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Annotation: This article discusses about the readiness of children to learn and the change of leading activity - from playing to learning activities. Additionally, lexical skills were explained with the help of different methods in order to attract learner's attention in the classroom and in the process of learning, scientific concepts are formed in younger students.

Key words: lexical skills, elementary school, junior school, receptive-productive, new cognitive attitude.

The formation of communicative competence is an important task of teaching a foreign language. One of its main forming components is lexical skills - the skills of correct word usage and word formation in oral and written speech in accordance with the situation and the goals of communication.¹

In elementary school, the foundation of all skills is laid, including receptive-productive lexical skills. The stronger the foundation formed by the end of elementary school, the easier it will be to learn later on.

According to G.A.Nazarova's opinion, people's words in daily consumption have also been in speech development, gaining ambiguity. Accordingly, the need for modern dictionaries is also increasing². Thus, at the initial stage, much attention is paid to the study of new vocabulary, children get acquainted with the names of objects of the material world, their features, as well as the names of typical actions. In doing so, they do not just learn new words, but their forms, connotations and controls.

The task of the teacher at this stage is to select the most effective methods for mastering reproductive and productive skills, based on the physiological and psychological characteristics of younger students.

Many teachers and psychologists (Elkonin D.B.³, Vygotsky L.S.⁴, Bim I.L.⁵, Passov E.I.⁶, etc.) single out the game as a way to make the learning process more efficient, especially in elementary school. After all, gaming activity in a foreign language lesson not only organizes the process of communication in this language, but also brings it as close as possible to natural communication.

In the text of our work, we took as a basis the age periodization of Elkonin D.B. According to Elkonin's periodization, the process of child development can be divided into the following stages⁷:
1. preschool childhood (from birth to 6-7 years);

¹ Шатилов С.Ф. Методика обучения иностранному языку в средней школе [Книга]. - Москва : Просвещение, 1986. - стр. 223.

² Nazarova G.A. Berlin studies. Transitional journal of Science and humanities ISSN 2749-0866 Vol.2 Issue 1.6 <http://berlinstudies.de/> G -56 p.

³ Эльконин Д.Б. Психическое развитие в детских возрастах: избранные психологические труды [Книга]. - Воронеж : Воронеж, 1997. - стр. 416.

⁴ Выготский Л.С. Игра и ее роль в психическом развитии ребенка.//Вопросы психологии [Журнал]. - 1966г.. -№6. стр. 62-68.

⁵ Бим И.Л. Теория и практика обучения немецкому языку в средней школе [Книга]. - Москва: Просвещение, 1988. - стр. 248.

⁶ Пассов Е.И. Ккузовлева Н.Е Урок иностранного языка [Книга]. - Москва : Глосса-Пресс, 2010. - стр. 640.

⁷ Эльконин Д.Б. Психология обучения младшего школьника [Книга]. - Москва : Просвещение, 1974. - стр. 232.

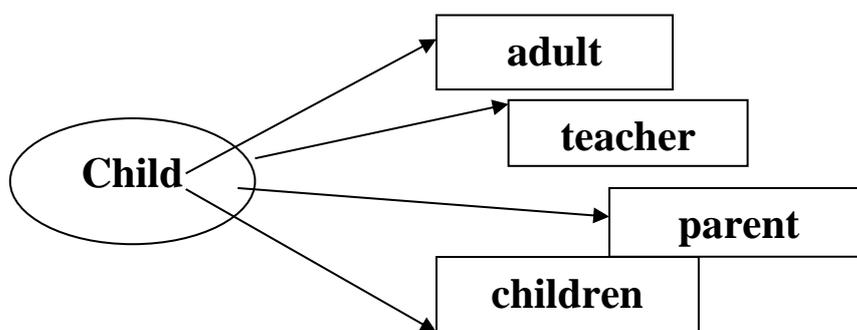
2. junior school age (from 6-7 to 10-11 years old, from the first to the fourth - fifth grades of the school);
3. middle and senior school age (from 10-11 to 16-17 years old, from the fifth to the eleventh grade of the school).

Each of these age periods has its own characteristics, requires its own style of communication with children, the use of special techniques and methods of education and upbringing⁸.

We are interested in the period of primary school age 6 - 11 years. It is this period that is characterized by the readiness of children to learn and the change of leading activity - from playing to learning activities. Subsequently, learning activities will affect the nature of the child's work and play activities.

