



LEARNING ENGLISH IN PRIMARY SCHOOLS

Erkinova Sevinch Farrux qizi

Student, Samarkand state institute of foreign languages

Abstract: *This study aimed to show how to begin learning English in primary school and which type of method teachers use during the lessons. Most of the Uzbekistan schools choose either as the first or the second compulsory foreign language. If students start learning English in primary school, they usually have the same specialist teacher from 1st grade until they are in the 5th grade, when they finish secondary school first level.*

Key words: *English teaching in primary school, teaching methods, pupil's ability of learning subject, Uzbekistan's English education policy.*

INTRODUCTION

English is an important tool for international communication. With the accelerated development of globalization, the significance of learning English has been increasingly prominent. Basic education in Uzbekistan spans seven years and is divided into three steps learning lesson: Primary, Second and High school. In Primary school, children can learn first step how to begin the lesson, language and how to impact learning foreign language to children's mind. Based on the characteristics and problem of foreign language education in Uzbekistan today, this paper proposes that policy content should increase the participation of local levels, the scope and depth of the policy content and should also strength the supervision and support of the policy implementation. In Uzbekistan, system English is introduced as a second language from the early grades, usually starting from grade 1 or 2. The curriculum focus on building foundational skills such as basic vocabulary, simple sentence structures and conversational phrases. The teaching methods often include interactive activities like songs, games and visual to engage young learners. Over the past years, there has been growing emphasis on improving English education in Uzbekistan, with the goal of better preparing students for global opportunities.

English teaching in Primary school is crucial for laying a strong foundation in language learning. The approach typically focuses on building basic vocabulary, reading, pronunciation and simple grammar rules. Here are some common strategies: 1. Interactive Learning: Teachers use games, songs and activities to make learning fun engaging, help children absorb the language more naturally. 2. Phonic Instruction: This helps students understand the relationship between letters and sounds, improving reading and spelling skills. 3. Storytelling: Stories and picture books are great tools for teaching new words, sentence structures and comprehension. In English classroom teachers can integrate picture book into their teaching in a variety of ways. First of all, teachers can use English pictures to guide students to predict the story content and stimulate students' interest in learning by displaying the cover page of pictures books. Secondly, teachers can guide the students to look through the pictures in the books and let them guess what the probable plot is. Then teachers can explain and practice vocabulary, grammar and other knowledge



points in combination with the content of the picture books to help students consolidate what they have learned. In addition, teachers can also organize students to read picture books, role play, draw illustration and write story sequels to have a better memorization of the plot. According to research done by Americans, positive emotion may have a distinct effect on memory and may lead to enhanced association memory. Language learning is tightly related to memorizing, so with positive emotion, they can remember better, and there will be a better teaching result as well. While activities like role-play can activate students' emotion, so they are more likely to engage in class. Therefore, a better teaching result can be realized (Luyao Xu). A pupil's ability to learn subject, including English, depend on several key factors that influence how quickly and effectively they can grasp new concepts. These factors include: 1.Cognitive Development: age and brain, working memory;2.Language Proficiency(mother tongue influence): Phonological Awareness;3.Motivation and Interest :intrinsic motivation, extrinsic motivation;4.Learning Styles: auditory learners, kinesthetic learners ; 5. Attention span and concentration : short attention spans, focused attention; 6. Emotional and social factors: confidence, peer influence; 7.Teaching methods and classroom environment: engagement, personalized learning; 8. Parental and home support: home environment, homework and practice ; 9. Learning disabilities or special needs. Some pupils may have learning difficulties like dyslexia, ADHD, or auditory processing issues, which can affect their ability to learn language. Identifying and addressing these needs early with specialized support can improve their learning outcomes.

Teaching methods, there are several effective teaching methods for teaching English in primary school, each aimed at making learning enjoyable and engaging for young students. Across Europe, there are variety of teacher models introducing English into primary school education, the most common being a combination of the generalist with specialist model. Nevertheless, owing to the three vital areas of expertise required for teachers of English in primary education – “advanced proficiency in English for the classroom”, a “strong emphasis on oracy skills” as well as “a sound knowledge of child development, including language development; knowledge of age – appropriate pedagogical skills for primary language teaching “(p.166) – a specialist teacher is either a co-teaching, alongside the generalist teacher, or the only teacher responsible for TPE.(Flavio Viera, Sandie Mourao, Ana Isabel Andrade and Ana Raquel Simoes). Here are some key methods:

1. Direct method(Natural Approach)

Focus: Immersing students and English through speaking and listening.

Techniques: Teachers speak mostly in English, encouraging students to do the same. Emphasis is placed on everyday vocabulary and sentence structures.

Benefits: Helps develop speaking and listening skills quickly.

2.Phonic method: Focus: teaching students the relationship between letters and sounds.

Techniques: Breaking down words into sounds(phonemes) and blending them to form words. Used mainly for reading and spelling.

Benefits: Enhance reading fluency and pronunciation.

3.Total physical response(TPR) : Focus: Learning through physical activity



Technique: Teachers give commands in English, and students respond with physical actions (e.g. "jump", "run"). It's especially effective with young learners who are more active.

Benefits: Engages students physically, helping them associate language with movement and improve retention.

4. Storytelling: Focus: Using stories to teach language in context.

Techniques: Teachers read or tell stories in English, incorporating new vocabulary and language structures. Students may act out the story or answer questions about it.

Benefits: Improving listening, comprehension, and vocabulary in a fun imaginative way.

Uzbekistan's English education policy. Uzbekistan has made significant efforts to reform and improve English education in recent years, recognizing the importance of English as a global language for economic development and international cooperation. Here are some key aspects of Uzbekistan's English education policy: 1. Government initiatives and reforms, 2. Curriculum and Textbook development, 3. Teacher training and professional development, 4. CEFR implementation, 5. Technology integration, 6. University and Higher education focus, 7. English in vocational training, 8. Challenge and areas for improvement, 9. Private sector involvement.

Conclusion

By way of the conclusion, in primary school children begin how to learn English or other language and this period how can help their teacher to pupils learning new language. Learning English in primary school highlights the importance of establishing a solid foundation for language skills. At this stage, students have typically developed basic listening, reading, speaking and writing skills, which are essential for further language development. Overall, primary school English education sets the groundwork for students to advance to more complex language skills in later grades and encourages a positive, lifelong approach to language learning.

REFERENCES:

1. Luyao Xu – School of Business, XianDa College of Economics & Humanities, Shanghai International Studies University Shanghai, 200216, China a.19821606670@163.com
2. School of Foreign languages, Changshu Institute of Technology, Suzhou, Jiangsu, 215500, China. Corresponding author Email: 030122401@cslg.edu.cn
3. Flavia Vieira, Sandie Mourao, Ana Isabel Andrade and Ana Raquel Simoes
4. Ankur Nandi, Tarini Halder, Tapash Das, University of Kalyani, India, Kazi Nazrul University, India