

TEACHING A FOREIGN LANGUAGE THROUGH TAKING INTO ACCOUNT THE PSYCHOLOGICAL ASPECTS OF PRIMARY SCHOOL STUDENTS

Jalalova Sevara Janabay kizi,

Bachelor degree student Chirchik State Pedagogical University

ABSTRACT

Reading and writing skills of first-graders, who have just entered school, have not been developed, and their listening, understanding and speaking development is important, exactly. Therefore, the first step is to increase their interest in the language so that students can quickly master a foreign language. This article discusses the problem of considering age-related psychology features of primary school pupils in teaching foreign language. Age-related psychological features are also disclosed. The author emphasize that problems should be taken into consideration in developing textbooks and manuals for pupil.

Key words: *psychological features, healthy generation, foreign language, exchange, mental and spiritual development, thought, attention, impact, memory, process, music, motivation, The game.*

АННОТАЦИЯ

Навыки чтения и письма у первоклассников, которые только что поступили в школу, не развиты, и именно поэтому важно развитие их слуха, понимания и разговорной речи. Поэтому первым шагом является повышение их интереса к языку, чтобы учащиеся могли быстро овладеть иностранным языком. В данной статье рассматривается проблема учета возрастных психологических особенностей учащихся начальных классов при обучении иностранному языку. Также раскрываются возрастные психологические особенности. Автор подчеркивает, что проблемы должны быть приняты во внимание при разработке учебников и пособий для учащихся.

Ключевые слова: *психологические особенности, здоровое поколение, иностранный язык, обмен, умственное и духовное развитие, мысль, внимание, воздействие, память, процесс, музыка, мотивация, игра.*

INTRODUCTION

Reforming and informing the system of continuing education, raising to a new level of quality, introducing advanced pedagogical and information technologies and increasing the effectiveness of education have risen to the level of state policy. At a time when the republic of Uzbekistan is on the path of building a democratic, legal and civil society, the main goal of the reforms of the field of education and from

educating a harmoniously developed person whose driving force is fully developed. Modern pedagogical and methodology of teaching and using communication technologies is a requirement of the time. In its creation, our first President Islam Karimov signed a decree on December 10, 2012 “On measures to further improve the system of learning foreign languages”. In order to ensure the implementation of this decision, a system of teaching foreign languages (English, German, French) from primary school is underway.

He tried to put into practice modern pedagogical information and communication technologies through the introduction of advanced methods of teaching the younger generation. The educating of foreign languages and the training of specialists fluent in these languages have been improved from the system, and on this basis, conditions and opportunities have been created for them to utilize the achievements of the world civilization and the world’s information resources, to develop international cooperation and dialogue.

As long as various non- traditional methods are used in the process of teaching foreign languages and all of the methods focus on developing types of speech activities, for example, listening, speaking, reading and writing skills. Another goal of these methods is to involve all students in the process.

The effectiveness and efficiency of the learning process depends on a teacher’s ability to engage students in the lessons. From this, it can be said that we must first determine the interests of the students. In particular, reading and writing skills of first-grades, who have just entered school, have not been developed, and their listening, understanding and speaking development is important, exactly. Therefore, the first step is to increase their interest in the language so that students can quickly master a foreign language.

The use of music in foreign language teaching further increases students’ interest in language learning. Funny, playful songs attract the attention of students. Educating students through words and actions in the text of music in the process of teaching explained. Students will be able to quickly understand the meaning of words through actions.

DISCUSSION AND RESULTS

The introduction of foreign language teaching via games in schools from the first grade onwards was a first step in this direction. In childhood games are the leading type of activity and its importance is not lost even in elementary grades inasmuch as the educational possibilities of the game in a foreign language are wide, the required knowledge , skills and abilities on a given topic can be achieved through the game. It is worth noting that special exercises in a foreign language are taught

children from 4-10 years give a positive result. In this process, it is expedient for school teachers to be well-acquainted with the psychological characteristics of young school-age students.

Regarding the psychological characteristics of each age group, the educational impact creates a timely self-awareness in a person. The earlier a child's sense of self-awareness awakens, the sooner he or she emerges from a personal point of view, feel their own right, and evaluate their own mental and physical capabilities. Identifying a person's initiative and desire to overcome obstacles and giving them emotional motivation based on the characteristics of young psychology will yield effective result.

It is known that primary school students are children-aged 6-10, who are prepared for school education in kindergarten. In doing so, he told the students at the school get acquainted with the requirements, be biologically and psychologically ready to learn the basics of science. A child of this age differs from children of other ages by the sharpness, clarity, purity, precision of his mind, his curiosity, kindness, benevolence, confidence, brightness of mind, strength of memory, clarity of thinking. The attention in a child preparing for school education is relatively long-term conditional stability. This child is mathematical in perceiving and understanding the speech of others is evident in solving actions, listening to and composing a story. The child has a certain level of ability to focus, concentrate, and distribute attention to a specific object, and seeks to control and concentrate his attention when needed. His memory will carefully master, memorize, recall interesting, strange, surprising information and events.

Up to this point, by directly mastering this or that information under the guidance of an adult now, to gather the necessary knowledge of their own free will try to set a clear goal and task. It is the memory of this activity of the child indicates a certain development. He repeats poems, stories, and fairy tales many times to memorize them, and uses the most convenient ways and means of memorization in the process of learning. It comes in handy. In the early stages of primary school, children develop a vivid figurative memory although it constitutes a cognitive activity, this work does not negate other types of memory, on the contrary, education requires word-logic memory. Presence of word-logic memory provides ample opportunity to increase the memorization process.

