

Modern methods of teaching foreign languages for primary school students

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Abstract: This article discusses teaching a foreign language to primary school students, as well as their use of state-of-the-art innovative methods.

Keywords: Foreign language, methodology, primary education, listening comprehension, correct writing, video materials.

Language is the most important means of communication, without which the existence and development of human society is impossible. The expansion and measurement of the quality of international relations of our country, the internationalization of all spheres of public life are making foreign languages, especially English, a real demand in the practical and intellectual activity of man. In connection with the orientation of the school learning process to the practical knowledge of a foreign language, the problem of listening is gaining more and more attention of Methodists. Serious theoretical research is being done to study this complex process. It is known that the methodology of teaching listening in teaching practice is the least developed. One of the main reasons why methodologists and teachers do not pay attention to listening is that until recently, listening was an easy skill. In oral speech teaching, it was thought that if a teacher focused all his energy on speech and ensured the acquisition of this skill, students would learn to understand speech on their own, without special purpose training. Although speech and listening skills have a certain relationship, their uniform development can be achieved only when a system of specially designed exercises is used to develop the comprehension of oral speech in the natural conditions of communication. Even people who are fluent in a foreign language find it difficult to listen to the natural speech of native speakers. Psychological data also show that the perception and comprehension of vocal speech is a very complex mental activity.

Thus, listening is one of the most difficult types of speech activity. The insufficiency of this topic reveals the relevance of our research, as the question arises as to how the use of video materials can help bring the process of teaching listening closer to real communication situations in terms of information perception.

The object of study is the pedagogical process in secondary school.

The subject of the study is the process of learning to listen using video materials.

The aim of this work is to develop a set of exercises using video materials to effectively develop listening skills.

Functions:

1. Define the concepts of "video material" and "audit";
2. Systematize and generalize knowledge on the topic;
3. Identify the features of working with video materials in English lessons; definition of criteria for selection of video materials and their principles;
4. Define the stages of working with video material;
5. Develop a set of exercises using video recordings to develop listening skills.

1. Theoretical foundations of the use of video materials in foreign language lessons to teach listening

1.1 The importance of listening as one of the types of speech activity

Listening is understanding the speech that is heard. Mastering listening allows you to achieve your education, upbringing and development goals. This allows students to be taught to listen attentively to sound speech, to develop the ability to anticipate the semantic content of a sentence, and thus to cultivate a culture of listening not only in a foreign language but also in the mother tongue.

Listening is the basis of communication, and mastering oral communication begins with it. It consists of the ability to distinguish perceived sounds, combine them into semantic complexes, store them in memory while listening, make probability predictions, and understand the perceived sound chain based on the communication situation.

Listening is the process of perceiving, comprehending, and comprehending a speaker's speech. The main purpose of listening (listening) is to understand the content of someone else's speech, other people's opinions, and the idea that underlies the oral statement.

Listening is the semantic perception of the sound of self-pronounced and voiced written speech.

Listening is a receptive type of speech activity, which consists of simultaneous perception and understanding of speech through the ear, and as an independent type of speech activity has a specific purpose, tasks, topic, and outcome. It is a complex skill that cannot be fully automated, but in part - at the level of recognizing phonemes, words, and grammatical structures.

We have come to the conclusion that listening with understanding is an independent type of speaking activity that is more difficult than speaking, reading and writing.

Learning to listen in a foreign language teaching methodology is of great importance because comprehension of speech in a foreign language by ear is a complex process that requires maximum attention from the student.

Most people are bad at listening to an interlocutor's speech, especially if it doesn't harm their interests. Studies show that more than 10% of people have the ability to listen to a person attentively and calmly, understanding the essence of what he or she is saying. Listening ability is an element of human speech culture, the manifestation of the ability to correctly understand and evaluate sound speech, as well as the most important condition for successful mastering of the basics of education and science.

Educational listening serves as a learning tool, introduces language material, serves as a way to create strong auditory images of language units, is a necessary condition for the acquisition of oral speech, the formation and development of communicative listening skills.

Teaching listening allows you to listen to the same material several times (with independent work) and 2 times (with class work, under the guidance of a teacher). Repeated listening provides a more complete and accurate understanding of the audio text, as well as a better recollection of its content and language form, especially when the listened text is used for subsequent repetition, oral discussion, or written presentation.

Communicative listening is a type of speech activity that focuses on the perception and comprehension of oral speech through one-time listening. Depending on the communicative approach, and what the breadth and depth of understanding should be, the following are distinguished:

Listening with understanding of the main content;

- Full understanding;
 - selective listening to information;
- critical listening.

Listening with understanding of the main content, with basic information; introductory hearing. This type of communicative listening involves processing the semantic information of the audio text to separate the new from the known, the important from the insignificant, and store the most important information in memory. Learning tasks for this type of listening and the development of necessary skills Before listening, predict the content of the text by title, determine the topic and communicative intention of the speaker, list the main facts, answer questions on the main content, involves composing text. summary of what was heard, conclusions and comments.

Listening or listening in detail with a full understanding of the content and meaning. Complete, accurate and fast comprehension of sound speech is possible as a result of understanding the sound form, recognizing its elements and automating the operations of synthesizing content based on them. Full comprehension listening requires the automation of skills, concentration, and the hard work of memory. In the

process of teaching full comprehension, students listen to the text, remembering the following tasks after the text: retelling the text in detail, answering questions on all the facts, making a detailed plan. , fill in the text, come up with additional facts.

Listening by listening to the selected information or “searching”. The task of this type of listening is to separate the necessary or interesting information in the speech flow, ignoring unnecessary information. Such information may be important evidence, details, keywords, examples, or specific information: dates, numbers, relevant names, or place names. Quick and accurate comprehension of numbers and dates requires intensive, long-term training, and understanding correct names and geographical names is based on background knowledge, situation, and ideas about communication participants.

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