



Modern status in teaching foreign languages to children of primary school

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Abstract

The article deals with the ways of tackling the problems of primary school foreign languages teachers' re-training abroad; It also examines the issues of quality and efficiency of foreign languages teachers as well as the implementation of concept of innovative education for pre-school and primary school teachers and future foreign languages teachers. There are two main reasons behind the introduction of foreign languages in primary classrooms. The first is the belief that 'the younger the better', the idea that young children are intrinsically better language learners, and will therefore become more proficient more quickly. The second is that in an increasingly globalized world, intercultural competence is essential, and that it is important to awaken children's interests in other people and cultures at a time when they are open and receptive. Advantages in early learning of foreign languages, as well as methods and approaches conducting the formation of communicative competences in foreign languages for pre-school and elementary school children are considered in this article.

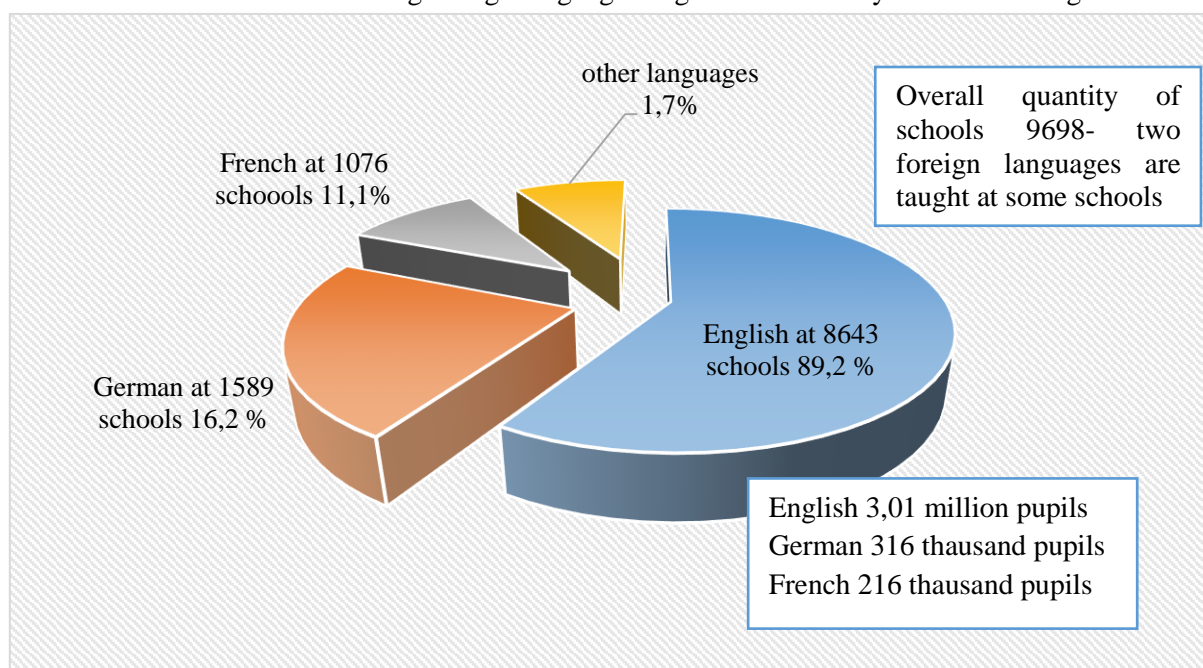
Keywords: Foreign language, teaching methods, modern methods, communicative competences, intercultural communication, Total Physical Response