Experience has shown that the child learns meaningful concepts rather than meaningless words has a quick recall feature. His speech is at the level of communication with adults in the preparatory phase of school education, reading peoples mind and comprehension.. and the structure of his speech is in accordance

with the rules of grammar, logically consistent, expressive and quantitative. A well-organized educational process rapidly develops the thinking of children of this age, allows them to master the scientific concepts of linguistics, physics and mathematics.

Cognitive processes are also unique in the children of primary school-age features. People of different ages with precision, fluency, purity, sharpness differs sharply. Because they are devoted to everything and look at it carefully and it will be able to learn to a high degree of perception. But of education same as of perception are also noted in the early stages. A negative feature of students perception at this age is a weakness in distinguishing objects from one another. They often fail to comprehend correctly or even misunderstand, the material being studied. As a result, exactly the same letters, words, image of things, shape, spatial location, can not fully imagine the difference, and sometimes, they cover the scope of adult perception they notice things, they can not. They are due to weakness of systematic, purposeful multidisciplinary analysis activities in children. They often make mistakes in the learning process. Usually the necessary and important symptoms are set aside and attention is paid to random signs.

In primary school children, the ability to perceive object as a whole is very limited. Another feature of their perception is variety, bright colors, vivid image and richness of feeling. Therefore it is also not advisable to decorate primary school textbooks with too many pictures. Because it slows down the reading speed. Errors increase, distract from the text. Decorating the pages of a book with pictures after the child has developed certain reading skills will help him to develop his speech, interest in subject and science.

Creating textbooks for 1st grade students in the process of teaching them foreign languages of course, these characteristics of children must be taken into account. Educational games can be applied in each of the foreign language classes according to their goals and objectives. Game exercises increase the effectiveness of the lesson, help student to quickly and easily master the materials in the textbook. The use of game methods in foreign language lessons is effective, as it develops the student's communicative skills. The game is special training to mobilize the child's emotional and mental abilities, require making decisions, how to behave, how to express opinions how to succeed. This speeds up the child's thinking ability. In such situations, if the child speaks a foreign language, it further expands the educational opportunities. Children begin to learn a foreign language in a way, they never thought possible.

Another aspect of learning through play is that both an excellent learner can be first in the game. Feeling equal with everyone creates the atmosphere of joy and

pleasure and helps to overcome shyness. The topic is easily mastered and creates satisfaction in the child. By memorizing a poem or song in a foreign language, children learn new words, improve pronunciation, and increase vocabulary. In addition, memorizing songs gives children emotional strength and relieves fatigue. The theme of the visual weapons used helps to easily master.

Demonstration materials are tools that reflect the life of society the way of life and culture of different nation. The use of dance elements in the teaching of foreign language has a positive impact on the physical development of children. It is known that the primary attention to teaching a foreign language to school students to expand the lexical stock of children as much as possible, that is, to increase vocabulary, to strengthen their memory, as well as their ability to compose correct sentences in English focused on shaping. It is based on modern pedagogical technologies the use of the game method is important. Such methods include table games. Such tools help students to actively participate in lessons, increase their attention, strengthen their memory and most importantly save time for both the teacher and the students.

Our first President Islam Karimov said: “The quality of training is a free-thinking person who will teach in the classrooms and auditoriums of tomorrow to perfectly the citizen, it depends on a the quality of education”. All the responsibility for learning lies with the teachers. Therefore, not to be tired of reading and researching from educators to be equally demanding and to use the most effective methods of teaching in language teaching. In order to motivate students to learn a foreign language, it is inevitable to organize the learning process in such a way that the child develops high motivation and activity. For this purpose, the following recommendations can be made by psychologists:

1. The learning process should not cause physical and mental stress to the child.
2. Create a sense of self –confidence in the student.
3. To develop various psychological features in the child in the learning process.
4. To form communication and initiative in the student.
5. Direct love of the native language, patriotism in the process of learning foreign language let humanity strengthen the high spiritual faith.

In short, the teaching foreign languages to children, who are the trust and support of the country serves to consider their age and individual psychological characteristics, to improve the quality and content of education.

REFERENCES

1. Modern methods in the teaching methodology of a foreign language. Z.Sanagulov, B.Zhurabayev. 2021. www.ares.uz

2. Teens English 7. Pupil's book.
3. English literature. Compiled & Edited by Bayu Al-Ghazali. PDF version by Solitude.
4. A History of English Literature Robert Huntington Fletcher. Preliminary. How to study and judge literature.
5. Maletina L., Karmanova Yu. Implication of interdisciplinary team teaching of an ESP course/Mediterranean Journal of Social sciences MC SER publishing, Rome-Italy vol.6 #5 R. 556-561.
6. Shirokikh A.Yu., Ganina E., Balandina L.A., Shvechkova L.A., Malugina N.M. Interdisciplinary approach to teaching ESP: Problem-based assignment and students' feedback. Eurasian Journal of analytical chemistry 2017, 12. R. 1582-1589.
7. Hilola Ferdinandovna Maksudova "Interdisciplinarity as the main principle of vocationally oriented foreign language teaching" Academic Research in Educational Sciences VOLUME 2 CSPI CONFERENCE 2 | 2021 p. 608
8. Jamal Jalolov "Methodology of foreign language teaching" textbook, "Teacher" Tashkent 2012 p. 15
9. Gretskeya T.V. Semantization of vocationally oriented foreign language vocabulary of students of medical universities (on the material of the German language): Author's abstract of Candidate of Pedagogical Sciences. St. Petersburg, 2005. p.18
10. Krupchenko A. K., Kuznetsov A. N. Fundamentals of professional lingua-didactics (monograph). Academia APK and PPRO-M., 2015. p. 232
11. Krupchenko A.K., Kuznetsov A.N. Origin of professional lingua-didactics: Monograph. Lambert Academic Publishing. - M., 2011. – p. 215