

## FOREIGN EXPERIENCE IN TEACHING ENGLISH TO PRIMARY SCHOOL STUDENTS

**Maxsudova Oysara Nishonovna**

*PhD, Associate Professor*

*oysaramakhsudova63@gmail.com, Tel: +998909178013*

**Makkambayeva Mavluda Adilbek qizi**

*Student at Nizami NPUU,*

*mavludamakkambayeva@gmail.com, Tel: +998993162610*

**Abstract:** *This article is dedicated to studying foreign experiences in teaching English to primary school students. It analyzes effective methods used in various countries, interactive and communicative approaches in the learning process, as well as ways to increase students' motivation. The article provides guidance for teachers to organize lessons more effectively and demonstrates the possibilities of utilizing foreign experiences.*

**Keywords:** *method, education, English language, lesson, upbringing, communicative method, primary school, foreign experience*

Nowadays, English is recognized as the most widely used international language. Therefore, it is very important to teach it effectively from the earliest stages, i.e., from primary school. Primary school students develop fundamental language skills, including vocabulary, pronunciation, listening, reading, and writing abilities. The methods and pedagogical approaches adopted at this stage directly influence students' future interest in the language and their success. Studying pedagogical experiences from foreign countries allows teachers to learn new innovative approaches and implement them in practice. For example, in schools in Finland, Singapore, the United Kingdom, and the United States, interactive methods, games, and communicative approaches are widely used to teach English. These approaches increase student engagement, develop oral skills, and teach practical use of the language. At the same time, innovative approaches aimed at enhancing student motivation make lessons more interesting and effective. In the context of Uzbekistan, however, English teaching in primary schools is largely based on traditional methods, and opportunities for effectively using interactive and communicative approaches are limited. Therefore, studying and flexibly applying pedagogical experiences from foreign countries is of great pedagogical importance. This not only develops students' language skills but also increases their interest in lessons and helps them develop independent thinking skills.

Using foreign experiences in teaching English to primary school students helps organize the pedagogical process effectively. Methods and approaches applied in

different countries serve to develop students' language skills, increase their interest in lessons, and cultivate independent thinking abilities. Based on this, the main methods based on foreign experience in teaching English to primary school students can be classified as follows:

**Communicative Approach** – One of the most widely used methods. In this approach, students are not limited to theoretical grammar learning but are taught to use the language in practice through oral and written communication. Lessons include small group discussions, dialogues, and role-playing activities, which help students develop the ability to use the language in daily situations. This approach rapidly improves students' speaking skills and facilitates natural language acquisition.

**Game-Based and Interactive Methods** – These serve to make lessons engaging and effective. In teaching English, the use of flashcards, multimedia, videos, and mobile applications attracts students' attention, accelerates memorization, and facilitates learning the language as a natural process. At the same time, interactive activities increase students' active participation in lessons and help consolidate language skills.

**Using Visual and Audio Materials** is also one of the important methods. Utilizing multimedia, songs, stories, animations, and video lessons helps develop pronunciation, listening, and vocabulary skills. Through this method, students acquire the language in a manner similar to a natural environment, significantly improving their pronunciation and listening abilities.

**Individual Approach and Motivation System** allows teachers to organize lessons adapted to students' abilities and interests. Each student's needs are considered, individual tasks are assigned, and rewards, "star charts," and small prizes are used to encourage active participation. This method increases students' interest in lessons and helps develop independent thinking skills.

**Project-Based and Group Work** are also effective methods. Mini-projects, presentations, and practical activities organized in small groups provide students with the opportunity to use the language in practice. Through this approach, children learn to work in teams, develop independent thinking skills, and actively participate in the learning process.

**Story and Text-Based Teaching Methods** play an important role as well. Short stories and audiobooks for children introduce new words, grammatical structures, and pronunciation. Students engage in dialogues through story characters, answer questions, and perform mini-roles, using the language in practice. This method makes lessons interesting and strengthens students' comprehension and speaking skills.

