



Development Of English-Speaking Competencies In Primary Education

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Abstract. In today's modern education, it is necessary to master not only language and speech, but also material related to country studies and linguistic and cultural studies. There is a need to apply socio-cultural and intercultural approaches to English language education. All this complicates the teacher's task of choosing and presenting language and speech material that is appropriate and specific to the age of the student for textbooks and working curricula.

Key words: textbook, curriculum, speech materials, linguistic, sociolinguistic and pragmatic competencies.

If it is taken into account that in accordance with modern requirements, students should learn not only language and speech material, but also material related to the culture of English speakers, it is necessary to pay attention to sociolinguistic content when choosing linguistic material.

It is known from experience that a modern teacher does not limit himself to the use of the main textbook-complex and chooses additional materials from various sources in order to improve the quality and efficiency of the lesson based on the potential of the students in the class. For this reason, a modern teacher should competently decide who, what, how and how much to teach when improving the working curriculum in science.

In most cases, the acquisition of communicative competence at the level of programmatic requirements is not achieved as a result of the teacher's teaching and the students' cooperative activities directed at the learning goal. One of the main reasons for this is the inadequacy of the amount of exercises that serve to acquire linguistic, sociolinguistic and pragmatic competencies presented in the textbooks. Because some textbooks were created as a result of paying too much attention to Western language didactics, the number of exercises serving to



acquire speaking competence is significantly high in them. Or vice versa, i.e., the number of exercises serving the mastery of language material in order to thoroughly prepare for tests for admission to higher education institutions may prevail. A modern teacher should be able to maintain balance and use special methodological measures to fully realize the goals of the lesson.

When choosing the program material, the teacher should take into account the age of the students, how their speech activity moves and how it can be developed. For example, it is necessary to determine how many lexical units a student can master (not necessary) during a one-hour (40-45 minute) lesson (not at home with the help of a tutor). For this, it is necessary to understand that speech activity cannot be different in the native language and in English. Speech activity is one and it develops according to its laws. It has its form and content and is closely related to the development of the individual. A teacher who knows how the student's speech activity is structured can adequately choose exercises and tasks that serve to develop it, using the types of speech activities as a means, not a goal, and aligns with the educational paradigm focused on the individual and the acquisition of competencies. Only then will the educational paradigm focused on the acquisition of knowledge, skills and abilities give way to person-oriented education.

A teacher who has knowledge of the psycholinguistic aspect of the methodology (in the process of learning English based on the experiences of mastering the mother tongue) can develop not only the types of speech activity of the student, but also the complex. It is known that teaching a foreign language is organizing the process of speech or its perception in this language. The meaning of the term "speech" means the way of forming and expressing an idea, the practical use and realization of language. Language is a means of communication and interaction, a system of signs, a tool, a tool for expressing and generating ideas. Language is common for its users, that is, social speech is an individual phenomenon. Language, to put it simply, is a system of units and their connection, speech is a spoken and written text. Expression of thought is called (re)productive speech activity in psycholinguistics, which includes speaking and writing. Perception of expressed thought (speech and written product) is receptive speech.

It is known from the studies of L.S. Vygotsky that the development of speech in a foreign language is fundamentally different from the development of speech in the native language. Speech in the native language is (almost) without the



participation of consciousness and is not developed purposefully. A child's speech and thinking develop in parallel. That is, the child uses language tools to express the thought formed in his mind and thus begins to understand the existence that surrounds him. Concepts expressed in language are formed in the process of understanding existence. In the course of the development of speech in English, a completely different picture emerges. When learning English, the student acquires a certain level of language and speech experiences in the native language, as well as the ability to perform basic thinking operations in this language.

The acquisition of English language units is not compatible with the process of understanding the surrounding existence. In this process, the student develops not thinking, but the competence of adequately using the means and methods of expressing thoughts specific to a foreign language and culture. This, in turn, requires that attention should be paid to the principle of awareness of teaching. That is, language material related to phonetics, vocabulary and grammar is methodically prepared and presented for the acquisition of communicative competence. Special communicative exercises are carried out in order to strengthen the acquired knowledge of the language material and develop speaking skills and competences in English based on it.

It is difficult to develop the speech of elementary school students as a way of expressing their thoughts in English. Because the formation of the opinion takes place internally in the native language, and the expression is carried out externally in English. If in the process of learning English, the student constantly translates the code of the native language into the code of the English language, he is learning the tools of the language, not the way of expressing thoughts in English.

