



## Concept of Teaching English in Primary Education

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**Abstract:** *We know very well that teaching of any subject is a social and cultural activity. It is not so easy to teach any subject as it appears while teaching, a teacher has to keep in mind the aims and objectives of his subject. In other words, we can say that teaching any subject becomes much more effective when the teacher is fully conscious of the aims and objectives of teaching than the subject.*

**Keywords:** *primary education, aims and objectives of teaching, English teachers, media, and textbooks.*

A good teacher thinks that his teaching should be effective. All of us know very well that the basic principle of teaching is, to know what you do and only do what you know". Teaching requires certain directions. After all, the success of teaching depends on the aims and objectives of teaching.

Teaching English in primary schools relates to the readiness of the schools and the student's proficiency levels. If the schools have the sufficiency of English teachers, media, and textbooks, they will be ready to teach English. It is because primary schools deal with young learners aged 6-12 years and this period is believed as the best moment to gain knowledge. It is in line with the basic principle stating that young learners can learn English better.

Today, it is well known that about 60% of the world's population can speak two or more languages. The acceleration of globalization processes in the world, the transition to free market relations, and the promotion of the introduction of high technologies in production increase the need for "linguistic capital", i.e. experts who have a perfect command of foreign languages (especially English).

It ensures quality efficiency in foreign language education, and the experience of reducing the age of learning/teaching foreign languages is becoming popular. This was caused by the widespread concept of "<the younger the better early is better". The decision to include English in the primary education curriculum was approved based on the following conclusions:

The critical Period Hypothesis states that there is a limited developmental period during which it is possible to acquire a language, be it L1 or L2, to normal, native-like levels. - The Critical Period Hypothesis posits that there is a limited period of development in a foreign language, whether native or foreign when a level close to natural speech can be acquired.

... younger children learn better and easier.

...a longer learning period leads to a higher level of skill acquisition by the end of schooling. Learning and teaching a foreign language, especially English, from a young age also has its history. Learning and teaching English from a young age is first class

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In February 1997, the European Center for Modern Languages (ECML) held an international seminar on foreign language education in primary schools in Graz (Austria), in April 1997. in Warwick (England) on the subject of <<Warwick Euroconference on Teaching of Foreign Languages in European Primary Schools>>>, in January 1998 in Graz "<Foreign language education in primary schools - an international concern to be implemented in national contexts>>> on the subject, in 1999 in Brussels (Belgium), a conference dedicated to the discussion of projects implemented to ensure quality and efficiency in English language education (Stimulating language learning: The European Label), in 2007 at the State Pedagogical University named after Gersen ( Saint-Petersburg) dedicated to the problems of teaching/learning foreign languages in primary classes and the problems of training pedagogues (Early Foreign Language Education) international seminar, 2008 - The Way Forward: Learning from International Experience of TEYL, an international conference in Bangalore (India)

if it was experimented on in families (Anna-and-the-King-of-Siam), in the 1950s it became popular in the USA and European countries, and within ten years students studying based on the <<Foreign Language in Elementary School> program number reached one million. In France, Sweden, and the Netherlands, in the mid-1950s, the English language was taught from the 3rd grade based on the "English without a book" program.

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In 2013, the international scientific-practical conference held in Moscow (Russian on the topic "Theory and practice of teaching foreign languages: traditions and innovations" discussed the current problems of the methodology of teaching English to primary school students. At the above-mentioned seminars and conferences, recommendations were developed to ensure quality and efficiency in primary English education.

I.A.Zimnyaya (1991), D.M.Singleton (1995), D.Singleton and L.Ryan (2004)

Z. Dorney (2005), P. M. Lightbone, N. Spada. (2006), A.P. Sinelnikov (2009), M. Williams, R.L. Bedn (2010); b) pedagogical foundations V.A. Scott, L.H. Yerberg (1992), S. Halliwell (1993), K. Grant (2002). J. Moon (2005). S. Horner, W. Rief (2007), A. Pinter (2011), D. Weil, A. Fountain (2011); d) methodological foundations N.D. Galskova, Z.N. Nikitenko (2004), L. Kamerun (2005), K. T. Linz, D. Newen. (2005) and N.A. Gorlova (2010) in literature published by scientists

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Today, the methodology of teaching English in primary education is being developed based on the educational concepts of "(Inter)Cultural Awareness", "<Language Awareness" and "Humanity".

(Inter)Cultural Awareness - The concept of intercultural communication was first developed in Germany and soon became popular in Western countries. Based on this concept, the aim is not to teach English as a means of communication, but to develop the student in general and speech, that is, to make him interested in the English language and foreign culture, to pay attention to the language that can be encountered in everyday life. and the aim is to form and develop skills to adapt to living conditions in integrating Europe. For this reason, this concept focuses on the country studies aspect of English language education.

The educational process is organized in the form of a game and its content consists of poems and songs that introduce children to the customs and traditions of the country where the language is being studied. This concept is called "Neighboring (sister) language learning" in Europe, and the classes are mainly conducted by English speakers.

In addition, the migration of students in European countries is frequent and they have the opportunity to live in an English-speaking environment for some time. Considering this, it is not appropriate to promote this concept in countries far away from Europe and culturally different. Learning English as a means of communication does not have the same meaning for all people everywhere in the world, and at the same time, it has been proven that it is difficult to simply "<export>> educational methods.

Because, first of all, although there is no need and opportunity to engage in communication and interaction with an English speaker, it is necessary to teach the practical use of the language, that is, to work only on "daily speech situations" and "daily life topics". not compatible.

Secondly, English is the official language not only of one country, that is, Great Britain but also of the United States of America, Australia, Canada, and several other countries. In these countries where the official language is English, the cultures are different.

The concept of <<<Language Awareness>> is also called the <<Holistic approach>> and it advocates the need to master the English language as a means of acquiring new knowledge. That is, the purpose of primary English education is to acquire new knowledge about life through the medium of English. But M. Williams and R. Bedn preferred to call Vygotsky's theory of the ontogenesis of speech development as <<<Holistic approach>>.1 According to them, Vygotsky divides the knowledge to be learned into small parts, skills.

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