

PROBLEMS OF TEACHING A FOREIGN LANGUAGE TO CHILDREN OF PRIMARY SCHOOL AGE

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ABSTRACT

The content of this article focuses on the problems of teaching foreign languages to children of primary school age. In addition, difficulties in listening and understanding speech in a foreign language in elementary grades were also analyzed.

KEYWORDS: *Primary School Students, Foreign Language, Teaching Methods, Listening Comprehension Of Speech In A Foreign Language, Language Learning Difficulties.*

INTRODUCTION

Reading, which is the leading activity of children of primary school age, determines the changes in the mental development of children of this age. School education changes a student's lifestyle, social status, place in the class community and family environment. His task is to study, acquire knowledge, acquire and master skills and abilities. -Learning activities of elementary school students are governed by a complex multi-level system of motives. Learning motivations show why students are studying. Children entering the first grade of school are dominated by social motives. These motives are motives related to taking a new position among others, socially significant and valued activities. A child who comes to school for the first time does not fully understand the essence and task of his activity, but he knows that everyone should go to school. Following the instructions of adults, he diligently engages in training. After a certain time, as the impression of joyful moments diminishes, the external signs of school lose their importance, and the child realizes that studying is a daily mental work. In this case, if the child does not have the skills of mental work, he will be discouraged from studying, he will have a feeling of despair, and in order to prevent such a situation, the teacher should inform the child about the difference between education and play, and the fun. should give, show and prove in practice and prepare him for this activity.

There is a difference in the rate of development of boys and girls, and girls are ahead of boys in all aspects of development. The success of girls in school depends on the development of their linguistic abilities. School education is more verbal. According to the researches of Professor B.R. Kadirov, boys have more developed abilities in relation to concrete sciences, visual-spatial intelligence is considered high, while girls have more developed speech skills and high flexibility of thinking. will be

By the end of first grade, most students begin to feel irresponsible about their school responsibilities. This is due to several reasons. 1) The child has now become a student, the desire to become a student has been satisfied. It may not do anything to maintain this status. 2) The social status of the student is not determined by the content of the educational activities given to them at school. This situation indicates the need for a primary school teacher to approach the educational process in new ways. The content of primary school education is inextricably linked with the student's interest in acquiring knowledge, satisfaction with the result of his intellectual work. This feeling occurs with the teacher's encouragement and forms the student's inclination, desire and enthusiasm to work more effectively. The sense of pride and confidence in one's own strength that has arisen in a child serves to acquire knowledge and develop skills. The process of teaching children of junior school age begins with the introduction of the main components of educational activities: educational issues, educational situations, educational activities, control and evaluation. In this regard, it is very important that all subject activities are carried out in conditions conducive to mental development. Learning of the student's educational activities is carried out in the process of solving the system of educational problems. At the beginning of school, students of junior school age do not know how to independently set and solve educational problems. This task is initially performed by the teacher. Gradually, the students themselves begin to acquire the necessary skills and abilities to set and solve educational problems. This is an important stage in the formation of independent educational activity. Separation of educational issues creates certain difficulties for elementary school students. Therefore, at the end of each lesson, the teacher should take the time to determine how the students understood the meaning of completing certain tasks. "What did we learn in class today?" A question like this helps children understand that they are learning to count, add or subtract, not just draw lines and paint circles in a notebook. If a child performs learning activities incorrectly, this indicates that he does not know the activities related to the control and evaluation of learning activities or does not master them well. The fact that the child can compare the results of his actions independently with the characteristics of his own behavior indicates that he has developed a certain level of self-control.

In the development of children's thinking and speech, the importance of thinking aloud and using this method in the educational process is great. Thinking out loud and justifying one's solution serves the growth of mental qualities, develops a person's ability to analyze and understand his own thoughts and actions. Children of primary school age have a higher intellectual and learning material capacity. With properly organized education, children of this age can understand and master more knowledge than what is presented in the high school curriculum. Another characteristic of the educational activity of children of junior school age is that from this period, the first signs of not mastering the educational material are visible.

The causes of low learning and difficulties in studying at the junior school age are related to: 1) neurophysiological reasons; 2) insufficiently developed cognitive processes; 3) low level of free and independent movement; 4) insufficient development of motivational spheres; 5) deficiencies in family education, family relations; 6) deficiencies in school education and training; 7) deficiencies in mutual communication and attitude; 8) deviations in personality characteristics.

