

«THE PRIMARY STAGE OF FOREIGN LANGUAGE TEACHING THROUGH ACTIVITIES»

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**Abstract:** *The article is based on the importance of beginning stage of teaching in education to develop oral communication in foreign language learning for pupils. When talking about the formation and development of oral speaking skills in English in primary school pupils or students, it is necessary to dwell on the issues of speech activity, the formation of human speech and the formation of speech in students. The tooth is fit for purpose. The main function of language is to be a means of communication between people. A person develops speech throughout his life.*

**Key words:** *Speaking skill, speech mechanism, methodology, teaching system, methodological literature.*

Psychological and methodological literature contains a number of concepts and many scientific articles on the formation and development of human speech. This issue is particularly acute in P.Ya. It is widely covered in the works of Galperin, Jinkin N.I., Leontev A.A, Zimnyaya I.A. and other well-known scientists. Of these, A.A. Leontev and I.A. It is worth mentioning the works of Zimnyaya. Because in their works, the stages of speech formation are analyzed from a scientific point of view, they are connected with the methodology of foreign language teaching and serve as the basis for the method of foreign language teaching. Since the analysis of the stages of speech formation and types of speech activities is not included in the task of this course work, we have chosen to cover more speech formation in younger children and their speech requirements. From an early age, a person needs to speak, that is, to understand. As a child grows older, his or her need to express himself or herself will increase, and he or she will begin to use more and more complex language in his or her speech. This means that a child's knowledge of a language is based on speech activity. Therefore, the formation and development of foreign language speaking skills in young children should be considered on a speech basis. Of course, there are many differences and differences between learning a native language and learning a foreign language. For example, young learners who have just begun to learn a foreign language will have a mother tongue mechanism in place and will be able to express themselves fluently in their mother tongue. That's why the school pays more attention to the development of native language skills.

In foreign language teaching, first of all, it is necessary to form a speech mechanism based on the formation of existing speaking skills (here we are talking about the formation of a foreign language speech mechanism) and to work on the development of speaking

skills. required to go. But what is unique about both languages is the need for communication. It is well-known that spoken communication is based on certain symbols, words, phrases and speech constructions, which are different in different languages. This is why the role of the language environment in the development of speech is so great. In addition to mastering the spoken word, children expand their knowledge. In other words, their worldview develops in the process of speaking. This is a clear language that requires the development of students' speaking skills, as well as the need for a language environment, as mentioned above, as well as the need to develop their worldview. should also be material. This means that the development of oral language in a foreign language also requires the selection of language units and topics based on the age characteristics, interests, worldviews of students and the requirements for their upbringing.

Another important factor in developing students' oral skills is the development of speaking skills. It is well-known that speech skills are developed through the repetition of speech. To do this, you need to create a certain speaking environment and repeat the words and phrases you are learning over and over again. Speech activity is a very wide range of activities. There are three things to keep in mind when it comes to shaping and growing: 1. Work on words; 2. Work on phrases or expressions; 3. Work on related speech.

The methodological literature shows that the teaching of foreign languages in high school is divided into three stages. It consists of three stages, covering grades 5-10. However, in recent years, the teaching system in the school system has become eleven years old, and the study of foreign languages begins in the second and third grades, and even in kindergarten. There is a big difference between the worldview and psychophysiological characteristics of students in grades 2-3-4 and pupils in grades 5-6. This suggests that the lesson should be organized with this in mind. In general, the specifics of each stage and their differences from other stages should be taken into account in the selection of teaching materials and the organization of the lesson. Therefore, the three levels of foreign language teaching in the given secondary school, which are currently available in the methodological literature, will be supplemented by the stage covering 1-2-3-4 grades, and will include teaching in the secondary school. It can be interpreted as consisting of four stages. But it is a complex task that requires psychological and pedagogical study and experimentation. Therefore, leaving this view as a hypothesis for the time being, we will try to cover the issues of oral speech development in the initial stage (grades 5-6) of this stage, based on the three stages given in the methodological literature. Pedagogical technology is the most optimal process of knowledge acquisition, using all the possibilities of human potential and technical means through the creation, application and unification of methods of teaching and learning.