In general, foreign methods for teaching English to primary school students—including communicative approaches, interactive activities, use of visual and audio materials, individual approaches, group work, and story-based teaching—serve to develop language skills, increase interest in lessons, and cultivate independent

thinking abilities. Applying these methods flexibly in Uzbek schools can make the pedagogical process more effective.

In Conclusion, the communicative approach, interactive games, visual and audio materials, individual approaches, and story-based teaching are effective methods in teaching English to primary school students. These approaches enhance students' language skills, increase their interest in lessons, and foster independent thinking. Flexible application of foreign methods in Uzbek schools makes the teaching process even more effective.

## REFERENCES:

1. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
2. Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson Education.
3. Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
3. Abrorxonovna, A. K. (2022). FORMATION OF A SENSE OF PATRIOTISM THROUGH TOURISM IN THE CURRENT TEXTBOOK" UPBRINGING" OF PRIMARY EDUCATION. *British Journal of Global Ecology and Sustainable Development*, 5, 70-74.
4. Abrorxonova, K. A., & Qizi, S. M. S. (2022). BOSHLANG 'ICH SINF "TARBIYA" DARSLARINI TASHKIL ETISHNING USUL VA VOSITALARI. *Science and innovation*, 1(1), 54-61.
5. Abrorxonova, K., & Murodova, M. (2022). Formation of linguistic competencies based on the analysis of word combinations. *Science and Innovation*, 1(8), 2082-2088.
6. Abrorxonova, K., & Pirnazarova, K. (2022). Development of research skills in primary school students. *Science and Innovation*, 1, 2089-2096.
7. Abrorxonova, K. A. Q., & Bo'Riyeva, S. I. Q. (2023). BOSHLANG 'ICH SINF O 'QUVCHILARINING MEDIAMADANIYATINI SHAKLLANTIRISHNING PSIXOLOGIK IMKONIYATLARI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(4), 778-782.
8. Abrorxonova, K., & Boriyeva, S. (2022). BOSHLANG'ICH SINF O'QUVCHILARIDA AXBOROT BILAN ISHLASH MADANIYATINI SHAKLLANTIRISH TEXNOLOGIYASI. *Science and innovation*, 1(B8), 2103-2109.
9. Hayitov, A. I., & Azizova, S. (2023). Abdulla avloniy darsliklaridagi axloqiy sifatlar tahlili. In *Proceedings of International Conference on Educational Discoveries and Humanities* (Vol. 2, No. 3, pp. 101-105).

10. Hakimov, F. N., & Ahmadova, G. N. (2025). THE CURRENT ROLE AND IMPORTANCE OF DISTANCE EDUCATION IN BEGINNER CLASSES. SCIENTIFIC APPROACH TO THE MODERN EDUCATION SYSTEM, 3(34), 95-98.
11. Janikulovna I. N. Interdisciplinary Nature of The Methodology for Organizing Inclusive Education //Nvpublisher Library for European International Journal of Pedagogics. – 2025. – T. 5. – №. 06. – C. 43-45.
12. Janikulovna I. N. MA'RUZA MASHG 'ULOTLARIDA "FLIPPED CLASSROOM" MODELIDAN FOYDALANISH YOLLARI //O'zbekiston davlat jahon tillari universiteti konferensiyalari. – 2025. – C. 91-100.
13. Madraimov, A., Isakulova, N., Xoshimova, D., Rasulova, I., Kurbaniyozova, R., & Yarashova, N. (2025, April). Chrono Linguistic Modelling through AI Driven Conceptual Frameworks. In 2025 International Conference on Computational Innovations and Engineering Sustainability (ICCIES) (pp. 1-5). IEEE.
14. Isakulova N. J. INKLYUZIV TA'LIMNING PSIXOLOGIK-PEDAGOGIK VA TASHKILIY SHARTLARI //Inter education & global study. – 2025. – T. 3. – №. 4 (1). – C. 91-100.
15. Isakulova N. SO 'ROVNOMAGA ASOSLANGAN TADQIQOTLARNI TASHKIL ETISH METODIKASI //Scientific and innovative research in the social and humanitarian sphere. – 2024. – T. 1. – №. 1.