Introduction

Reforms in the field of education in the Republic of Uzbekistan and the achievement of a new quality of its results are currently a national priority of our Republic. The basic base and Foundation, where all the values and guidelines, important qualities and abilities of an independent personality are laid, is the primary school, and it plays the role of an important stage in the formation of the student – the future citizen of our country. Recently, the status of a foreign language has changed significantly in the Republic of Uzbekistan, which was predetermined by the decree of the President of the Republic of Uzbekistan "On measures to further improve the system of foreign language teaching", adopted on December 10, 2012, aimed at improving the process of teaching foreign languages in the system of continuous education. In order to radically improve the system of teaching foreign languages to the younger generation, to train specialists who are fluent in them, through the introduction of advanced teaching methods using modern pedagogical and information and communication technologies and on this basis to create conditions and opportunities for their broad access to the achievements of world civilization and world information resources, as well as the development of international cooperation, it was established that starting from the 2013/2014 academic year: -the study of foreign languages, mainly English, in stages throughout the country will begin with the first classes of secondary schools in the form of game lessons and speaking lessons, and starting from the second grade – with the assimilation of the alphabet, reading and grammar (On December 10, 2012, the

implementation of the Presidential Decree № 1875 on “The measures of strengthening the system of learning foreign languages”).

Picture 1. Information about teaching foreign languages at general secondary schools in 1-9 grades



Data collections of the years 2013-2017

In recent years, our country has developed and successfully implemented regulatory standards and documents aimed at changing the General methodology of the process of foreign language education. These documents include the New state educational standard of the system of continuous education of the Republic of Uzbekistan – the Requirements for the level of preparedness of graduates of all levels of education in foreign languages (08.05.2013), developed on the basis of European competence in foreign language. These standards have provided a radically new approach to the system of teaching foreign languages in the country – from knowledge pedagogy to competence pedagogy. The purpose of teaching a foreign language at all levels of education according to the state University is the formation of foreign language communicative competence of students for functioning in the multicultural world in the domestic, scientific and professional spheres (New state educational standard of the system of continuous education of the Republic of Uzbekistan, 2013).

In the new educational standards of the system of continuous education of the Republic of Uzbekistan personal and social competence are considered as an integral part of basic education in primary school. State educational standards also determine what achievements can be expected from a child and what skills and competencies a primary school child should have when he / she reaches the level of foreign language proficiency A1 (CEFR -The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 2001) after completing primary school.

New state educational standard of the system of continuous education of the Republic of Uzbekistan. Table 1. A system of language proficiency levels that allows you to record the achievements of the student in the learning process in accordance with the parameters of the descriptors.

| Stage of Education | Graduates | CEFR | Name of the Level |
|-----------------------------|---|------|---|
| General Secondary Education | Primary (4th grade) level graduates (1-4) | A 1 | Beginner level of foreign language learning |
| | 9 th grade graduates(5-9) | A 2 | Basic level of foreign language learning |
| | 9 th grade graduates of school specializing in foreign languages learning | A 2+ | Reinforced basic level of foreign language learning |

In the state standards the purpose of foreign language education is defined today as the formation and improvement of foreign language communicative competence of students in the aggregate of all its components, as well as the development of individuality in the dialogue of cultures.

According to the Decree of the first President of the Republic of Uzbekistan "On measures to further improve the system of learning foreign languages" №1875 dated 11.12.2012: The subject of foreign language is gradually introduced into the process of education in secondary schools:

- in 2013-2014 – foreign language is introduced in the first class;
- in 2014-2015 academic years – begins training in the second grade;
- in 2015-2016 academic years – in the third grade;
- in 2016-2017 academic years – in the fourth grade

Table 2. Number of teaching hours allocated for the study of FL at primary school (level A1)

| class | Number of hours per week | Number of hours per year |
|-------------|--------------------------|--------------------------|
| 1 | 2 | 66 |
| 2 | 2 | 68 |
| 3 | 2 | 68 |
| 4 | 2 | 68 |
| To level A1 | | 270 hours |

Table 3. Number of teaching hours allocated to the study of AI in primary school (level A2)

| class | Number of hours per week | Number of hours per year |
|-------------|--------------------------|--------------------------|
| 5 | 3 | 102 |
| 6 | 3 | 102 |
| 7 | 3 | 102 |
| 8 | 3 | 102 |
| 9 | 3 | 102 |
| On level A2 | | 510 hours |