It is clear that language acquisition takes place in the summation of conscious and involuntary actions, but the "activation" of the mechanisms that ensure these actions depends on the conditions and age at which language learning is started. Speech and thinking processes in the native language develop very quickly in children of primary school age, in turn, mechanical memory is replaced by memory of word logic, comparison, comparison, analogy, classification, generalization. If during this period English is taught on the basis of imitation and memorization, this will develop mechanical memory and, as a result, it will cause the development of speech in the mother tongue to stop. This, in turn,



leads to inhibition of the development of speech and thinking, formation and expression of thoughts.

In the development of the student's speech in English, it is necessary to form an alternative way of expressing thoughts, which is comparable to the way of expressing thoughts in English, that is, in the mother tongue. To do this, it is recommended to introduce elementary school students to the ways of expressing thoughts in English by teaching speech samples. Because a rich repertoire of speech patterns is important in developing students' pragmatic competence and compensating for unformed grammatical skills.

The educational process follows didactic, psychological, linguistic, methodical and other laws. Some of them may be common to all subjects. These laws are called the general didactic principle of education. Other laws may be specific to the teaching of certain subjects, for example; principles of English language teaching. The concept of principle has not yet been fully resolved in didactics. If one group of principles represents the regularities of the educational process, the second group of principles represents the regularities specific to a certain type of speech activity, and the third is the principles specific to a certain section of the language material. The last one is called special principles. The term principle (principle) expresses the meaning of "basic guidance, law". According to Ye.I. Passov, "the principle is the foundation of the so-called building of the teaching process". The correct selection of concepts and principles ensures the effectiveness of the activity organized in the lesson, and increases the interest of the students of junior school age in this activity. Concepts and several dozen principles of teaching foreign languages in primary education are advanced in scientific sources. For example, the main principles of teaching foreign languages in primary education in the scientific research carried out within the framework of the project EAS 89/04, Lot 1 "Good Practice and Main Principles" carried out in 2005-2006 within the framework of the Educational and Cultural Research Program of the European Union summarized in the following order based on the criterion of importance:

- 1) choosing a meaningful context and subject suitable for the student's age (didactic);
- 2) positive approach to learning English (pedagogical);
- 3) holistic learning (methodological);
- 4) full consideration of age-related psychological and physical maturity levels of students in practical English lessons (psycholinguistic);



- 5) educating students in the spirit of tolerance towards others and respect for different values (pedagogical);
- 6) learning with the full participation of other speech analyzers, giving priority to the visual approach (applying psychological issues to the methodology);
- 7) motivation to learn English (intrinsic motivation) (psycholinguistic);
- 8) person-oriented education, taking into account the unique characteristics of the student (pedagogical);
- 9) prioritizing listening comprehension exercises for the formation of speech (didactic);
- 10) organization of classes in the studied foreign language as much as possible (pedagogical);
- 11) consideration of students' English language learning strategies and methods (didactic).

The proposed rules and views in the practice of English language teaching are summarized and scientifically based on the status of linguodidactic (language education) principles. For example, J. Jalolov summarized the following didactic principles, despite differences in naming and essence: educational education, awareness, activity, demonstrability, systematicity (consistency), individual approach, thorough assimilation (of knowledge), such as matching student strengths. N.A. Gorlova summarized the didactic principles of teaching foreign languages in primary education as follows: activity, demonstrability, adaptation to the student's potential, individual approach, systematicity.

After studying scientific sources, the didactic principles of teaching foreign languages in primary education can be summarized as follows:

1. Taking into account students' English learning methods, strategies and abilities.
2. Prioritize listening comprehension exercises.
3. Creating meaningful contexts and speech situations related to the topic in lessons.
4. Extensive use of technical tools in training.
5. Use of age-appropriate authentic materials.
6. Teaching English based on speech samples.
7. Visualization of topics (using talking dolls).

Since language learning is a mental activity, it has psychological foundations. Mental activity is scientifically investigated in psychology. In this regard, there is a need to research the psychological principles of English language teaching.