In his works, D.B Elkonin notes that it is during this period that children have an increase in cognitive needs. D.B Elkonin wrote that in preschool age, the image orienting behavior first exists in a specific visual form, but then it becomes more and more generalized, acting in the form of a rule or norm. Based on the formation of voluntary behavior in a child, according to D. B Elkonin, there is a desire to control himself and his actions, to obey the rules. This becomes noticeable in the changes in the play of children of this age: now the first place is given to the observance of the rules and regulations of the game.

One of the important changes during this period of childhood is the change in social relations between the child and the adult. A new structure of these relations emerges at school. The system "child - adult" is differentiated⁹:



For the first time the relation "child - teacher" becomes the relation "child - society". The teacher embodies the requirements of society, the school has a system of the same standards, the same measures for evaluation. For a while, the children try to clearly follow the requirements of the teacher. But, if the teacher himself neglects the rule, then for the children this rule will be violated from the inside. At this time, the child is very sensitive to how the teacher treats children. This new social situation for the child is closely connected with the new leading activity of this age period - educational¹⁰.

During this period, the active physical and psychophysiological development of the child takes place: his body and organs begin to grow rapidly, as a result of a sharp endocrine shift (7 years). In parallel with this, the work of the brain of a younger student is being improved. And, although by the age of 7 the cerebral cortex of the child is almost mature, important specific parts of the brain responsible for programming, regulating and controlling complex forms of mental activity have not

⁸ Кургаев Г.А. Пожарская Е.Н. Возрастная психология. Курс лекций [В Интернете] // all-sci.net. - 2002 г.. - <http://all-sci.net/voznastnaya-psihologiya/periodizatsiya-elkonina.html>.

⁹ Эльконин Д.Б. Психология игры [Книга]. - Москва : Гуманит. изд. центр ВЛАДОС, 1999. - стр. 360.

¹⁰ Обухова Л.Ф. Детская (возрастная) психология [Книга]. Москва : Российское педагогическое агентство, 1996. - стр.374.

yet completed their formation (formation is completed by 12 years), as a result of which the regulatory and the inhibitory effect of the cortex on subcortical structures is insufficient. This discrepancy is clearly expressed in the behavior of younger students: they are easily distracted, incapable of prolonged concentration, excitable and emotional.

However, despite these complications that accompany physiological restructuring (increased fatigue, neuropsychic vulnerability of the child), the physiological crisis contributes to a more successful adaptation of the child to new school conditions.

Thus, the central new formations of primary school age are:

1. A qualitatively new level of development of arbitrary regulation of behavior and activity;
2. Reflection, analysis, internal action plan;
3. Development of a new cognitive attitude to reality;
4. Peer group orientation¹¹.

Sometimes younger students do not distinguish and mix letters and words similar in style or pronunciation, similar objects¹². This is due to the age-related weakness of analytical functions during perception. The perception of primary school students is characterized by pronounced emotionality. First of all, those objects and their properties, features that cause a direct emotional reaction in children are perceived.

It is necessary to separately consider the features of the development of thinking of younger students, since these features are important to take into account when building the educational process in a foreign language lesson.

Thinking becomes the dominant function in primary school age. The development of other mental functions depends on the intellect.

During the first three or four years of schooling, progress in the mental development of children can be quite noticeable. From the dominance of visual-effective and elementary figurative thinking, from pre-conceptual thinking, the student rises to verbal-logical thinking at the level of specific concepts. According to the terminology of J. Piaget, the beginning of this age is associated with the dominance of pre-operational thinking, and the end - with the predominance of operational thinking in concepts.

In the process of learning, scientific concepts are formed in younger students. Mastering the system of scientific concepts makes it possible to talk about the development of the fundamentals of conceptual or theoretical thinking in younger students.

Theoretical thinking allows the student to solve problems, focusing not on external, visual signs and connections of objects, but on internal, essential properties and relationships. The development of theoretical thinking depends on how and what the child is taught, i.e. on the type of training.

But, as Zimnyaya I.A. notes in her works, children of primary school age in their statements quite incompletely reveal the connections between phenomena, often do not express a personal attitude to the expressed thoughts¹³.

