

ANALYSIS OF GAMES IN TEACHING FOREIGN LANGUAGE TO STUDENTS OF PRIMARY SCHOOL AGE AND LEARNING TO USE THEM IN THE COURSE OF THE LESSON

Shohida Ahmedova Akromjan kizi

Andijan State Institute of Foreign Languages English

+998333013201

Abstract: This article provides information about analyzing games and learning to use them in the course of teaching foreign languages to students of junior school age.

Key words: English language, teacher, teaching methodology, Dr's process, analysis, foreign language.

When talking about the formation and development of oral speech skills in English among students of junior school age, first of all, it is necessary to focus a little on the issues of speech activity, the formation of human speech, and the formation of speech in students. It is appropriate. The main function of language is to be a means of communication between people. A person develops his speech throughout his life. There are a number of concepts and many scientific articles on the formation and development of human speech in psychological and methodical literature. By issue, especially P.Ya. Galperin, Jinkin N.I, Leontev A.A, Zimnyaya I.A and other well-known scientists are widely covered.

Among them, A.A. Leontev and I.A. It is appropriate to show the works of Zimnyaya. Because in their works, the stages of speech formation are analyzed from a scientific point of view, they are connected with the foreign language teaching methodology and serve as a basis for the foreign language teaching method.

Since the analysis of the stages of speech formation and the types of speech activity is not part of the task of this course, we decided to cover more the speech formation in young children and the requirements for their speech. A person feels the need to speak, that is, to understand, from childhood. The desire to express one's opinion expands as the child grows, and he begins to use more and more complex language combinations in his speech. So, the child's knowledge of the language is based on speech activity. That is why the formation and development of speaking skills in a foreign language in young children should be seen on the basis of speech. Of course, there are many peculiarities and differences between mastering the mother tongue and mastering a foreign language. For example, in young students who start learning a foreign language, the mechanism of the native language is formed and they can clearly express their thoughts in the native language. That is why more attention is

paid to improving and developing the speaking skills of the mother tongue at school. In teaching a foreign language, first of all, on the basis of the formation of existing speech skills, the formation of the speech mechanism (here the word is about the formation of the speech mechanism of a foreign language) and the development of speech skills, i.e. required to go. However, what is common to both languages is the need for communication. It is known that speech communication is carried out on the basis of certain signs, words, phrases and speech constructions, and these are different in different languages. That is why the role of the language environment in the development of speech is very large. In the process of speech communication, children expand their level of knowledge along with mastering oral speech. In other words, their world view grows in the process of speech communication. This shows that, in addition to the above-mentioned needs and the necessity of the language environment in the development of students' speaking skills, there should be specific language material that requires the development of their worldview. Therefore, it is necessary to choose language units and topics based on the students' age characteristics, interests, the need to expand their worldviews and the requirements for their education in the development of oral speech in a foreign language. Another important factor in the development of oral speech of students is the formation of speech skills. It is known that speech skills are formed as a result of repeating a speech act many times. For this, it is necessary to create a certain speech environment and to repeat the studied words and phrases many times with the help of sentences.

After our country gained independence, great attention has been paid to learning foreign languages in our country. In particular, the decision of the President of the Republic of Uzbekistan "On the further improvement of the system of learning foreign languages" adopted on December 10, 2012, and the introduction of foreign languages in the first classes of general education schools from the 2013-2014 school year. the introduction of continuous training is proof of this. Today, foreign language, especially English, is taught not only to students of schools, lyceums, colleges and universities, but also to students and employees working in various fields. is broken. There's a reason for that, of course. Learning the languages of economically, scientifically, and culturally developed countries is the main factor in acquiring the achievements of world science and development. Language learning also depends on the age. According to psychologists, children learn language faster and easier than adults. The main reasons for this are the natural tendency of children to learn languages, the fact that they have a strong ability to imitate, and the fact that children have more time than adults. It should be noted that 6-7-year-old children do not understand the meaning of information, but memorize it mechanically. Therefore, it is necessary not to start teaching English to elementary school students with grammatical concepts. Otherwise, from the first step of teaching a foreign language, it is possible to strain the child and

extinguish his interest. Therefore, teaching a foreign language to young children is very difficult and responsible. The following methods can be used to teach children English in a meaningful and interesting way:

- to teach by means of songs and poems the letters or combinations that are difficult to explain or remember, that do not have meaning.

For example, it can be shown that children learn the English alphabet by singing rather than simply memorizing it.

- games related to mental and physical activities;
- cartoons; While children do not understand the words in the cartoon during language learning, they try to understand the words they use through the actions of the cartoon characters. This is an interesting and effective way for children to learn the language.-

role playing (role play) when the teacher is teaching some information, for example, the names of animals or birds, it is necessary to role-play or play it to the children. For example: if one student shows howling of a dog and meowing of a cat, another student needs to find out which animal these sounds belong to and say its English name.

- subject environment; If the teacher can create that environment depending on the subject, the children will learn the language better. For example: traveling, birthday, in the kitchen, etc. On the topic of traveling, the teacher organizes a trip, information about the importance of traveling (foot, bicycle, automobile, train, boat, airplane), where to travel (Tashkent, Samarkand, Bukhara, England, USA) This will strengthen the students' vocabulary, language skills, and develop their worldview.

- riddles; Children have a strong interest in finding answers to riddles. Therefore, when the teacher says the riddle in English or Uzbek, he should ask the children to say the answer in English. Then children learn words quickly.

- practical activities (tasting fruits and other foods, smelling flowers); This sentence can be explained by the thoughts of a practicing psychologist: "The pedagogue, who wants something to be firmly fixed in the children's memory, should use as many of the child's sensory organs as possible: eyes, ears, sound organs, muscle sensations, and even if possible, he should try to involve the organs of smell and taste in the process of remembering". For example: when a teacher tastes an apple, its color is red or green, He should give information about the smell of sweet (tasty) or sour (), fragrant () and feed the fruits to other students and ask them to give information about that fruit in English. it also helps in their further learning. If the teacher asks the students the English name of the colors, the child will immediately remember the time when he ate the fruit, he will quickly remember that it is red-red and green-green. Therefore, using such a method helps the student's information in the long-term memory ensures that it remains.

- through gestures, facial expressions; When the teacher says something to the child or gives an order, for example, if he uses gestures in sentences such as "come here", "open the book", "stand up", "look at the blackboard" will be clear.

- through visual aids, posters, books;-

writing on things that are visible and often used in everyday life. For example: writing on a door, book, table, blackboard, window, etc. Since such things are always visible and often used in practice, the child learns these words involuntarily.

- through news; We know that children are curious. They quickly get bored with the sameness. Therefore, it is necessary to teach them not always using the same methods, but to change and update such methods. Otherwise, children will understand how the teacher will teach and prepare for it. Teaching with innovative methods raises children's aspirations.

In conclusion, language teaching to young children should be conducted as an interesting activity and not as a duty. Learning using several effective methods can serve as a foundation for their future knowledge. It is necessary to explain to children how important it is to learn foreign languages through natural conditions. For example, the great thinker Abu Nasr Farabi knew many foreign languages perfectly, was able to speak them easily and created in them. Such an opportunity motivated scholars to study world science and do great things. After all, as our grandfather Navoi said, "He who knows the language knows the world."

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