Table 4. The volume of lexical units (active and passive vocabulary), which primary school students should be able to use German Language at the level A1

| class /number of lexical units | I | II | III | IV | V | VI | VII | VIII | IX |
|--------------------------------|-----|-----|-----|-----|-----|------|------|------|------|
| | A1 | | | | | A2 | | | |
| activevocabulary (A1, A2) | 150 | 150 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| activevocabulary (A1+, A2+) | 150 | 200 | 150 | 150 | 150 | 150 | 150 | 150 | 150 |
| passivevocabulary | - | - | - | - | 100 | 100 | 100 | 100 | 100 |
| total (A1, A2) | 150 | 300 | 400 | 500 | 700 | 900 | 1100 | 1300 | 1500 |
| total (A1+, A2+) | 150 | 350 | 500 | 650 | 900 | 1050 | 1300 | 1550 | 1800 |

I-IV classes are provided (Curriculum in foreign languages) with learning active (productive) vocabulary, the V-VI classes also have been introduced additional passive (receptive) vocabulary. Practical orientation of training has been taken into account in these classes as well as increased attention to the introduction of passive vocabulary in the VII-IX classes.

We have studied the practice of teaching a foreign language in schools of Uzbekistan during the period of 2014 - 2016 years, the results of which can be stated as follows:

According to the State Standards, 270 hours are allocated to achieve the level A1 (table 1), of which only 204 hours are actually allocated (such types of speech activities as reading and writing are formed starting from the second year). At the same time, the level of ownership of FL A2 should be reached by the end of grade 9 (according to the state standards), which is 5 years - 510 hours, respectively;

CEFR descriptors for level A1 (2001), on which are based State Standards (SS), are not designed for children of primary school age (BIG-Kreis, 2005).

Suggestions on a study of teaching practice in schools of Uzbekistan in 2014-2016 years:

Taking into account the unequal distribution of the number of hours allocated to the actual study of AI and the achievement of a certain level, it is necessary to make changes to the state University. In particular, the achievement of A1 level (only oral speech and listening) is proposed to move to the end of the 6th grade of secondary school, not the 4th grade. According to the State Standards, 270 hours are allocated to achieve the level A1 (table 1), of which only 204 hours are actually allocated (such types of speech activities as reading and writing are formed starting from the second grade). At the same time, the level of ownership of FL A2 should be reached by the end of grade 9 (according to the State Standards), which is 5 years - 510 hours, respectively. Considering also that in 2018 restored 11 yearly secondary education for in school until the 11th grade, the division into levels of knowledge of FL needs to be radically revised.

Concept/Formation of foreign language communicative competence

Communicative competence refers to the ability and willingness to carry out foreign language interpersonal and intercultural communication. Foreign language communicative competence includes speech, language, sociocultural, compensatory and educational-cognitive competence.

It should be emphasized that the most important component of foreign language communicative competence is speech competence. This means that the main requirement for foreign language proficiency at a particular stage of training is the ability of the student to carry out a communicative act, to solve a communicative problem. The correctness of the act of communication (the level of formation of linguistic competence) is considered as an additional criterion.

One of the important tasks of the whole higher education today is to ensure effective foreign language teaching at all stages of the system of continuous education and primary education deserves special attention.

Modern effective methods in teaching foreign languages to pre-school and primary school children

When teaching foreign languages to children of primary school age, it is recommended to use methods and techniques to improve the performance of children, the development of mental activity and curiosity, the formation of elements of focused attention, arbitrary memory and imagination. In this regard, great importance is attached to modern methods and techniques of developing learning, such as CLIL – Content and Language Integrated Learning (subject-language integrated learning), TPR – Total Physical Response (method of full physical response), narrative (narrative) approach, method of intercultural communication, method of projects, method of play, etc., the introduction of language portfolio and "work on stations" as progressive forms of learning, contributing to the independent work of students and the development of their own learning strategies (Asher J, 1984).

