

Principles of teaching English in elementary grades

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Abstract: Teaching English at the primary school level is naturally quite different from teaching the language at other levels of education, such as high school or university. Elementary school teachers often teach the basics of English as part of the curriculum. One of the main English language materials that students learn is a list of words, and dictionaries of their meanings are called dictionaries, which will be discussed in our article below.

Keywords: levels of education, elementary school teachers, English language materials, high school, and university

Teaching English in primary school level is naturally much different from teaching the language in other levels of education, such as secondary school or university.

Teachers at primary schools, in curriculum component, teach the basic of English for most of the time. One of the basic English materials that the students learn is the list of words with their meaning glossaries known as vocabulary. In primary level kids has knowledge on letter and words. They need to improve their basic grammar and vocabulary part. And for that reading story books in best. It will help to grow their comprehension and vocabulary strength. The teaching of vocabulary can be manifested by learning simple subjects, such as things around us, name of fruit, animals, sport, game and giving instruction.

As, I mentioned above, teaching beginners can be a daunting prospect, especially when it's a monolingual group and you know nothing of their language, or it's a multilingual group and the only common language is the English you've been tasked with teaching them. Nevertheless, not only is it possible to teach beginners only through English, but it can also be one of the most rewarding levels to teach. To help you succeed in setting your learners firmly on the path to increasing proficiency, here are some tips for teaching English in primary classes.

At the 2018 TESOL International Convention in Chicago, TESOL unveiled "The 6 principles for Exemplary Teaching of English Learners". Here they are.

Principle 1: Know your Learners

English teachers should understand the students' personal and educational background so they can tailor classes according to their students' needs more effectively. Learning about the students' culture, first language, and past experiences are useful while preparing lesson plans, materials, and projects.

Principle 2: Create Conditions for Language Learning

Creating a positive atmosphere in class considering physical space, materials, and student integration promotes better learning experiences for English students. A pleasant atmosphere makes students feel comfortable and more confident in participating and expressing themselves in a positive way, which is essential for learning development. Additionally, setting high expectations, differentiation, and motivation help learners deepen their English language skills.

Principle 3: Design High-Quality Lessons for Language Development

Creating meaningful and exceptional lesson plans that develop the students' language acquisition and their content learning process remains essential. Teachers may engage students in authentic language practice experiences, supporting their learning strategies and critical thinking development. According to the 6 Principles manifesto, "gestures, visuals, demonstrations, embedded definitions, audio supports, and bilingual glossaries make information comprehensible."

Principle 4: Adapt Lesson Delivery as Needed

Assessing students and adapting lesson plans accordingly remains a must. Reflecting on the students' performance and development improves the quality of many English lessons. There are several ways to do so: reteaching content, adapting activities and materials, adjusting instructions and tasks, being flexible with the students' response time they allow students.

Principle 5: Monitor and Assess Student Language Development

Outstanding ESL/EFL teachers also monitor and assess students' language development to measure and document progress. English students learn in different ways and speed. Therefore, English teachers should prepare different forms of assessment while providing constructive feedback appropriate for the students' ages and levels for continual student improvement.

Principle 6: Engage and Collaborate Within a Community of Practice

This last principle suggests English teachers should collaborate with each other to support their English language learners. Sharing classroom experiences, reflecting critically on teaching practices, following current ELT research, joining and engaging in professional groups, attending academic conferences, and engaging in online learning groups are all ways to be active within a community of practice. This advice might benefit teachers, their co-workers, their students and the institutions where we work. Is this last suggestion a tad self-serving for TESOL? Yes, but it's also a practical suggestion for dedicated ESOL professionals.

The educational process is didactic, psychological, linguistic, methodical, etc follows the rules. Some of them are common to all subjects it can. These laws are called the general didactic principle of education. Other laws may be specific to the teaching of certain subjects, for example; English language teaching principles. The concept of

principle has not yet been fully resolved in didactics. If a group principles represent the laws of the educational process, and the second group of principles represents the laws characteristic of a certain type of speech activity, the third and they are the principles specific to a certain section of the language material. The last one is special are called principles². The term principle (principle) is “a basic guideline, rule of law” expresses the meaning. According to Ye.I.Passov, “the principle is the so-called teaching process is the foundation of the building”³. The correct selection of concepts and principles is organized in the lesson ensures the effectiveness of the activity of students of junior school age increases their interest in this activity. Teaching foreign languages in primary education in scientific sources concepts and several dozen principles were put forward. For example, 2005-2006 within the framework of the Educational and Cultural Research Program of the European Union EAS 89/04, Lot 1 “Good Practice and Main Principles” in primary education in the scientific research carried out within the framework of the project