Difficulties in school-age children's studies are reflected in all personal, cognitive, motivational, emotional and volitional areas of the child's personality. These difficulties are interrelated. The elimination of one difficulty leads to the reduction of the second difficulty. In addition, in elementary grades, there are the following difficulties in listening and understanding speech in a foreign language:

1. Formal language difficulties. It becomes difficult to listen and understand words with different meanings and similar sound forms (homophones) or the passive level of a foreign verb. Homophones and passive verbs seem familiar at first glance, but the trick creates difficulty in noticing the content of the audio text.
2. Content difficulties. There are difficulties in perceiving evidence such as what, where, with whom, when in the coverage of the received information, or in understanding the connection between them, as well as in the general idea.
3. Difficulties in the conditions of speech perception. Of these, it is enough to mention the speed of speech, tone, and the complexity of mechanically recorded audio-text. At the same time, it is natural that there is a gap in understanding the audio text once, listening to a stranger, the uniqueness of the voice.
4. Difficulties related to the form of speech. Responding in a dialogue speech, and keeping long sentences in the auditory memory while listening to a monologue, creates a certain difficulty for the student.
5. Difficulties that occur from the point of view of linguistics. They are called linguistic - lexical, grammatical and phonetic difficulties. In the lexicon, double concepts (e.g. words representing aspects of the world), polysemy, word meaning in fixed combinations, auxiliary words, grammatical phenomena that do not exist in the native language, or phonetic on the other hand, the sharp difference in writing and pronunciation of the word, the dissimilarity of accent and tone cause corresponding difficulties.
6. Difficulties related to the structure of the audio text. The structure of the audio text (composition-content structure) is also found to cause difficulties. Because he has a direct interest in learning the information presented. Logical "gluing" of sentences or paragraphs to each other, verbal or deep context, participation of unfamiliar lexical units and a number of similar compositional and content situations are factors that determine the level of comprehension of the audio text.

Difficulties with the sound-letter relationship

- Mismatch of the number of letters with the sound (in a foreign language, two (digraph) and three (sometimes more) letters correspond to one sound, in the native language, except for «ng», this phenomenon does not exist);
- Different reading of the letter. A consonant in a foreign language (e.g. «s») represents a different sound depending on its place;
- Several letters represent one sound (for example, the sound (k) is designated by the letters s, k, q);
- Some letters cannot be read in a foreign language (so-called "dumb" letters).

Criteria for teaching spelling

1. Phonetic criterion: the spelling of the word corresponds to the expressed sound (eng. ren; isp. dama; german. kurz; fr. trou);
2. Morphological criterion: despite the phonetic status, the meaning-expressing part of the word (prefix, stem, suffix) remains unchanged when written (eg, if the last letter (t) is read in the German word Nand in, the spelling does not change);
3. Traditional (historical) criterion: does not obey the rule of phonetic and morphological spelling, it is written in the historically accepted way (English door; German vier; French aube);
4. Criterion of ideography: the same (homophone) words in pronunciation have a different form in writing (Eng. here—hear; German. Satie—Seite; fr. tant—temps).

The fact that all elements of foreign language learning activities are formed and independently performed by elementary school students means that reading as a leading activity has fulfilled its role. Foreign language learning activities of junior school-aged students include:

- Skills to independently find common solutions to problems;
- Finding and mastering learning tasks;
- Able to adequately evaluate and control oneself and one's own activities;
- Self-management in activities;
- Being able to use the rules of logical thinking;
- To acquire and use different forms of generalization;
- To have a high level of independent creative activity.

But unfortunately, in school practice, in most cases, the first priority is the problem of teaching children of elementary school age practical skills of using a foreign language, reading, writing, and counting skills. Therefore, the use of practical game technologies in teaching a foreign language increases the effectiveness of the lesson.

In conclusion, it can be said that the main task of primary school educational activities is to teach students to "read" and acquire knowledge. Under the influence of education, serious changes occur in the mental development of children of primary school age. These changes prepare them for the transition to adolescence, a period of responsibility in their lives.

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