That's why during teaching process it is recommended to use the methods and ways providing the increase of children's work ability, development of intellectual activeness and eagerness, formation of elements of goal-targeted attention, free memory and imagination. To this end, great importance is given to the contemporary methods and ways of developing teaching such as TPR – Total Physical Response (the method of total physical response), CLIL – Content and Language Integrated Learning, narrative approach, the method of intercultural communication, Project method, method of games and others. Basic points of the concept of pre-school and elementary school education challenge the use of the wide spectrum of methods, approaches/ways, forms and means of teaching, their variety and quick change. Here it is necessary to take into account the individual abilities of 6-8-year-old children, systemize proposed knowledge and skills, use visual aids which make it easy for a child to learn, create the ability to fulfill the tasks of definite type and use them in new conditions.

The method of TPR was developed by James Asher, an American psychologist. The method of a total physical response (in abbreviation TPR) — is the method of teaching foreign languages through usage of physical actions, as a response to oral stimulus, orders and instructions. For pre-school and elementary school pupils this method is used in the form of action games. This method of teaching fully corresponds to children because they always like acting, imitating, and making a fantasy. The method of TPR takes into account age and psychological peculiarities of children and develops their ability of acquiring and understanding the oral speech.

J. Asher built his method on the following principles:

- Acquiring and understanding the information in a foreign language should precede speaking;
- The main way of developing the ability of understanding – fulfillment of instructions/commands;
- The readiness to speak is formed in pupils due to spontaneous fulfillment of instructions/commands.

Instructions/commands of the teacher should be prepared in advance and spoken in a satisfactorily equal in rhythm with good pronunciation (J. Asher, 1984).

One of the efficient methods for the early learning of foreign languages is considered the method CLIL (Content and Language Integrated Learning). The term was introduced by David Marsh in 1994: "CLIL belongs to the situations in which subjects or part of subjects are learnt in a foreign language and has double goal - learn the subject, learning at the same time one of the foreign languages", which in our case could serve the fulfillment of one of the main tasks of teaching – provision of inter-subject relations. Content and Language Integrated Learning is awakening more interest day by day and it is really considered as one of the most successful methods of teaching, because it allows to learn two subjects at a time, one of which is a foreign language. Here the learner has an opportunity to learn sufficiently huge volume of authentic language material which provides full diving into the language atmosphere.

Privileges of using the method of CLIL in teaching could be inter-subject links, cultural awareness, internationalization, language competence, readiness not only for learning but also readiness to use the new knowledge in life, accordingly increase life motivations, aiming at success.

The method is more famous and used in teaching/learning dominantly at later stages of education, however many pre-school and elementary schools of Europe use this method in practice to learn foreign languages, successfully integrating the foreign language lessons with other school subjects. Little children study easily and with pleasure when their educational atmosphere and content are maximally taken closer to the life situations when the teaching process is based on the acquirement (восприятие) of the new educational material by children's all organs of feeling. Hearing, seeing, smelling, understanding, taste – all of them assist in quicker and understandable learning of educational materials, even if it is given in a foreign language. In using the method CLIL, moving, making experiments, knowing and studying the new things children learn in complex, using all the organs of feeling. The engine for successful utilization of this method is natural interest and eagerness of the child to know and research.

For the young learners at early stages of teaching foreign languages it is necessary to give an impulse and propose the educational material with a content on the basis of which transparency and tolerance of the person can be developed, having the ability to conduct intercultural dialogue. Even in this early period it is possible and necessary to develop the interest in intercultural issues by goal-targeted selection of teaching material content and teaching actions.

