

METHODS AND THE USAGE OF GAME TECHNOLOGIES AS THE BASIC TENET OF TEACHING ENGLISH IN PRIMARY EDUCATION

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Abstract:

This article focuses on cutting-edge, inventive, and interactive techniques for raising students' interest in language learning, free thinking, responsiveness, and active involvement in courses. It also discusses strategies for effectively boosting students' speaking proficiency in the elementary grades.

Key words: Educational principles, engaging games, blended technology, primary courses, modern, and innovative, methods.

The growing desire of the younger generation to teach and study foreign languages, especially English, is one of the most important topics in modern education. In order to teach this language more thoroughly in general education schools, educators frequently adopt cutting-edge and contemporary methods. For this reason, the Law "On the Further Improvement of the System of Learning Foreign Languages" adopted on December 10, 2012, and the implementation of continuous foreign language instruction in the first classes of general education schools from 2013–2014 are both unmistakable evidence of this. According to research, English is the most important language in almost all fields. As a result, learning languages from countries that have advanced economically, scientifically, and culturally is crucial for understanding the accomplishments of global science and development. This goes beyond what is taught in primary schools. I fully understand that pupils in high school are considering the value of language in their professional decisions. Like any other subject, learning a language depends on the mental and physical maturity of the learner.

According to the Law of the Republic of Uzbekistan "On Education" and the National Personnel Training Program, primary education is aimed at forming the foundations of knowledge, skills, and abilities necessary for general secondary education. defined. In primary English education, attention is paid to the creation of a foundation that will ensure the perfect learning of this language in the future. For this reason, the importance of textbooks, which expand the cognitive activity of students, that is, their thinking, and develop their ability to think creatively, is incomparable. For this reason, the potential of modern textbooks and the level of their ability to increase the student's cognitive activity and ensure the acquisition of communicative competences are considered important. The quantitative ratio of exercises and their level of usefulness in ensuring the acquisition of communicative competence are especially important for speech activities within the speech topics presented in the textbook.

The educational process follows didactic, psychological, linguistic, methodical, and other laws.

The main didactic and pedagogical principles of English language teaching are widely used in primary grades and can be summarized as follows:

1. Taking into account students' English language 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 and innovative tools in training
5. Use of age-appropriate, authentic materials
6. Teaching English based on speech samples
7. Visualization of topics (using talking dolls, interesting videos, songs, and exercises).

Depending on the nature of his subject, every subject teacher today employs a variety of interactive strategies in the educational process. Our direction uses a variety of interactive pedagogical technology in non-traditional classes, unlike other topics, to educate young pupils for independent thought. For instance, the state education standard lists 200 words and phrases for the first grade, 250 for the second grade, 400 for the third grade, and 600–700 for the fourth grade. ' It is therefore anticipated that the foreign language instructor will use pedagogical technology to carry out the aforementioned objectives.

The main practical reason for teaching English in the primary grades is Decision No. 124 of the Cabinet of Ministers of the Republic of Uzbekistan dated May 8, 2013, "On approval of the state education standard for foreign languages of the continuing education system," which aims to guarantee the development of communication skills at the foundational A1 level. By gaining linguistic (speech and language), sociolinguistic, and pragmatic competencies, the practical purpose is accomplished. Speech competence (listening, speaking, reading, and writing) and language competence (lexical, grammatical, and phonetic competencies, as well as graphics and orthography), as defined by the DTS, are two components of linguistic competence. Based on this goal, the curriculum distinguishes two aspects of teaching content: what to teach (language material) and what to do (listening, speaking, reading, and writing). That is, by learning and teaching language material (vocabulary, grammar, and pronunciation), the acquisition of communicative (information exchange) competence related to the skills and competencies of speech activities is ensured. Teaching foreign languages in the public education system of the Republic of Uzbekistan is carried out in the following two stages in accordance with this DTS: Level A-1: primary education (grades 1-4); Level A-2: general secondary education (grades 5–9)

The adoption of new educational approaches is encouraged by demonstrating to primary school pupils what foreign language teachers teach depending on which pedagogical technology should be utilized to teach the language in the most practical ways and methods.

