

LINGUISTIC BASES OF ENGLISH LANGUAGE TEACHING METHODOLOGY IN PRIMARY GRADES

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Abstract: This article discusses the linguistic foundations of English language teaching methodology in primary grades.

Keywords: language, speech, language material, types of speech activities, speech competence, linguistic competence, phylogenesis, ontogenesis, mechanical memory, mediation, verbalization of speech.

INTRODUCTION

The linguistic foundations of English language teaching methodology in primary grades should be distinguished from the linguistic foundations of the teaching process. The linguistic foundations of the methodology of teaching English in primary grades help a modern teacher in selecting language material for an individual working curriculum, methodologically organizing it and presenting it.

As is known, the linguistic foundations of teaching reflect the educational content of communicative competence in linguistics and are described in the DTS, programs and textbooks.

Initially, it is necessary to understand the term communicative competence. The term communicative competence is defined as the ability to use acquired knowledge, skills and competencies in the foreign language being studied in the process of communication. The word competence, which expresses the main concept in this term, was originally used by N. Chomsky in the sense of “grammatical competence”, that is, the knowledge of the speaker and listener about the language. D. Hymes became the author of the term communicative competence, stating that in the process of mastering language knowledge (grammar), a child also improves his communicative competence by learning how to use it correctly, that is, when, where, to whom, how and about what it is appropriate to speak. Today, competence represents the set of knowledge, skills, abilities, personal qualities and qualities necessary for a person to work in various fields.

Linguistic competence involves acquiring knowledge about language material (phonetics, lexicon, grammar) and skills in speech activities (listening, speaking, reading and writing).

Sociolinguistic competence allows the speaker to choose the necessary linguistic form and method of expression based on a particular speech situation, communicative purpose and desire. Sociolinguistic competence includes socio-cultural competence and implies the ability to know the national characteristics of authentic speech, customs, values, rituals and other national-cultural characteristics of the country in which one lives, and to present the language in comparison with the country being studied.

Pragmatic competence implies the ability to get out of difficult situations by asking for clarification, apologizing, etc. when misunderstandings arise in a communicative situation in a foreign language being studied.

Methodologists-scientists divide the content of English language teaching into a) linguistic components that generalize language and speech material, b) psychological components that consist of skills and abilities, and d) methodological components that determine the acquisition of learning methods.

However, in today's modern education, it is required to master not only language and speech material, but also material related to country studies and linguistic and cultural studies. This necessitates the introduction of socio-cultural and intercultural approaches to English language teaching. All this complicates the task of selecting and presenting language and speech material for textbooks and working curricula.

Taking into account the fact that in accordance with modern requirements, students must master not only language and speech material, but also material related to the culture of the native speaker of English, it is necessary to pay attention to sociolinguistic content when choosing linguistic material.

Experience shows that a modern teacher, not limited to using the main textbook, selects additional materials from various sources in order to improve the quality and effectiveness of the lesson, based on the capabilities of students in the classroom. For this reason, a modern teacher must competently solve the problem of who, what, how, and how much to teach when improving the working curriculum in a subject.

In most cases, as a result of the teacher's collaborative work aimed at teaching and students' learning goals, the acquisition of communicative competence at the level of program requirements is not achieved. One of the main reasons for this is the inadequacy of the number of exercises presented in textbooks that serve to acquire linguistic, sociolinguistic and pragmatic competencies. Because some textbooks were created as a result of excessive attention to Western linguistic didactics, the number of exercises that serve to acquire speech competence is significantly higher in them. Or vice versa, the number of exercises that serve to master the language material in order to thoroughly prepare for entrance exams to higher educational institutions may prevail. A modern teacher must be able to maintain balance and use special methodological measures to fully realize the goals of the lesson.

When choosing program material, the teacher should take into account the age of the students, as well as how their speech activity is developing and how it can be developed. For example, it is necessary to determine how many lexical units a student can (but not necessarily) master in one hour (40-45-51 minutes) of class time (at home without the support of a tutor). To do this, it is necessary to understand that speech activity cannot be different in the native language and in English. Speech activity is one and develops according to its own laws. It has its own form and content and is closely related to the development of the individual.

Knowing how the student's speech activity is structured, the teacher can adequately select exercises and tasks that serve its development, using speech activity as a means, not a goal, and aligning it with the educational paradigm focused on the individual and the acquisition of competencies. Only then will the educational paradigm focused on the acquisition of knowledge, skills and abilities give way to person-centered education. A teacher who is knowledgeable in the psycholinguistic aspect of the methodology (in the process of learning English, which occurs on the basis of experiences in mastering the native language) will be able to develop not only the types of speech activity of the student, but also the complex.

