

## TEACHING OF FOREIGN LANGUAGE IN COMPULSORY EDUCATION

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**Анотация:** Целью данной статьи является исследование эффективных методов и приемов обучения младших школьников на начальном этапе изучения языка в дошкольном образовании. В статье основное внимание уделяется преодолению языкового барьера и развитию навыков говорения и аудирования посредством игровых занятий, пословиц, песен и стихов, которые способствуют положительной мотивации к обучению. Исследование также подчеркивает необходимость интеграции занятий иностранным языком в общее развитие личности ребенка и поощрения взаимодействия для развития навыков межкультурного общения учащихся. В целом, в этой статье утверждается, что необходимы эффективные стратегии овладения языком, чтобы гарантировать, что учащиеся будут хорошо подготовлены к успеху в разнообразном и глобализованном обществе.

**Abstract:** *This paper aims to explore effective teaching methods and techniques for younger students at the initial stage of language learning in preschool education. The paper focuses on overcoming the language barrier and emphasizes the development of speaking and listening skills through game-based activities, proverbs, songs, and poems that foster positive motivation for learning. The study also highlights the need to integrate foreign language classes into the child's overall personality development and promote interaction to develop students' intercultural communication skills. Overall, this paper argues that effective language acquisition strategies are necessary to ensure students are well-equipped for success in a diverse and globalized society.*

**Key words:** *foreign language lesson, learning process, language barriers, discourse models, dialect, capability, communication, language structure, philologists, educational skill.*

## INTRODUCTION

Foreign language lessons for children aged 6 to 7 are now once again the subject of an interesting conversation among teachers, philologists and parents. Society is not satisfied with the level of language education for secondary school students, and one way to change this level is to move the starting point of the foreign language learning process to early childhood education or to the first grade of secondary school. The period of schooling is traditionally considered to be the most favorable period for learning a second language. Today, in our country, foreign language education in elementary schools has taken on a truly significant character. The significance of research in this field is to help children overcome language barriers as early as possible and instill a love for foreign languages. It has long been demonstrated that the afterward a child starts to memorize a dialect, the more troublesome the learning handle is, subsequently, it is essential to consider this contention from

the viewpoint of the person capacities of each child. The reason of this work is to create a strategy for instructing English from review of auxiliary school, which makes a difference to overcome the troubles secured in this work on the way of learning English. A few methodologists recognize between a phonetic show and its discourse encapsulation - discourse models. [2] In this work, the taking after inquire about strategies were utilized: investigation and generalization. Among the instructors, methodologists who were locked in in the improvement of this issue, such as Vereshchagin I.N., Rogova G.V., Solovieva E.N., Amonashvili Sh.A. [1] In my work, I utilized their logical works and improvements. All of them emphasize that early learning of a foreign dialect encompasses a awesome viable impact in terms of making strides the quality of dialect capability in essential school. A certain substance of educating a outside dialect is incomprehensible without turning to brain research - the science of the laws of mental reflection of reality within the intellect of an individual, investigating mental properties, mental action and the state of the person, depending on the conditions in which they show up. Brain research bargains with the structure of human action and its arrangement. The actualization of capability in a proficient dialect within the scholarly environment is due to a number of reasons: the plausibility of universal proficient contacts, internships, tests, worldwide participation, and the crave to a proficient writing and distribute overseas. When instructing children a remote dialect, it is fundamental to keep in mind that "the mental and academic concept on which the instructing of outside dialects in diverse nations was based was based on the hypothesis of dialect securing by a child that existed until as of late. Agreeing to this hypothesis, a child learns dialect as a result of copying the discourse of grown-ups, in an imitative way without intentional learning. In other words, no one separates the stream of discourse into unit absorption for a child, does not measurements discourse designs, does not organize them in a certain arrangement, does not clarify the rules of language structure- and, all things considered, a regularly creating child by the age of five or six as of now experts this most complicated linguistic use, which builds autonomous explanations, effectively tackling communicative issues, and by seven or eight within the child's discourse complex sentences, writings of impressive length show up. And agreeing to this hypothesis, the child acquires the second dialect within the same way as the primary-spontaneously, without separating the rules, much appreciated to the uncommon capacity to mimic, which is misplaced over the years. The proof is the child's advancement in a bilingual environment. But impersonation isn't the most instrument of dialect securing in childhood - the capacity to freely develop an utterance is accomplished due to the gigantic explanatory work of the child, which not so much mimics because it dismembers and summarizes everything that he sees and listens and derives frameworks of rules that decide expression of person considerations, eagerly of the child. "All children, notwithstanding of the particular characteristics of their native dialect, go through the organize of so-called overgeneralization. At the introductory arrange, perusing, understanding of the content and interpretation are put within the to begin with put. For numerous decades, instructing the English dialect has been based on the dialect framework with its phonetic, grammatical and lexical aspects, and, in like manner, the units of the dialect frameworks sound-letter, word, linguistic run the show of the morphological and syntactic plans, the work on which was carried out as over separated units. The conducted brief investigation of the beginning period of learning a remote dialect permits us to declare that under studies