And, although they practically own the basics of constructing theoretical concepts and are ready for theoretical generalizations, in their statements they give more preference to specific judgments than theoretical ones. Children often do not follow the logic of the sequence of their thoughts, which is reflected in not always consistent statements. They replace reasoning with the use

¹¹ Дубровина И.В. Практическая психология образования [Книга]. - СПб: Питер, 2004. - стр. 592

¹² Бреслав Г.М. Уровни активности учения школьников и этапы формирования личности. Формирование активности учащихся и студентов коллективе [Книга]. - Рига, 1985. - стр. 167.

¹³ Зимняя И.А. Психология обучения иностранным языкам в школе [Книга]. - Москва : Просвещение, 1991. стр. 222

of a ready-made well-known rule, although in the process of schooling they develop the ability to build their own reasoning, draw conclusions, and develop planning thinking.

The own statements of children of primary school age are often egocentric, the construction goes from the particular to the general, the child perceives himself as the center of the story¹⁴.

It is important to note that along with the formation of new, higher forms of thinking, significant shifts occur in the development of all other mental processes, such as perception and memory. New forms of thinking become the means of carrying out these processes, and the rearmament of memory and perception makes them more productive¹⁵.

Memory in primary school age, under the influence of learning, develops in two directions - the role and proportion of verbal-logical, semantic memorization is enhanced, and the child masters the ability to control his memory and regulate its manifestations (memorization, reproduction, recall).

Visual-figurative memory is the most developed and of interest. Children remember specific information, events, faces better than definitions and explanations. Younger students are prone to rote memorization, without understanding the semantic connections within the memorized material. Semantic memory comes gradually, in percentessay learning¹⁶.

The development of memory, thinking, attention in younger students is closely related to the development of foreign language abilities, which, in turn, are one of the main factors that ensure the assimilation of a foreign language by children. This concept, according to A.A. Leontiev, includes: a complex of features of the type of higher nervous activity and individual characteristics. These individual characteristics determine the psychological processes - temperament and character; individual differences in the course of the processes of memory, attention, perception, imagination, thinking; differences in personal characteristics associated with the process of communication - tolerance, looseness, and the like¹⁷.

The main components of foreign language abilities that can be developed in children in the process of mastering a foreign language are memory, attention and thinking. The degree to which these functions are developed in a child depends on the success of the formation of skills and abilities of foreign language communication, the ease and speed of their acquisition.

Primary school age is the age of intensive intellectual development. The intellect mediates the development of all other functions, there is an intellectualization of all mental processes, their awareness and arbitrariness.

When teaching a foreign language in this age period, it is important to form students' interest in this new subject for them. This is where learning motivation plays an important role. The child should want to learn new words, their pronunciation, spelling. Moreover, at this age, intralinguistic interference manifests itself to an extremely small extent, and the native language does not become a big hindrance when learning a foreign language. The process of forgetting in the first year of study does not yet take effect, since for the child all knowledge about a foreign language is new, he does not yet have a base with accumulated material¹⁸.

¹⁴ Зимняя И.А. Психология обучения иностранным языкам в школе [Книга]. - Москва : Просвещение, 1991. стр. 220

¹⁵ Шатилов С.Ф. Методика обучения иностранному языку в средней школе [Книга]. - Москва : Просвещение, 1986. - стр. 118.

¹⁶ Рогова Г.В. Верещагина И.Н. Методика обучения английскому языку на начальном этапе в средней школе: Пособие для учителя. [Книга]. - Москва : Просвещение, 1988. - стр. 37.

¹⁷ Леонтьев А.Н. Проблемы развития психики [Книга]. - Москва : Просвещение, 1981. - стр. 247.

¹⁸ Бим И.Л. Теория и практика обучения немецкому языку в средней школе [Книга]. - Москва: Просвещение, 1988. - стр. 127.

All these factors make it possible to make teaching a foreign language in elementary school more effective and intensive, for this the use of game techniques is best suited: they make learning more diverse, allow all students to be involved in the game and make the course of the lesson more diverse.

The external structure of the Constitution describes its relationship with other sources of law, the totality of relations, its place and role in the legal system and its significance in the system of social and normative regulation in society.

The article presents the role of family, forming system of upbringing, traditional-educational system and traditions in Uzbekistan.

In an article consistently revealing the principles of the Bologna process for measuring the quality of education, the dynamics of internationalization and the logic of integration in European higher education and in Eurasia.

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