INNOVATIVE APPROACHES TO ENGLISH TEACHING OF PRE-SCHOOL AND PRIMARY SCHOOL LEARNERS

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ABSTRACT

The study of language is of great importance in solving many pressing practical problems beyond the independent, national interest. The theory and methodology of speech development is a science that studies the general laws of preschool education, the nature and problems of educating preschool children in accordance with a single social purpose in a particular society. The theory and methodology of speech development is a science that is part of the social sciences and studies the problems of educating and training preschool and primary school children in physical and mental development.

Keywords: innovation, approach, teaching, learning, foreign language, pre-school, primary school.

INTRODUCTION

The theory, which emerges as the initial stage of organizing knowledge, is formed in language, which gives language a special place in the process of learning and thus opens new scientific horizons for the science of language. does. The formation of the individual is carried out through the acquisition of social and structural experience created by human society, education. This occurs in a variety of activities. The choice of content that children should acquire, the guidance of its acquisition is carried out by adults in the educational process. The content, means, methods of upbringing and education, the process of development of the child are explained by their age. In particular, when working with young children, it is taken into account that they are not completely adapted to independent living. Another characteristic of man, his own human need, is the need to communicate with other people, the "need for emotional communication." It was precisely because of this need that language first emerged. The need for communication always leads to language acquisition.

The reason a child learns to speak is because he or she has to engage in activities with adults, for which the child must understand what is being said to him or her and speak for himself or herself. Here we can talk about the three qualities of language (concentration and synthesis of experience - concentration of thought - the implementation of communication). The main content of the methodology of speech development is the organization of organizational pedagogical and methodological work on the development of oral speech in children, its children's speech. Improving the level of speech correction in the development of speech in preschool adults is one of the main tasks before the methodologists of the preschool education system. With this in mind, in the study of the environment, it is advisable to begin the research on

the problem of speech development of older children of preschool age by identifying the factors that contribute to speech development.

LITERATURE REVIEW AND METHODOLOGY

It turns out that a high level of speech development in preschool adults can be achieved at the expense of:

- awareness of the literary norms and rules of the language;
- be able to freely express their views;
- ability to communicate, interact with adults and peers;
- be able to listen to the interlocutor, ask (ask questions correctly), answer, object, and, if necessary, explain, explain.

Special attention should be paid to the development of speech-dialogic and monologue speech in the development of speech in preschool adults. The theory and methodology of speech development is a science that studies the general laws of preschool education, the nature and problems of raising and educating preschool children in a particular society in accordance with a single social goal. The theory and methodology of speech development is a science that is part of the social sciences and studies the problems of educating and training preschool children in physical and mental development.

The main content of the methodology of speech development is the organization of organizational pedagogical and methodological work on the development of oral speech in children, its children's speech. Improving the level of speech correction in the development of speech in preschool adults is one of the main tasks before the methodologists of the preschool education system. With this in mind, it is advisable to start the research on the problem of speech development of older children of preschool age in the study of the environment by identifying the factors that ensure speech development.

Graphic organizers - the use of diagrams, tables, graphs, which help to achieve the goal of studying the module of change of sounds in the speech process in the learning process, also guarantees high results. If the graphic organizers are used by the teacher in a ready-made (completed) form, they serve as a tool, a method, if used to strengthen students' knowledge and develop their thinking on the topic of the lesson. For example, such graphic organizers as "How", "Why". Getting acquainted with new research in the field of pedagogical technologies, knowledge and application of active methods of teaching is one of the main requirements of every educator. Analyzing the information published in the following sources, we list the following interactive methods used in the educational process. The learning process is twofold: the teacher teaches and the student reads. Of course, both the teacher and the student have a purpose. The main purpose of teaching is to teach, to develop the skills of understanding, to develop a culture of feeling, moral understanding, to bring him up as a spiritually pure person. The main purpose of the student's activity is to complete the teacher's task, to master the knowledge imparted in the learning process.

The student's personal creative experience and creative reading method will greatly help to fulfill these conditions. Reading a work of art is qualitatively different from reading a work of science or journalism. Creative reading requires special attention to words, sentences, and weight.

Creative reading method. The creative reading method is unique to literature. Because an important part of the science of literature is the art of words. The main feature of a creative reading method is the development of artistic taste, artistic experience and ability in the student through the work of art. As the methodologist M. Mirkasimova points out: “Literary analysis begins with the expressive reading of a poem or prose; During reading, the way of thinking created by the artist is understood, mastered, discussed, and the poetic scene or situation created in the reader's eyes is perceived and felt through both external and internal actions and feelings.