The main principles of teaching foreign languages are as follows based on the criterion of importance summarized in order:

- 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) age-related psychological of students in practical English classes and full consideration of physical maturity levels (psycholinguistic);
- 5) tolerance of students towards others and different values education in the spirit of respect (pedagogical);
- 6) another speech, giving priority to the visual approach study with the full participation of analyzers (psychological issues application to the methodology);
- 7) motivation to learn English (intrinsic motivation) (psycholinguistic);
- 8) person-oriented education, student’s unique characteristics accounting (pedagogical);
- 9) giving priority to listening comprehension exercises for the formation of speech focus (didactic)
- 10) organize training in the foreign language being studied as much as possible (pedagogical)
- 11) taking into account students strategies and methods of learning English (didactic)

Psycholinguistic principles of English language teaching in elementary grades

Since language learning is a mental activity, its psychological basis there is. Mental activity is scientifically investigated in psychology. This attitude there is a need to research the psychological principles of English language teaching. Two

psychological principles of English language teaching are developed in scientific sources developed. Psychological principles of "verbalization" (a foreign language is practically only verbal learned through speech) and "correlation" (certain English language material limits are determined, primarily to develop speech skills a set of intended language units is formed) named. English despite the fact that the linguistic foundations of language teaching have been somewhat researched, in methodological science, there is little to the issue of linguistic principles of English language teaching attention is focused. In elucidating the essence of methodological principles, work was done based on psychological and linguistic laws and the following psycholinguistic principles summarized:

1. Students' motivation to learn and master English (internal boost). speech focus (didactic);
2. Age-appropriate physical activities of students during classes encourage.
3. From the similar aspects of the students' mother tongue and the studied foreign language inform.
4. Development of intermediate language (metalinguage) experiences of students.
5. From the relationship between the students' mother tongue and the studied foreign language teaching to use.
6. Students are familiar with the structure of the English language being studied introduction
7. Individual approach, i.e. characteristics of students (any student's nature, what he is capable of, interests, who he makes friends with, psycho-pedagogical activities taking into account what they have a negative attitude to to carry

Methodological principles of teaching English in primary grades
English language teaching methodology

- (a) general (speech orientation, limited and holistic teaching, exercises, taking language experience into account),
- (b) private (English language teaching based on speech samples, language exercises and speech practice dependence, interdependence of types of speech activity, oral speech advancement, approach to natural speech in a foreign language, acceleration of the primitive stage),

(d) special (teaching grammar, teaching vocabulary, teaching reading and the principles of using speech writing in English language teaching) have been developed.

We generalization of pedagogical principles in primary education of foreign languages we meant a communicative approach to teaching.

Visual approach and multisensory (completely all speech analyzers stimulus) implementation of learning. That is, carefully study the study material seeing, hearing, movement (speech, movement and many exercises with the participation of hand movement

2. Comprehensive (in terms of vocabulary, grammar and pronunciation of the language material as a whole) to teach

3. Speech direction (lexical, grammatical and pronunciation exercises speech performance in order to take over the activity).

4. Teaching English based on speech samples.

5. The language in the acquisition of the mother tongue and the second language of the literate students taking into account their experiences.

Didactic principles of teaching English in elementary grades

The proposed rules and views in the practice of English language teaching are summarized and scientifically based on the status of linguodidactic (language pedagogy) principles. For example, J.Jalolov summarized the following didactic principles, despite differences in name and essence: educational education, consciousness, activity, demonstration, systematic (consistency), individual approach, thorough assimilation (of knowledge), student power such as compatibility. N.A.Gorlova didactic teaching of foreign languages in primary education 12 summarized its principles as follows: activity, demonstrability, adaptation to the student's potential, individual approach, systematicity. Foreign languages in primary education after studying scientific sources didactic principles of teaching can be summarized as follows:

1. Students' methods, strategies and ability to learn English take into account

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 of students.

6. Teaching English based on speech samples.

7. Visualization of topics (using talking dolls).

Pedagogical principles of teaching English in primary grades

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. English language the information acquired through the medium and the intellectual and verbal skills and competences acquired during the study of the English language will

2. Encourage students to use the language being studied.

3. Taking into account the individual characteristics of students.

4. To teach students tolerance and different values to educate in the spirit of respect.

5. Optimal for independent understanding of knowledge in lessons create a situation.
6. Formation of students' skills and abilities to independently and mutually determine mastery indicators.
7. To show students their knowledge in the studied language create an opportunity
8. Lessons are integrative designed to acquire competencies organization based on the approachment) analyzers.

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