Two psychological principles of English language teaching have been developed in scientific sources. The psychological principles are called "verbalization" (a foreign language is learned practically only through oral speech) and "correlation" (a certain limit of the material of the English language is determined, a set of language units intended for the formation of speech skills is first formed) . Despite the fact that the linguistic foundations of English language teaching have been studied to some extent, little attention has been paid to the issue of linguistic principles of English language teaching in methodological science. In elucidating the essence of methodology principles, work was done based on psychological and linguistic laws and the following psycholinguistic principles were summarized:

1. Increase students' motivation (internal drive) to learn and master English.
2. Encouraging age-appropriate physical activity of students during classes.
3. To inform students about the similarities between the mother tongue and the foreign language being studied.
4. Development of intermediate language (metalanguage) experiences of students.
5. To teach students to use the relationship between the native language and the studied foreign language.
6. General introduction of students to the structure of the English language being studied.
7. Individual approach, that is, conducting psycho-pedagogical activities taking into account the characteristics of students (the nature of each student, what they are capable of, what they are interested in, who they make friends with, what they have a negative attitude towards).

English language teaching methodology, (a) general (speech orientation, limited and integrated teaching, exercises, taking language experience into account), (b) special (teaching English based on speech samples, language practice and the connection of speech practice, the interdependence of types of speech activity, the advancement of oral speech, the approach to natural speech in a foreign language, the acceleration of the elementary stage), (d) special (teaching grammar, teaching vocabulary, teaching the principles of winter teaching and the use of speech writing in English language teaching) have been developed. In summarizing the pedagogical principles, we considered the communicative approach to teaching foreign languages in primary education.



1. Implementation of visual approach and multisensory (fully stimulating all speech analyzers) learning. That is, a lot of exercises with the participation of analyzers of seeing, hearing, movement (speech movement and hand movement) in order to ensure thorough mastering of the educational material.
2. Teaching holistically (lexical, grammar and pronunciation of the language material as a whole).
3. Speech orientation (perform lexical, grammatical and pronunciation exercises in order to acquire speech activity).
4. Teaching English based on speech samples.
5. Taking into account the language experiences of native and bilingual students in acquiring a second language.

Pedagogical principles of English language teaching in primary grades are described in detail in scientific sources in Uzbek and Russian as a didactic principle. But the pedagogical principle is studied separately in foreign literature. We used scientific sources in three languages to summarize pedagogical principles.

1. Bringing the growing generation to maturity in all aspects. The information acquired through the medium of English and the intellectual and verbal skills and competences acquired during the study of the English language educate students.
2. Encouraging students to use the language being studied.
3. Taking into account the individual characteristics of students.
4. Educate students in the spirit of tolerance towards others and respect for different values.
5. Creating an optimal situation for independent learning of knowledge in lessons.
6. Formation of students' skills and abilities to independently and mutually determine mastery indicators.
7. To create an opportunity for students to demonstrate their knowledge in the studied language.
8. Organization of lessons based on an integrative approach aimed at the acquisition of competencies.

The difference between the English language and other subjects in the educational system is manifested in the fact that it is both an educational goal and a means of education. Acquiring English speaking skills (listening, speaking, reading, writing) is the goal of education, and the language being studied also



acquires the status of a new and useful means of obtaining and conveying information. There are different approaches to highlighting the characteristics of the educational subject. Researchers expressed their opinions based on the didactic, psychological, practical (functional), educational foundations of a foreign language (I. V. Rakhmanov, V. S. Setlin, J. J. Jalolov, T. Q. Sattorov, S. S. Saidaliyev, etc.). A group of Methodist scientists approached the classification of educational subjects based on their didactic characteristics (A. A. Mirolyubov, I. V. Rakhmanov, V. S. Setlin). The first group consists of natural and social sciences (physics, chemistry, history, etc.) that teach the basics of science. Its first feature is that it serves to create the correct ideas and concepts about science in the minds of students. Another feature is that the skills and competences formed in the process of teaching the basics of science are subordinated to the science system. It is possible to include subjects. Their basis is the practice of universal human activity. Researchers consider the English language to be an educational subject between both categories, and put forward the opinion that it serves the formation of knowledge and skills. One of the famous methodologists, T.Q. based on its psychological characteristics: the language environment for communication in English is very different. The environment for communication in English is almost non-existent for the student. The native language is embedded in a person's daily activities There is no such option for English. It is necessary to create artificial speech situations in order to teach communication to students in English classes. A human child perceives and understands the environment with the help of his mother tongue and communicates with people. The situation in teaching English is completely different. Pronunciation, grammar and lexical aspects of the language are studied, expressing thoughts and perceptual understanding in English takes the status of a practical goal.

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