As is known, teaching a foreign language is the organization of the process of speech occurrence or perception in this language. The meaning of the term "speech" means the method of forming and expressing thought, the practical use and realization of language. Language is a means of communication and interaction, a system of signs, a tool, a means of expressing and generating thought. Language is a common phenomenon for its users, that is, social speech is an individual specific phenomenon. Language, simply put, is a system of units and their connection, speech is an oral and written text. Expression of thought is called (re)productive speech activity in psycholinguistics, which includes speaking and writing. Perception of the expressed thought (the product of speech and writing) is receptive speech. The speaker and the receiver of the thought are summarized in a single term called the communicator. The communicator, in turn, is called the (re)producer (speaker and writer - the speaker of the thought) and the recipient (the receiver of the thought - the listener and the reader).

In modern methodology, a distinction is made between "receptive" and "reproductive" minima. The receptive language minimum is understood as language material that serves for communicative competence from the listening and reading types of speech activity. The reproductive language minimum serves for the acquisition of communicative competence from the speaking and writing types of speech activity. In solving the problems of psycholinguistics, such prominent psychologists as professors Lev Semyonovich Vygotsky, Jean Piaget, Patricia Driscoll, Tatyana Gordon, Nikolai Ivanovich Jinkin, Alexei Alekseevich Leontyev, Irina Alekseyevna Zimnyaya have made a great contribution.

It is known from the research of L.S. Vygotsky that the development of speech in a foreign language is fundamentally different from the development of speech in the native language. Speech in the native language is (almost) not developed without the participation of consciousness and is not purposefully developed. The child's speech and thinking develop in parallel. That is, the child uses language tools to express the thought formed in his mind and thus begins to understand the world around him. In the process of understanding the world, concepts expressed in language are formed. In the process of developing speech in English, a completely different picture emerges. When starting to learn English, the student acquires to a certain extent language and speech experiences in his native language and the skills to perform basic thinking operations in this language.

The acquisition of English language units is not coordinated with the process of understanding the surrounding world. In this process, the student develops not thinking, but the competences of adequately using the means and methods of expressing thoughts specific to another language and culture. This, in turn, requires that the principle of awareness of teaching be emphasized. That is, for the acquisition of communicative competence, language material on phonetics, lexis and grammar is methodically prepared and presented. Special communicative exercises are performed in order to consolidate the acquired knowledge of the language material and develop speech skills and competencies in English on its basis.

The development of speech in primary school students as a way of expressing thoughts in English is carried out with great difficulty. Because the formation of thoughts occurs internally in the native language, and the expression is carried out externally in English. If, in the process of learning English, the student constantly translates the code of his native language into the code of the English language, he learns language means, and not the method of expressing thoughts in English.

It is clear that the process of language acquisition occurs in the summation of conscious and involuntary actions, but the "activation" of the mechanisms that ensure these actions depends on the conditions and age at which language learning is initiated. In children of primary school age, speech and thinking processes in the native language develop very rapidly, and mechanical memory, in turn, is replaced by logical memory, comparison, juxtaposition, analogy, classification, and generalization. If English is taught at this age on the basis of imitation and memorization, this develops mechanical memory and, as a result, leads to the stagnation of speech development in the native language. This, in turn, leads to the stagnation of speech and thinking development, as well as the formation and expression of thoughts. In developing a student's English speech, it is necessary to form an alternative method of expressing thoughts comparable to the method of expressing thoughts in English, that is, in the native language. For this, it is recommended to familiarize primary school students with the

methods of expressing thoughts in English by teaching speech patterns. Because a rich repertoire of speech patterns is important in developing students' pragmatic competence and compensating for not yet formed grammatical skills. In this case, not individual units in the language, but holistic models or structures (constructions) that include these units are compared.

The concepts of speech patterns, formulaic chunks, fixed expressions and substitution tables, created by representatives of the linguistic direction that studies structure, have become widely popular in methodology. Speech patterns and substitution tables embody the lexical, grammatical and pronunciation aspects of the foreign language being studied and are a ready-made phenomenon for its perception.

In the process of speech development, the child acquires not only the language system, but also the means of expressing his feelings, inner experiences and desires. Thus, language serves as a means of socialization and individualization, forming the child's personal "I". The speech of a three-year-old child acts as a tool for communication and is inextricably linked with practical activity. Dialogic speech appears in it. The need to ask questions about things of interest or answer questions from adults requires dialogic speech. At the heart of dialogic speech are broad opportunities for active mastery of the grammatical structure of the native language. Dialogic speech is an integral part of the child's collaborative activities with adults.

In the process of communicating with adults, the child realizes that he belongs to the linguo-ethno culture that surrounds him. In the process of learning English, the student is introduced to the social and linguistic environment characteristic of another linguo-ethno culture. In the initial stages of traditional English teaching, more emphasis is placed on teaching monologic speech. For example, in textbooks, examples such as "This is a dog.", "That is a cat." are found (Kids' English 2:24). Such examples, according to I.A. Zimnaya and E.V. Passov, teach speech to perform actions, not communication or interaction. And there is no motivation in performing speech actions.

CONCLUSION

It is known that speech in the mother tongue develops for the child as a necessary tool for life, the only means of communication. Intrinsic motivation plays an important role in the development of speech in the mother tongue. That is, the child learns the mother tongue not to please his parents or teacher, to get an excellent grade, to master the language material, but to satisfy his biological needs.

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