Artistic perception Aesthetic enjoyment is the first and most important step in understanding literature on a scientific basis. Because through artistic perception and aesthetic pleasure, the images and language of the work are mastered. Research (heuristic) method. Heuristics (Greek heurisco - search, find, discover) develops within the boundaries of psychology, cybernetics, information theory as a field of science that studies human creative activity, as well as the methods used to create new discoveries. The application of heuristic teaching methods requires the teacher to search for new knowledge by various means. The teacher shares some of the knowledge with the students, and the rest is acquired by the students based on finding answers to the questions in the process of solving the cognitive tasks, they acquire the knowledge independently. It is important for the teacher to divide the problem into several points of view, and for students to follow the sequence in their implementation. Therefore, this method is also called the partial search method.

Research method. The third stage in the study of literature is the development of creative thinking, the discovery and analysis of the essence of the work of art through independent work aimed at acquiring research activities. The study of a work of art in this order gives rise to a method of research. The purpose of the research method is to shed more light on the specifics of literature, to prepare students for independent analysis of literary works, to develop their skills in assessing the ideological and artistic significance of the work, to improve their art.

Reproductive method. The reproductive method does not require students to memorize knowledge dryly, but to master it consciously. In addition, the acquisition of knowledge depends not only on memorization, but also on the ability to think, the speed of thinking. In the reproductive method, the teacher raises an important issue, describes the material, explains the essence of the problem, thereby achieving its solution, ensures its mastery, enriches and develops students' thinking. When a teacher uses the

reproductive method, he not only teaches the students but also shows them how to master them. In this way, the teacher analyzes a small work (for example, a poem) or a scene in the work, the protagonist. The teacher draws the students' attention to the method of analysis, and then asks the students to analyze another work, an excerpt from the work, an image.

RESULTS AND DISCUSSION

Appropriate methods are used in all areas of human activity. Given the general nature of these methods, they can be called a set of operations and ways of practical or theoretical assimilation of an entity. This article discusses the aspects of the concept of method related to the educational process. Accordingly, we will consider the methods and techniques associated with teaching methods. The most effective type of teaching method is, of course, interactive methods. An interactive method is a method that activates learners and encourages them to think independently, with the learner at the center of the learning process. These methods encourage the learner to be actively involved. Here are some interactive methods.

Lingvopoetist method. This method is one of the most effective interactive methods that help to strengthen students' memory, the formation of personal thinking, independent thinking. The method is carried out in 2 stages. In the first stage, students are read an excerpt from a particular work of art or poem (texts must be covered in a literature class), but the title and author are not given. Then, in the second stage, in the form of a mental attack, "If you were to say that, how would you express it?" the question is asked and the text is asked to be edited in accordance with the idea. Each student completes a written assignment and reads it aloud. It is especially useful if prose and poetic texts in the context of Motherland, Parents, and Nature are chosen as examples and used in repetition lessons. At the end of the lesson, the sentences in the texts are analyzed. The best texts will be identified and the author will be awarded the title of "Lingvopoetist".

Insert method. This method helps the teacher to determine the level of students' understanding of the information in the text. Students read the given text and put special symbols in the text box that indicate the views I know (V), I do not know (-), new information (+), incomprehensible (?). This method encourages students to think actively, teaches them to connect what they know with new information, and stimulates interest in understanding the content of the text. The Insert method is very convenient and effective, especially for teachers and students of schools specializing in certain subjects. Advanced subject texts are presented to students in their native language class and they complete the assignment on that basis. For example, in biology schools, a specific text (for example, a cell and its definition) is given to students in their native language class, and students analyze the text using the Insert method. This method also provides direct integration of disciplines. Organized activities can be done in pairs, in small groups, or individually.

Veer method. This method focuses on complex, multidisciplinary, and often problematic topics. The essence of the method is that it explains all aspects of the topic, including the pros and cons, advantages and disadvantages, advantages and disadvantages. The veer method allows students to successfully develop critical, analytical, clear, and logical thinking. The same results can be obtained when the method is used, especially in literary lessons, in the analysis of works of art and in the description of images. In particular, the image of Otabek, one of the protagonists of "Days Gone by", will be placed in the center of the "Veer" and a number of questions will be asked about it: the role of the image in the work, its pros and cons, instead of Otabek what would you do when you were such as. This method works best when organized individually or in small groups.

CONCLUSION

In short, every educator must organize the process of education and upbringing creatively, based on their abilities and professional skills. The use of innovative technologies in the classroom requires students to develop independent, free and creative thinking skills, to be active, to take creative approaches to understanding the information being learned.

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