

## METHODS OF LEARNING ENGLISH IN PRIMARY GRADES

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Children enter the school with positive (physically fit, diligent and energetic, enterprising) and negative (shy, capricious, stubborn, stubborn, talkative) individual characteristics. They also differ from each other in their exposure to external stimuli. For example, some students enjoy music, some enjoy colors, and some still live in the world of fairy tales in their imaginations.

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In the English language teaching methodology in elementary grades, individual language learning abilities (individual language learning aptitude)<sup>1</sup> and individual methods (4MAT Learning styles)<sup>2</sup> of students of junior school age are also taken into account. The "high", "medium" and "low" relative levels of the English language learning abilities of elementary school-aged students were determined. Levels of students' ability to learn English include a) mastery of rational methods of educational activity; b) the development of verbal memory (the ability to understand and remember the meaning of words); d) the development of thinking that accelerates the discovery and learning of language laws; e) is determined based on individual characteristics such as the ability to consciously manage attention.

Learning styles of elementary school students are defined as follows:

- Learning styles refers to "...an individual's natural habitual, and preferred ways of absorbing, processing, and retaining new information and skills."<sup>3</sup>

- Learning methods mean "natural habitual and preferred ways of an individual to digest, process and store new information and skills."

Methods of learning English are named differently in methodical literature. For example, McCarthy (McCarthy: 1996) called learning methods innovative, analytical, sensitive, dynamic, while D. Nunan (D. Nunan: 2003) used terms that express broader

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<sup>1</sup> Edelenbos P., Johnstone R., Kubenak A. The main pedagogical principles underlying the teaching of languages to very young learners. Final Report of the EAC 89/04, Lot 1 study. 2006, p. 68-69.

<sup>2</sup> Linse C.T. Practical English Language Teaching: Young Learners. – New York: McGraw-Hill, 2005. p-197.

<sup>3</sup> Nunan D. Practical English Language Teaching. – NY.: McGraw-Hill, 2003. - p. 268.

concepts such as cognitive, sensory, personality. Summarizing the comments given to the above terms, the methods of learning English can be interpreted as follows:

**Innovative** learners should clearly understand why and for what purpose language material should be studied. They absorb information in the context well, they do not accept new information that they do not consider useful for their daily life and experiences. Their favorite question is: "Why?"

**Analytical** learners - (analytic learners) - analyze in an orderly, purposeful way in their perception. But sometimes they ignore important signs and pay attention to random signs. They see the teacher as a person with intelligence, support, sensitive, kind and even wise. He sees in the figure of a teacher a dignified person who realizes his good intentions, dreams and wonderful feelings. The reputation of parents, other family members, relatives, and acquaintances decreases sharply in front of the reputation of the teacher. Therefore, such children consider every word of the teacher as law. They are interested in comparing the evidence presented by the information and prefer to practice the language material alone. They learn the language material in parts. Analysts prefer to work alone but do well with a team. Their favorite question is: "What?"

**Kinesthetic** learners - (kinesthetic (tactile, auditory, visual) learners) - like to participate in the processes of occurrence of events. That is, they want to directly participate in manipulative, hands-on activities. They are active in activities such as discovering, predicting, experimenting, and finding solutions to problems. They go to great lengths to be recognized as gifted students and enjoy helping others to show their talents. They are sensitive to the external environment (hot, cold, light) and language learning environment. Their favorite question is, "How does it work?"

**Dynamic** learner - (dynamic (left/right brain) learners) likes to learn by independent discovery, self-confident, proactive and likes to teach others what he knows. Although independent education is useful for him, he takes the initiative in communicative role-playing games. He has a sense of humor and is a good conversationalist, able to ease the situation in conflicting relationships. His favorite question: "If..?"

The following recommendations can be summarized regarding the effective organization of classes, taking into account the methods of English language learning of students of junior school age.

It is known that a student of primary school age is able to acquire something from his native language (instrumental function), control behavior (regulatory function), cooperate with others (interactive function), personal feeling they use it for the purposes of expressing meanings (personal function), learning and discovering (heuristic function), creating a world in their imagination (imagination function),

exchanging information (communicative function). It is recommended that English language teaching in primary grades should teach students to use English for these purposes.

Stress-free situations are important in learning English. The lower the stress, the higher the learning efficiency.

It is appropriate to take into account the strengths and weaknesses of learners that arise from their own personal learning methods.

also

- to form the student's ability to communicate using the studied language in the simplest way;

- giving priority to exercises that ensure the occurrence of interaction and communication;

- action, plot, role-playing, dramatic, imitation (imitation), communication-oriented, project and didactic games in order to teach how to use the language being learned as a means of communication in various social situations in accordance with the principle of using the speech situation organization;

- to refer to dialogues not as language material that needs to be memorized, but for communicative purposes;

- prioritizing the content;

- presentation of language material in the contexts of real speech situations;

- spending time on repetition (drilling) exercises;

- use of any technical means, taking into account the age, interests and needs of learners;

- try to ensure communication and interaction from the initial training;

- not prohibiting the use of the native language in appropriate situations and, if it is considered useful for the student, the translation;

- mastering the linguistic system of the English language as a result of striving for communication; - directing consistency and coherence to the goal of not extinguishing interest;

- to increase student motivation (internal drive) in any way;

- testing the language by an individual and allowing the creation of creative speech products based on mistakes;

- teaching students to interact with each other and with strangers in any speech situation (single speech, pair speech, debate) and style (distance, face-to-face, oral, written);

- the creation of internal motivation as a result of interest in the object of communication that occurs through language, following such recommendations can ensure quality and efficiency in learning and teaching English.

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