

Teaching English Grammar According To Primary School Children Age`S

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Abstract This article is discussing about teaching English grammar to primary school children. Teaching foreign languages to children in primary school seems to be an urgent issue of modern teaching methods. Psychologists have proven that children who start learning a foreign language at the age of 8-9 achieve results much higher than children who start learning it at the age of 12. The need to know the Uzbek language as the state language, the Russian language as the language of international communication, and the English language was placed among the important tasks of the state.

Keywords: Teaching methods, teaching materials, developing the ability, raising motivation, learning grammar, primary school, modern methods, results, languages, international communication, important tasks.

Introduction

As English becomes an international language, the need to learn English as a foreign language is increasing. Knowing English is important because Uzbekistan is a representative of the world community and a part of the global arena, and now all information, including education, and scientific age is mainly given in English. The main reasons for making English a compulsory subject in primary school are to achieve the following goals all types of speech (listening, speaking, reading, writing), as well as increase the knowledge activity of students in English language graphics and technology, forming communication skills in English according to the age characteristics of students, development of basic reading skills development of the child's individuality his speech ability, memory, thinking ability moral and aesthetic qualities of a language learner by learning English as a means of communication ensuring communicative and psychological adaptation of the student to the new language environment to eliminate various obstacles in communicating in a foreign language. For example, it should be noted that children of primary school age have greater abilities to understand incoming information, sensitivity to the perception of sounds, and the ability to imitate them than secondary school students. They have a natural disposition to learn languages and an emotional readiness to master them.

MAIN BODY

Regarding the starting age of foreign language learning, the belief that "er is better" dominates the pedagogical agenda in foreign language teaching all over the world. However, according to Linse, contrary to popular myth, children learning English "do not improve their English more than older pupils." So, as we can see, there are specific characteristics and difficulties in learning English by pupil. It should be remembered that the main goal of language learning is the ability to communicate in the language. Therefore, teaching a foreign language at the primary level of secondary school is considered a period of learning a foreign language, which allows to creation of the necessary and sufficient basis of communicative competence for their further development and improvement in the process of learning this subject. will give. students should learn a foreign language only for the purpose of communication. According to Piaget's cognitive and language development theory and Vygotsky's sociocultural theory, children are developing as language users and therefore do not yet have the ability to understand and use language effectively as older children or adults. In our case, a low-level pupil cannot be expected to achieve a high level of linguistic accuracy. Thus, it is important to note that we cannot expect advanced communicative skills from pupils in the early stages of language learning. In the early stages and in the first weeks of teaching, we need to introduce them to short sections of the language that they can use in the future.

Regarding the ability of a student in the first year of education to know a foreign language, listening and speaking should be more dynamic in order to develop oral speech. As Phillips correctly points out, It would be better to introduce the English language first through listening and speaking, and then through reading and

writing. The process of teaching written forms of communication is much slower because students do not even have the appropriate do not have skills. in their native language. The pupil also has a limited ability to read and write in their native language, which is also developing. Reading is a set of skills that help create meaning by decoding the printed word the difference. Children are only cognitively present in their minds. They can understand the meaning of information based on their previous experiences. Thus, as Brewster and Ellis point out, after students acquire basic knowledge of oral language, they can not only decode Quick Winter, but It is important to introduce it based on the no. Writing in a foreign language is the most difficult skill for pupils to develop for many reasons. In addition to difficulties related to the nature of the language being studied, children's personal characteristics hinder their development of writing. causes additional problems. Chastain states that "writing is difficult even in the most supportive and natural settings, so the psychological and emotional reactions of 'students' to written communication tasks reduce or eliminate their potential and influence the learner's attitude ". The process of foreign language acquisition of students should be seen as closely as possible with the linguistic development of the mother tongue. Children learn their mother tongue in the first years of their lives. Learning a first language happens naturally and unconsciously. Learning English (as a foreign language) should start with an emphasis on listening and then speaking, just like in your native language. In parallel, Davies and Pearce argue that children begin to learn their mother tongue by listening before speaking. How do children learn their mother tongue? At the beginning of learning the mother tongue, children mainly hear with their ears, which becomes the main source of language. According to the first mother, children are good at listening, which means they cannot understand. They hear the language over and over again. Even if they don't speak yet, they learn and process, eventually recognizing them in speech. At first, they can catch certain sounds or words. After the word formation stage comes the word structure stage, then they can understand the whole sentence. Since comprehension precedes speech, pupils are attracted to speech in order to understand it and at least be able to pronounce it correctly.

Language acquisition and brain research show that acquiring a foreign language should be as fast as possible in order to master the phonetics of the language being studied. For example, it has been shown that six-year-old children can learn to speak a second language without an accent. As Linse points out, the main reason to teach listening skills first is that listening can be the foundation for other language skills. You must hear before you speak; similarly, cook argues that before infants understand words, they listen to the rhythm and tone of language and are aware of some level of interaction and relationship with the speaker. It involves using new digital tools to help ordinary people tell their real-life stories. Digital stories are seen as a useful language learning tool that provides rich context with text, pictures, videos, and sounds and can be very helpful in developing pupil listening skills. They tend to be visual, interactive, and repetitive. The interactivity of Internet-based stories can pave the way for learning if children are actively engaged in decoding and understanding the story. Nowadays, videos are especially effective sources of vocabulary learning for pupils because they expose pupils to colorful and interesting scenes in which language is used in communication. Cartoons are especially useful for readers because they provide audio-visual information, reflect the speech of a native speaker, and are fun for children to watch. The physical development of students adapts them to kinesthetic forms of work. Children acquire knowledge through active interaction with their physical environment throughout their developmental stages. They learn through their own personal actions and explorations. We can use listening exercises and do activities because children like to learn by doing, such as games like TPR (total physical response), where children listen to commands in the target language and then immediately respond with appropriate physical action. They give they give Once these commands are familiar, the teacher remains in place and only the students continue to respond to the teacher's commands. As listening comprehension develops, there is a point of speech readiness where children begin to produce words on their own. At the last stage of practice, children need the teacher's help more. Especially in oral practice that involves active speaking, teachers should walk around and help them when they get stuck as needed. Also, oral production activities should be based on "slower language than the language used in intensive learning." The teacher should pay attention to the children's ability to remember and use the necessary words and structures so that they can be easily used in the lesson.

CONCLUSION

Create learning stations for student research. Children are natural explorers. They want to pick up every rock, look in every box, and talk to everyone on the phone. They love to explore their world. You can use this to

your advantage by creating a classroom that is worth learning. By being strategic about what children learn, you also create a way for your students to learn independently of you. One of my favorite ways to create an interactive classroom is for my students to use it independently and give priority to listening and speaking. Children are naturally in the process of learning to communicate through written language. If a child cannot write clearly and concisely in their native language, how can we as language teachers expect them to write competently in a second language? This means that when we teach pupils, we need to shift our focus from written language (reading and writing) to spoken language (listening and speaking). This works with the child's natural development and doesn't put too much pressure on them to do things in their second language that they can't do in their first language. What does it look like in a language classroom? Read books aloud and recite poems to the class. It allows children to sing and work together. It's fun and funny and doesn't release dictionaries and textbooks every day. In addition, preschool teachers must be creative and flexible. They need to think outside of their mature perspective and put themselves in the shoes of the students. Lessons in early childhood education classes are very hands-on. They include arts and crafts, storytelling, exercise, educational games, and more. You have to be on your toes and very flexible to constantly find new ways to guide children through their early stages of learning.

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