Narrative approach is one of the progressive methods of early learning of foreign languages. Notion "Narrative" originates from the Latin word "narrare" (lat.) and means "to tell". Fairy-tales, stories read for children by adults play very important role: hearing a fairy-tale a child knows about the world surrounding him/her, gets acquainted with good and evil, enlarges pupil's vocabulary. There are no grammatical structures, lexis of a foreign language in "narrative" approach, but, first of all, there is the joy of understanding and feeling of undergoing events depicted in a foreign language come to the first plan. Here we are talking about "implicit" teaching. It is very important for children to hear complex structures and authentic texts (Widlock, B. & Petravić, A., Org, H., Romcea R., 2013).

The teacher uses accessory means (pictures, toys, dolls, etc) to make easier the process of understanding and, as any fairy-tale, story, history is a text, it is necessary to do the work up to hearing the fairy-tale (e.g. work with lexis), during and after the reading when passive hearing shifts to active retelling (e.g.: performance of history and fairy-tale). It is necessary to read fairy-tales with interest and emotionally, using appropriate intonation, mimic and gestures. All of these helps to understand the meaning, essence of a fairy-tale; besides it is not necessary to understand each word – we are talking about general global understanding. That's why it is a great motivation for further learning of a foreign language.

Game approach is considered as one of the most effective methods of teaching foreign languages. Differing from other games the pedagogical games have significant features – with definite goals and appropriate results. Taking into account psychological-pedagogical peculiarities of pre-school age children the following types of games can be proposed (as there are no clear classification of games according to the types, it is better to propose games appropriate to the content of education): subject games (dolls, toys, realities); action games/quiet games; table games; wordy or verbal games; competition games; creative games; situational games; rhythmic-musical games; associate games, etc. (N. M. Avsenik, V. I. Kudin, O. I. Ogienko, 2011)

Teaching a foreign language to children of pre-school and elementary school ages allows to create solid foundations for successful acquirement of foreign languages at secondary and higher schools. It gives favorable results in speech and general development of children in case of methodically appropriate teaching process and due to psychological-physiological peculiarities of children of these ages.

The author of the article worked out and propose methodological recommendations for the foreign language teachers of primary stage of education which include the system of requirements to organize the process of teaching a foreign language to children, recommendations for development of educational materials to teach foreign languages at the initial stage, as well as a preview of contemporary methods and ways of foreign language teaching including examples for practical use in English, German and French.

Problems and solutions

Analysis of the current situation in primary school, it can be stated that the reasons that reduce the effectiveness and quality of foreign language acquisition, require solving problems related to the definition of the specifics of foreign language education in the system of pre-school foreign language education and features in the transition from pre-school to primary school education, with the study of psycholinguistic patterns that determine the success and effectiveness of the process of mastering a foreign language by children of primary school age, with the study of abilities that ensure the successful formation of foreign language speech of a primary school student in the learning process, with the identification of features and criteria of his moral and cognitive development, with the assessment of the developmental effect of primary education in the field of foreign languages.

The most acute problem of continuity of foreign language education is in two key points – at the time of admission of children to school (in the transition from preschool to primary education), during the transition from the first class, where training is based on the development of two basic skills - listening and speaking, in the second class, where the receptive skills of speech reading and writing, and during the transition of students to the stage of secondary education.

These reasons are also associated with insufficient attention to psychophysiological and neurophysiological capabilities of primary school age, which should be taken into account when designing the technology of language acquisition in the transition from one stage of education to the next.

The author of the article implemented and developed language portfolio for children learning German at the level of foreign language A1 in the educational process (in 17 schools of the Republic), taking into account the peculiarities of teaching children of primary school age.