obtained formal information of the dialect, but for all intents and purposes did not master the abilities of perusing and talking. It was as it were within the sixties that verbal discourse came to begin with and the prerequisites for it increased significantly. So, rather than the requirement to reply to the teacher's questions, there were signs that monolog and dialogical discourse ought to be created. The capacity to get it the storyline writings by ear is highlighted. The necessities for perusing at the starting organize have too changed. Two shapes of perusing are recognized - out loud and to oneself. The interpretation was removed as a required component going with the perusing. In step, it offers different strategies for working on the content, guaranteeing understanding and control of the content. It ought to be famous that there are major changes in the strategy of educating remote dialects, basically at the starting organize.

Structures are put as a unit for organizing language fabric and educating English:

An auxiliary bunch and syntactic structures. The phonetic and lexical viewpoints of speech were worked out on linguistic structures called discourse tests within the methodological writing. Within the seventies, the methodology of instructing in schools of different sorts has changed in connection to the communicative introduction, in understanding commences actualization of capability in a proficient dialect within the scholarly environment is due to a number of reasons social phenomenon, serving as a means of communication in oral (listening and speaking) and writing (reading and writing) between people, which was reflected in the tactics of training, at the initial stage. During the period under review, the conditions of teaching changed in relation to reducing the time allotted for the study of the subject, which imposes a great responsibility on all those involved in teaching foreign languages in providing students with an elementary level of communicative competence. In the eighties, teaching a foreign language, it is necessary to form students' ability to communicate, in other words, to form communicative skills that are so necessary for a person as a member of society. It presupposes the ability to listen to the interlocutor, engage in communication, and support him.

The study of a foreign language makes a certain contribution to the formation of general educational skills and abilities among schoolchildren, in particular, such as the ability to work with a book, reference literature. The active use of the language laboratory, equipped with modern technical means, the range of which is expanding, and the use of computers will facilitate the introduction of students to

work with technology and contribute to the general computerization of the school. During this period, it is important to talk about increased attention to the labor and moral education of schoolchildren; highlight the independent work of students in the classroom and after school hours; the necessity of using a language laboratory is emphasized. Modernity, the expansion of cultural boundaries, the desire for knowledge of the world among primary school students determines the practical importance of learning English. Many children already from the first

grades of school want to become translators in order to "travel to different countries" or "earn a lot". The purpose of this work was to reveal the main possible directions, the general idea of organizing the teaching of a foreign language to children of primary school age. To achieve the goal, the works of both domestic and foreign authors on this problem were studied.

Children are ready to learn a foreign language by the age of five. The teaching methodology of classes should be built taking into account the age and individual characteristics of the structure of the linguistic abilities of children and be aimed at their development.

Foreign language classes should be understood by the teacher as part of the general development of the child's personality, related to his sensory, physical, intellectual upbringing. In the course of the study, it was possible to solve the problems posed in the introduction to this work. A brief analysis of the initial period of study was carried out, the main psychological characteristics of school children were considered, and the most effective aspects of the language at the initial stage were studied and identified. As a result of the work done, the following conclusions can be drawn:

- Teaching a foreign language to school children in primary school is becoming increasingly important; one of the most effective teaching methods is the use of

game moments, proverbs, songs, poems;

- All aspects of the language play an important role in learning and must be learned in conjunction;

- From the very beginning of learning a foreign language, it is necessary to create positive motivation. This work is of an applied nature and can be used by teachers in their practical activities.

#### CONCLUSION

In conclusion, teaching foreign languages in the compulsory educational system is crucial for preparing students to thrive in today's interconnected world. To ensure effective language acquisition, it is essential to implement innovative teaching methods and techniques that emphasize the development of speaking and listening skills, foster positive motivation for learning, and promote interaction to develop students' intercultural communication skills. Integrating foreign language classes into the child's overall personality development can also facilitate successful language learning. Ultimately, investing in effective language acquisition strategies is necessary to equip students with the skills and knowledge needed to succeed in a diverse and globalized society.

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