



ENGLISH TEACHING MEDIA IN PRIMARY GRADES

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Annotation: *This article discusses the tools for teaching English in primary grades, provides examples, and world experience.*

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Looking back at the history of civilization, we see that in ancient times our ancestors used various tools to educate and train the younger generation. Various stones, bones or fruit seeds were used to teach arithmetic, and waxed boards and a stick with a sharp metal blade attached to the end, known as a “stylus”, were used to teach writing. Today, the state educational standard, curriculum and textbook are the main tools for teaching English. State educational standard. The full name of the document is “State Educational Standard of the Continuing Education System of the Republic of Uzbekistan”. It defines the content of education for the A1 level in a foreign language, the requirements for the level of preparation of graduates of the A1 level in a foreign language.

"I can understand and use familiar everyday expressions and simple sentences to meet specific needs. I can introduce myself and others, and answer and ask questions about personal details, such as my address, people I know and things I own. I can exchange information in a simple way if the other person speaks slowly, clearly and is willing to help."

CEFR is a basic guideline for developing curricula, formulas and exam questions in European countries, as well as for creating textbooks, which describes what language learners should learn, what knowledge and skills they should acquire to use the language and to what extent.

The development of programs for Uzbek schools has its own history. Until 1968, localized copies of programs intended for Russia were used in Uzbek schools. The draft program for Uzbek schools was developed in 1968 and introduced in schools in the 1970/71 academic year. In 1999, the curriculum was updated and new textbooks were created on its basis. In connection with the introduction of mass learning of a foreign language starting from the 1st grade of all general secondary schools, the State Educational Standard and Curriculum for Foreign Languages of the Continuous





Education System were developed, taking into account certain provisions of the Council of Europe's "Common European Framework of Reference for Languages: Learning, Teaching, Assessment" (CEFR), and were gradually put into practice starting from the 2013-2014 academic year.

In methodological literature, educational tools are classified as follows: 1) according to the function they perform, into the main and additional (auxiliary) types of educational tools; 2) depending on who they are intended for, educational tools used by teachers or students; 3) in relation to the path (analyzer) of information - auditory, visual, auditory-visual; 4) taking into account the participation of technology, there are so-called traditional (non-technical) and modern (technical) educational tools; 5) from the point of view of production - there are mass and local educational tools.

In recent years, the range of meanings expressed by the term "textbook" has expanded somewhat, it is called a textbook-complex, and it is recommended that it should consist of a student's book (textbook), a teacher's book, exercise books for mastering grammatical and lexical material, a reading book, multimedia applications and an Internet website. On the textbook website, teachers will have the opportunity to leave feedback about the complex and communicate directly with the authors. The website also provides methodological recommendations from the author and experienced teachers on how to use the textbook.

The problems of creating textbooks based on the linguistic, psychological and methodological foundations of teaching English for general secondary schools and modern requirements have been studied by such scientists as D.I. Traytak (1990), R.K. Minyar-Belorucheva (1990), G.V. Rogova (1991), A.R. Arutyunova (1991), N.I. Gez (1996), I.L. Bim (2000), D.D. Zueva (2004), A.A. Kuznetsova (2005), M. Koprovsky (2005), A.M. Zharova (2013). For example, Mark Koprovsky conducted scientific research to determine the extent to which the lexical minimum content presented in the textbooks "New Headway", "Inside Out", "Innovations" is adequately methodologically prepared based on words, compound words, paired words, word combinations, stable combinations, phraseological combinations, standard and ready-made sentences. A.M. Zharova conducted comparative studies to determine the potential of the textbooks "English" for grades 2, 3, 4 (V.P. Kuzovlevdr.), "Enjoy English" for grades 1, 2, 3, 4 (M.Z. Biboletova et al.), "English" for grades 1, 2, 3, 4 (I.N. Vereshchagina et al.) to increase students' learning and cognitive activity.





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