On some features of Foreign Language Teaching in Primary Schools  
(In French materials)

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ABSTRACT

This article discusses the methods of teaching a foreign language to young children, in particular, the choice of teaching aids based on the four factors of any foreign language material, namely, the principles of play, tuning, learning and enjoyment.

Key words. Listening comprehension, speaking, reading and writing skills, lexical and grammatical competence, playing, singing, enjoying, learning.

Introduction

Today, knowing foreign languages is a requirement of the times, because a people who knows the language knows, says our wise people. We know from ancient times that our ancestors were fluent in several foreign languages. Significant work is being done today to improve the system of foreign language teaching. Foreign languages are taught from preschoolers. This puts a lot of responsibility on foreign language teachers and requires them to work tirelessly. because teaching a foreign language to young children requires a teacher to work tirelessly, patiently, and creatively.

Most teachers ask me how I can teach children more, how can I get them interested in learning a foreign language? It is natural that such questions are difficult to answer, we will try to find answers to similar questions below.

Currently, foreign languages are taught from the first grade of general secondary schools, and it is advisable to take into account the age characteristics and interests of primary school students in the teaching process. In our opinion, the effectiveness of the course will be higher if

With the help of the above factors, in addition to involving children in the whole lesson, it is possible to achieve educational goals, such as the discovery of different abilities, broadening their worldview, and encouraging solidarity.

The combination of the above factors can be achieved by using songs, various pedagogical games, different texts, cartoons, picture cards, videos in conducting foreign language lessons for young students.

Listening and speaking skills are mainly developed in the first and second grades of primary school. Listening comprehension is the foundation of speech development, and in the early stages, the student must first listen to the speech and be “immersed” in it. In doing so, he demonstrates that this speech activity serves both as a practical goal and as a tool not only in teaching other types of
speech activities, but also in foreign language teaching in general; for example, you cannot speak, read, write, or translate without hearing.

One of the issues in listening comprehension is the choice of texts, their size, content, and relevance, and the criteria for determining whether they are difficult or easy. There are three steps to working on a text:

- **Step 1: Pre-text work**
- **Step 2: Work on the text**
- **Step 3: Post-text work (often focused on checking comprehension).**

Each stage has its own purpose and function, and stage 1 overcomes the formal difficulties of the text given for listening comprehension; In Phase 2, the focus is on listening comprehension; In stage 3, comprehension is tested. The teacher’s speech is also important in teaching listening comprehension, as the first step in this area begins with listening to the teacher’s commands. For this reason, a teacher’s speech must meet a number of requirements. Nowadays, various technical means to develop listening comprehension skills are also widely used in the educational process, which allows the listener to understand the voices of different people, female or male, young boy or girl, at different speeds, with or without support, natural or artificial. helps to teach listening comprehension skills. Speech is a verbal form of speech activity, so speaking is taught in an integral way with listening comprehension, especially in pairs, when it is impossible to speak without listening comprehension.

It is a bit difficult for primary school students to develop listening and speaking skills, so it is advisable to use tools that are interesting to them at first. These include a variety of pedagogical games, songs, cartoons, picture cards, and educational videos. A variety of songs can be used to improve children's listening and speaking skills, as the child will try to sing a song appropriate to their age and understand the meaning of the words. If the song is enriched with video, its content will be clear to children, and if it is given with subtitles, they will develop reading and writing skills. In addition to the above, songs enrich children's lexical and grammatical knowledge.

For exemple:

*La semaine à l’école*

*À l’école lundi. Allez-y, on rentre.*

*À l’école mardi. Écrive; tout en bas,*

*Pas d’école mercredi. Youpi ! Cest la fête !*

*À l’école jeudi. Jouez tous ensemble.*

*À l’école vendredi. Vous prenez vos cahiers.*

*A l’école samedi. Ça ira mieux demain!*

*Et voilà dimanche. Nous sommes chez nous.*

*With the help of the above song, children can learn the days of the week, the use of the prepositions À, chez, en. The teacher can use the same song differently depending on the purpose. It is important that the tone of the song, the content of which corresponds to the interests of children, helps to increase the effectiveness of the lesson, children do not get bored, and for them, learning the language becomes a fun process.*

*The pedagogical games selected according to the subject of the lesson are one of the other means of teaching foreign language to primary school students, using them in-depth teaching of lexical and grammatical competence, as well as four skills: reading and writing, listening, and speaking skills can also be developed. Depending on the purpose of the lesson, cartoons can also be used, as the child naturally tries to understand it and listens to words and grammatical*
constructions, which improves his listening skills. If the child has seen the native language version of the cartoon, then a comparison of the foreign language and the native language will appear and the language units will be better remembered. If the cartoon is subtitled, the ability to read slowly is formed, the child imitates his favorite cartoon character, repeats his words. It is better to keep the cartoons shorter during the lesson, as a long cartoon can be difficult for a child to understand.

A variety of texts are used to develop children's reading comprehension skills, with the level of difficulty of the text appropriate for children, ie simplified, enriched with pictures. Fairy tales, lion texts can be used. After reading and understanding fairy tales, staging them can both stimulate a child's interest in a foreign language and develop his speaking skills.

Children's age-appropriate, facilitated learning videos also improve, first and foremost, hearing and vision.

Different picture cards can also be used, and the tasks given to paint them in different colors are very interesting for children, and thus enrich their lexical competence. Enriching students' lexical knowledge is also important in teaching a foreign language. Vocabulary teaching is the basis of language teaching. Without mastering vocabulary, it is impossible to teach the types of speech activities: speaking, listening and reading comprehension, writing ideas.

If the student does not know the words, he will not receive any information, and the content of the speech will remain vague. When working with the lexical aspect of listening comprehension, listening comprehension exercises are more widely used, as listening to the vocabulary of another language is also difficult. The lexical side of speech has its own peculiarities. The student cannot speak without knowing it, and must be able to put it in place when he knows. The lexical aspect of reading is also a particular challenge. The student sees and accepts as he reads. Based on this, one must be able to read, to understand, to recognize words, to be able to read, to know and study their meaning. Students' Uzbek and foreign language experiences should be taken into account when teaching foreign language vocabulary, and good results can be achieved if more interactive methods are used in teaching vocabulary during the lesson. Here are some ways to do this:

The text is presented to students in the form of audio text. If the student wants to listen to the text again, the text will be played again. Then give the audience a variety of assignments to help them understand the content of the text. At the same time, these tasks will be continued step by step, from simple to complex.

Once the content is understood, students are given assignments to develop their thinking. While such tasks develop thinking at the same time, they also serve to reinforce the vocabulary learned on the other hand.

In addition to the above tools, the teacher can use other tools during the lesson, depending on the purpose of the lesson, we have given only some examples, it depends on the creativity and experience of the teacher. It is important that the lesson does not become a boring process for the child. Let him play, have fun, sing and learn.

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