Language portfolio is increasingly becoming an integral part of a foreign language lesson. Portfolio is a tool to identify the level of knowledge and documents both the process of language learning and the level of accumulated experience of children, it is effectively used to consolidate, stabilize and improve the introduced lexical material, enrich vocabulary and strengthen grammatical skills, the development of language, semantic guesswork and flair of language, as well as the formation of linguistic consciousness. The use of portfolio involves the presence of the child's ability to self-analysis and self-esteem, which is gradually developing thanks to the work of the teacher. The Council of Europe has initiated the development of an official national "European language portfolio", which consists of three parts: "language biography", "dossier" and "language passport". "Language passport" gives an overview of the owner of the language portfolio and his language skills in accordance with the levels of competence. "Language biography" contains data recorded by the child about his / her learning of a foreign language, about learning experiences and intercultural encounters, contains a sample table for self-assessment as an aid to assess his / her own level of knowledge, set learning objectives as an aid for planning his / her own learning and for developing his / her own suitable learning pathway, etc. The "dossier" is a collection of child-selected learning outcomes (drawings, photographs, crafts, poems, CDs, art posters, etc.) that document the child's important developmental milestones and goals. Portfolio has the following functions:

- diagnostic, recording changes and growth (mental and physical) for a certain period of time;
- goal-oriented, aimed at maintaining educational goals (what we teach the child and for what);
- motivational, aimed at promoting the results achieved by the child;
- meaningful, contributing to the disclosure of the work performed by students;
- developing, ensuring the continuity of the learning and development process from year to year;
- rating, fixing the range of acquired skills and abilities (CEFR, 2001).

“Mein erstes Sprachenportfolio” is introduced as an experiment in some schools of the Republic Uzbekistan, it is designed for primary school students studying German. Along with the development of students' skills of independent work, self-assessment and learning, language portfolio provides an opportunity to inform parents and teachers when going to school or to the next level of the school about the

language level of the student, about his/ her. success in learning a foreign language. It is important that parents have an understanding of the methods used to teach a foreign language from the outset, so that they can support their children without difficulty and prejudice, as well as get an idea of their activities and results.

Mein erstes Sprachenportfolio - consists of three parts, the first part of "Übermich" / "About me" informs the owner of the portfolio: name, age, child's favorite activities, friends, Pets, etc.

The second part of "Das kannichschon" / "I can do" contains material on the language knowledge of the student, it contains data recorded by the child about the study of a foreign language, about the experience of studying and received intercultural knowledge, as well as the work performed by students, etc.

The third part of "Mein Schatz" / "My treasure" is a kind of collection of achievements and results of study (drawings, photos, crafts, poems, CDs, art posters, etc.) that document the important stages of development and achieved the goals of the child.

Depending on the age group, the three components should be used with varying degrees of intensity, and different sections can be entered into the portfolio, such as "My portrait", "Meet me", "I'm growing up", "My family", "My interests", "My Hobbies", "My friends", "My talents", etc.

The working sheets of the language portfolio provide guidelines for working with the portfolio for teachers and parents. Recommendations for working with the portfolio give a detailed explanation (in Uzbek) about how a particular task is performed, what lexical material should be repeated, how the completed task may look like, etc.

It is particularly advisable to use a language portfolio in the transition from one level of education to a more advanced form of schooling. So far, this is not yet evidence of knowledge, but a kind of means of assessing the achievements of younger students, beautifully designed diary, which is made individually by students and should be useful personally to the child.

In connection with the above, there is a need to develop a system of measures to improve the efficiency and quality of training of future teachers of a foreign language for pre-school education and primary school in terms of providing innovative content of education.

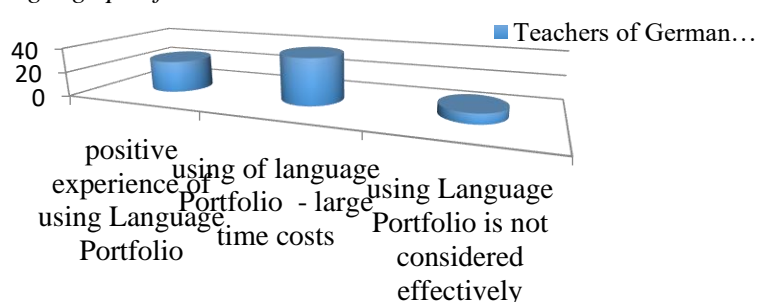
The developed set of activities, including educational and methodical material was introduced into the educational process as a methodological assistance to teachers and additional material for students as a material that contributes to the formation of foreign language communicative competence.