Teacher innovation in language instruction involves integrating pedagogical technologies into the educational system, reforming the educational system by integrating the most cutting-edge technologies, increasing educational efficacy, and ensuring that each student is socialized. By attempting to establish pleasant relationships with the child during the educational process, certain results can be attained. There are three different ways to teach a foreign language to primary school kids. Each stage has a clear goal in mind:

1. Physical development (essential for students in the first grades in particular).

The age, physical, and psychological makeup of the pupil must be taken into consideration when teaching foreign languages to first-graders. As stated in the judgement, it is really appropriate for younger kids to introduce foreign language instruction in the first grades through the use of interactive games and oral speech lessons. One of the best instruments for education is the utilization of game technologies. They will broaden their perspectives, thinking, and thinking during the game. Scientists think that using games in the classroom helps students learn. It not only makes things simpler, but it also sparks the child's interest in the subject and motivates them to learn more deeply. Game-style For instance, "Who is this?" "What is this?" and "Who has the most word knowledge?" The likes of Encourage kids to recall words and pronounce them correctly while they are playing the game. The development of children's vocabulary will determine what other activities and competitions should be planned. Children can first complete exercises on subjects like "fruit names," "occupations," and "home appliances" with the aid of games. The pupils' speech will then mature, and the span of their perspective on the environment will broaden if they are displayed in harmony with the vibrant graphics on the computer. Words and images that reflect the new topic are displayed on the screen at this stage.

2. Development of creativity

Other instructional activities for grammar mastery might be planned starting in the second grade. For instance, among them are intriguing games like "Who is literate?" "Who is clever?" "Who am I?" "Chain," "Rolling game," and "Find the place of the word." The game "Who's Smart?" is effective in raising spelling literacy. In this instance, five to six words are scribbled on cardboard, both correctly and incorrectly. Students must locate the incorrectly spelled word and write it. Whichever student writes the incorrect words first and accurately after that wins the game.

Touch-screen fruit game. The instructor pastes fruit-themed flashcards to the room's walls and walks under them, touching the fruits he likes. I enjoy eating grapes, apples, apricots, and oranges. Students mimic the teacher by touching their preferred fruits. I enjoy grapes, peaches, and cherries.

The "continue" technique is an option. Students use their vocabulary and grammar skills in this manner. One basic verb is written on the board by the teacher. The teacher's chosen students construct basic and complex sentences using this verb. The teacher again assesses the

pupils' grammar and vocabulary skills while they use this strategy. The teacher can write the verb "do" on the board as an example. And the reader of choice reduces it to a single sentence. The chosen pupils continue this statement in order, such as "I do" or "she does", "do my homework," and so on.

3.Development of the entire person (memory, reasoning, logic)

Students in the third and fourth grades consolidate and broaden the knowledge they have gained thus far. They employ words in all possible ways, including repetition, context utilization, substitution of grammatical parts, and sentence construction. On the upper level, this time period is crucial for memorizing English teachings. After all, only thoroughly studied and mastered languages may be employed in all four directions (speaking, listening, reading, and writing). Starting from the beginning as a teacher has numerous advantages. And by doing this, we can improve their knowledge and abilities. They will be able to learn English more thoroughly and speak it when they move to the upper class thanks to the knowledge they have gained in the primary classes, which will make it easier for them to do so. To help them understand the importance of properly studying languages from a young age, it is vital to instill this belief in them.

With students in third through fourth grade, many games can be played using the challenging tasks below:

Exercises that are repeated (imitation) I like apples. I like bananas. I like apples, p.s. Also, I like bananas. The speech sample is initially examined as a completed sentence, after which its constituent parts are changed and the sample is examined as a normal sentence. In order to improve students' recall skills, Cambridge University Press advises repeating exercises based on speech samples that follow the easy-to-difficulty concept. Chain repetition activities help students improve their capacity for attentive listening and memory. Information heard is retained in memory for a longer period of time than information seen. To guarantee that drilling exercises are carried out successfully and without difficulty, it is advised to establish genuine speech circumstances. During this exercise, students will have the opportunity to repeat lexical (names of educational tools) and grammatical material (prepositions of place) and demonstrate their knowledge. Such exercises, which promote audiolingualism and structuralism, serve to acquire linguistic competence, that is, to develop the skills and abilities of the student to acquire linguistic structures and make an orderly sentence strictly following the phonetic, lexical, and grammatical aspects of the language.

Communication-building drills Children seem to love imitation and repetition exercises, according to research. The pupil also doesn't get exhausted when performing the repeat workouts. because they are secure and at ease. In this case, the teacher rearranges the things so that the exercise can be completed quickly and effectively, such as by setting the book on the desk and the bag on the floor. This gives the language a genuine use, and it gives pupils

the chance to independently comprehend the meaning of a lexical unit and a grammatical event in addition to employing lexical and grammatical language content in a meaningful context. The exercise should be communicative.

Guessing game exercises are another way to promote communication. Encourages the reader to think, reflect and compare.

