

METHODS AND MEANS OF TEACHING THE ENGLISH LANGUAGE IN ELEMENTARY SCHOOL Mamatova D.B.

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Abstract: *the research article which we deal in this page is aimed to study methods of teaching foreign language, especially English in very beginning of child development. According to the writer the position of the English language in the world as the leading means of international communication is getting stronger and stronger, and there are no significant trends towards stopping or slowing down this process, therefore the problem of using effective methods in teaching English becoming extremely important. Coming from this very necessity the author makes an attempt to discover the methods of teaching English.*

Keywords: *communication, cognitive activity, educational, schoolchild, speech activity, competence, elementary.*

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Foreign language as one of the means of communication and knowledge of the surrounding world takes a special place in the system of modern education due to its social, cognitive and developmental functions. Nowadays, the learning process is considered as a process of interaction between teacher and students in order to familiarize students with certain knowledge, skills, capabilities and values. Each teaching method organically includes the teacher's teaching work (presentation, explanation of the new material) and the organization of active educative and cognitive activity of students. That means, the teacher, on one hand, explains the material himself, and on the other – seeks to stimulate educative and cognitive activity of students (encourages them to think, self-awareness, etc.). Learning tools are objects created by man, as well as objects of nature, used in the educational process as carriers of educational information and instrument of the teacher and students [2].

Teaching tools along with the living word of the teacher are an important component of educational process and an element of the educational and material base of any educational institutions. The value of the academic discipline "English" in the teaching of young learners:

A foreign language is one of the important and relatively new subjects in the teaching system of contemporary young schoolchild in a multicultural and multilingual world, along with Russian language and literary reading, it is one of the subjects of the philological cycle and forms the communicative culture of the pupil, providing him overall speech development, expansion of horizons and education [1]. The subject "Foreign Language" contributes shaping a student's ideas about the dialogue of cultures, recognizing himself as a carrier of culture and spiritual values of their people, national identity, citizenship, norms of morality and speech behavior.

The active character of the subject "Foreign Language" corresponds to the nature of the young learner who perceives the world holistically, emotionally and actively. This allows you to include foreign language speech activity in other activities, peculiar to the child of this age (play, cognitive, literary, aesthetic, etc.) making it possible to carry out various connections with the subjects studied in elementary school, and form interdisciplinary educational skills and abilities.

Objectives and expected results of teaching English in elementary school:

The integrative goal of teaching a foreign language in primary school is to form elementary communicative competence of the younger student at an affordable level for him in the main types of speech activity: listening, speaking, reading and writing [3]. Elementary communicative competence is understood as the ability and willingness of a young schoolchild to carry out interpersonal and intercultural communication with the native speakers of the learning language in oral and written forms in a limited circle of typical situations and areas of communication available to the schoolchild. Therefore, learning foreign language in primary school aims to achieve the following goals:

➤ *The formation of the ability to communicate in foreign language at the elementary level taking into account speech capabilities and needs of primary school children in oral (listening and speaking) and writing (reading and writing) forms;*

➤ *To introduce children the new social experience by the use of foreign language: got acquaintance of younger schoolchildren with the world of foreign peers, with foreign child folklore and accessible samples of fiction; educating friendly attitude to representatives of other countries;*

➤ *The development of speech, intellectual and cognitive abilities of the younger schoolchildren, as well as their general educational skills; development of motivation to further mastering foreign language;*

➤ *Upbringing and diversified development of young schoolchild by means of foreign language [3].*

When learning a foreign language in elementary school, general speech development in young schoolchildren is stimulated; their communicative culture gets developed; value are formed benchmarks and laid the foundations of moral behavior in the process of communication in the classroom, reading and discussing texts of relevant content, acquaintance with children's samples foreign folklore; friendly attitude and tolerance to representatives of other countries and their culture [4].

Personal results of learning foreign language in primary school are: general image of the world as a multilingual and multicultural community; self-awareness as a citizen of his country; awareness of the language, including foreign, as the main means communication between people; familiarity with the world of foreign peers.

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