It is known that in the first stage the "foundation" of learning English is created. In school, the difference between these stages is not clearly defined, and therefore the transition from one stage to another in the teaching process is gradual. Therefore, the

boundary between the stages is considered to be the end of the academic year. In fact, the specifics of some stages may persist for a while. As the first stage is the initial stage of foreign language teaching and learning, it also pays great attention to the development of oral speech and reading techniques. At this stage, pronunciation training is a great way to learn foreign language comprehension, which is an element of the foreign language speech mechanism, and to use the simplest question-and-answer speech combinations in oral communication. important. In the first academic year, special attention should be paid to teaching English pronunciation, as it is during this period that pronunciation skills are formed and in the later stages it is expanded and developed. If pupils have a clear pronunciation and articulation of English sounds in the beginning, it will be more difficult to solve this problem in the later stages.

Because the correction of speech sounds requires special exercises and methods of work, it is necessary to spend more time at the upper level than at the lower level.

1. The most important task in the first stage is to learn to use the selected lexical material in speech based on certain grammatical structures. This contributes to the formation of the speech formation mechanism. It is necessary to achieve a high degree of automation of the studied grammatical structures. Lexical and grammatical limitations, which are specific to foreign language teaching in the first year, prevent the learning process from being organized on a specific thematic basis. In this way, it creates the conditions for the organization of the training at the initial stage on the basis of the topics that need to be studied in the later stages.

2. If we consider foreign language teaching at the initial stage by types of speech activities, it is necessary to perform the following tasks in their teaching: a) create a learning mechanism; (b) developing oral reading techniques; c) teaching them to understand what they are reading.

3. The peculiarity of this process is that it is carried out by reading aloud texts based on previously studied lexical-grammatical, grammatical material.

4. The development of written speech at the elementary level is characterized by the study of the spelling of words learned in oral English. According to the principle of oral advancement of foreign language teaching, the study of language material is not carried out simultaneously in oral speech and reading. At this stage, the study of language material is carried out according to the following scheme: listening comprehension - speaking - reading - writing.

It is clear that in the initial stage, more attention is paid to the types of speech activities that have a verbal character. The term "oral introduction" is often used in the early stages of foreign language teaching. In the methodological literature (for example, in the works of Palmer and textbooks based on the Dexon series), this section is divided into 1-1.5, which is orally advanced. Some Methodists say that it is enough to cover 2-3 hours, while the rest of the time it is better to teach in a complex way. Since oral work is

considered to be oral in nature, it is worthwhile to cover it more orally, as the work during this period consists mainly of:

1. To develop students' correct English pronunciation skills and to achieve the correct intonation of the grammatical structures of the language being studied.

2. With the selected lexical material to study grammatical structures in the process of listening comprehension and speaking and to study them at an early stage to teach correct pronunciation and use in oral speech through complementary and question-and-answer exercises.

3. Some of it in the study of grammatical structures from lexical units Use as a groundbreaking tool to explore other types of speaking activities using substitute exercises to create different sentences by substituting parts.

4. Learn how to write and read English letters, letter units in an introductory course in the English alphabet. Although the introductory course will include English syllables, letter combinations, and some words and phrases. does not contradict the principle of oral advancement, as the writing and reading skills acquired by students during this period only serve as a preparation for mastering these types of speaking activities. In the beginning, there is a lot of space for reading aloud. Reading texts have also become more and more complex, from the simplest to the simplest. However, it should be noted that although the work in the early stages is mainly focused on the development of oral skills, it does not solve the problem of developing oral skills in English. She is only preparing to work on a real speech. The main importance of mastered certain lexical units that allow them to compose not only individual sentences but also related sentences.

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