When such instructional tools are employed, students' knowledge potential and interest in science will rise; their knowledge, skills, and talents will also advance, and they will be better able to identify the key ideas in the subject they have selected. The fact that English is both an educational objective and a method of teaching distinguishes it from other topics in the educational system. Education's main objective is to help students develop their English-speaking abilities (hearing, speaking, reading, and writing), and as they do so, they also gain knowledge about a fresh and practical way to receive and transmit information. There are various methods for emphasizing the qualities of the English language. Reforms are carried out based on the didactic, psychological, practical (functional), educational and educational foundations of a foreign language.

It is known that the communicative approach is based on the theory that the English language is learned in the process of real and meaningful communication. When learners are exposed to live communication and interaction, they use their natural language learning strategies, which enables them to use the language in the language learning process. According to experts, when creating exercises that ensure communication and integration:

- a) communicative ability (English is learned during live communication and interaction);
 - b) practicality (the English language is learned using it in the process of performing a specific task);
 - d) it is necessary to take into account the principles of comprehensibility and meaningfulness (English is learned when it is understandable and meaningful to the student).
- There are many methods of teaching and learning foreign languages in the elementary grades. Almost all of them are aimed at teaching students this subject more interestingly, more freely, and more importantly than other subjects. Teaching language to elementary school students is not an obligation; it is conducted as an interesting activity. Lessons using several effective methods can serve as a foundation for their future knowledge. How important it is to learn foreign languages should be properly explained to students through natural conditions:

1. Remember by seeing. Young children tend to remember things they see more clearly than things they hear. As a result, new words are taught by writing them on objects that are visible and frequently used in daily life and then creating sentences with the new words. For instance, writing with a pen on a window, table, blackboard, or book. Since these items are frequently used and seen in daily life, the child picks up these words unintentionally.
2. To recite poetry and songs that use terms that are challenging to comprehend or remember. The child's speech develops along with his or her ability to recall new words. It has been

demonstrated, for instance, that children learn the English alphabet more effectively by singing than through memorization.

3. Combined Method Here, we have the option to voluntarily mix various methods. Children can, for instance, play games, sing songs, draw pictures, and use various motions to demonstrate new words. The technique has the benefit of being versatile. The reader is not constrained by just one thing in this.

4. Using cartoons to teach It is well known that kids like watching various cartoons. While viewing English-language cartoons, he makes an effort to understand the words they use by observing the actions of the cartoon characters, despite the fact that he does not understand the words in the cartoon. Children can learn the language in an engaging and successful way with this method.

5. Learning through engaging games: The value of teaching English through diverse games is immeasurable. Learning science in the classroom includes playing a variety of games. This boosts motivation and encourages passive pupils to actively participate in the sessions.

6. Using the senses to learn (tasting food, holding various items, and smelling flowers) The pedagogue should use as many of the child's sensory organs as possible before teaching them this new way, including their eyes, ears, sound organs, muscles, and even their senses of smell and taste. He ought to make an effort to use his organs as part of the memory-making process. We are aware that the student should be the subject in the present educational process. The efficacy of education will rise if we place greater emphasis on interactive techniques. Teaching independent thinking is one of the most crucial prerequisites for English language classes. Today, English language teachers, relying on the experience of pedagogues from the United States of America and England, are using the following innovative methods:

Teaching students riddles as part of "Merry Riddles" When teaching English, it is crucial that students acquire new vocabulary and solve puzzles. "Quick answers" aid in enhancing the lesson's efficacy. In the classroom, "Chigil wrote" (warm-up exercises) utilized a variety of activities to engage pupils in the lecture. When explaining particularly complex concepts in a lesson or when pupils are worn out after finishing writing activities, the "Pantomime" (Pantomime) method may be employed. The "chain story" technique aids in memory development and oral communication improvement in kids. All types of classes can benefit from the "acting characters" technique. The "When Pictures Speak" method is more practical and aids in the development of zaki speech in English instruction; nevertheless, this requires the usage of pictures that are pertinent to the subject. In order to save time, "quiz cards" are given out in accordance with the number of pupils and enable all students to engage in the lesson at once.

In conclusion, it should be emphasized that new didactic advances based on pedagogical technologies that support fully satisfying the need are prepared while teaching English, taking into account the age and psychological features of pupils and their desire to learn a foreign

language. and creating a strong implementation mechanism for them offers a workable answer to the issue.

It should be highlighted that in order to create people who are free to think and are well-rounded in all respects, our future generation must be fully developed. By examining the psychological, physical, and social facets of the students, the levels of learning foreign languages are specifically used to pinpoint and eradicate negative psychological conditions that impede students' freedom of behavior and independent thought. must As a result, elementary school students face a variety of special challenges. In addition to being an educator and a psychologist, a teacher should be skilled at working with children.

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