possible to real-speech communication with its inherent features - emotionality, purposefulness, speech impact. The active use of gaming technologies in teaching children English allows me to talk about the positive results of my work: the motivation of students to learn a foreign language has increased, their cognitive activity and, most importantly, the level of quality of children's knowledge.

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