As a result of the implementation of this set of measures was the preparation of materials for the final survey of teachers and ascertaining experiment for primary school students studying German.

Analysis of the implementation of the language portfolio in the learning process

According to the survey, the introduction of language portfolio in the language lesson contributed to the development of skills of independent work, self-assessment and self-control. 52% of teachers (mostly teachers with little work experience) evaluated the effectiveness of the portfolio implementation in German lessons. At the same time, almost all teachers (92%), 35 German teachers out of 38, who included the portfolio in their educational process, noted the need for additional time to work with the portfolio.

Picture 2. The usage of a language portfolio



Current issues of training qualified teachers for teaching foreign language in primary school

Training of a qualified teacher who is able to actively participate in the modern educational process is one of the most important tasks in the formation of a new professional culture of the teacher.

We consider the teaching of foreign languages in primary school as one of the priority directions of modernization of school education. At present, attention is drawn to the fact that the teaching of foreign languages at school has improved significantly due to the change in approaches to teaching foreign languages, the introduction of new generation with textbooks and new teaching methods, as well as systematic training of foreign language teachers. But, given the complex nature of language education, based on the principles of continuity and consistency, already at an early stage of training before teachers of foreign languages and school administration there are many problems, the main of which is the lack of specially trained professional teaching staff for primary school.

The main reason for the existing problems of foreign language teachers in primary school in our country is that insufficient attention is paid to how children are developed and what the role of foreign language learning brings to this personal development. Since the subject of foreign language in primary school is taught at this transitional stage by secondary school teachers (since, 2013, when after the Decree of the President of the Republic "On measures to further improve the system of foreign language teaching" on 10.12.2012, foreign language in the Republic of Uzbekistan was taught from the first grade), one of the important tasks is the required to familiarize with the psycho-physiological characteristics of younger students and the specifics of foreign language teaching methods in primary school.

It is proved that human intelligence develops most rapidly at an early age – since the first months to 12 years. Psychological features of younger students give them advantages in learning a foreign language, as children 7-10 years absorb a foreign language as a sponge indirectly and subconsciously (Galskova ND, Glukhareva E.A., 1993). Unfortunately, experienced teachers in secondary school are often not able to train younger students enough professionally because of their psychophysiological features, which involve the use of other methods and techniques of teaching in 1-4 classes. Knowledge and consideration of characteristics and differences could help the teacher to choose the right approach for each child, suitable tasks and a special role.

Most FL teachers who started teaching to younger students have faced serious difficulties: the lack of knowledge of teaching methods of FL in primary school, forms of organization of the educational process with younger pupils, in the process of teaching a foreign language teacher does not always take into account the psycho-physiological characteristics of younger pupils, the motives of their behavior and individual characteristics, the unwillingness of foreign language teachers to organize communicative interaction with this age category. The existing teachers do not have the necessary theoretical basis on the essence of the educational process for the initial stage of teaching foreign languages.

Thus, taking into account all the prerequisites, there is an urgent demand on training foreign language teachers for teaching in primary school, as not all educational institutions are provided with trained personnel for the initial stage of training. A cascading system of training of teachers of a foreign language were developed and implemented, where one important task was the training of high school teachers the fundamentals of teaching foreign language in elementary school. During the training of personnel for teaching foreign languages to primary school students, the authors of the program were guided by a number of provisions on the knowledge and skills that should be possessed by teachers of foreign languages of primary school, which served as the basis for the development of a training program for such specialists.

The difficulties of the transition period with advanced training and retraining of teachers are figuring out quite successfully in our country, but still, for a long time, the problem was that insufficient attention in the higher education system was paid to the targeted training of specialized professional personnel – future foreign language teachers for preschool education and foreign language teachers of primary schools.

In order to determine the qualification characteristics and criteria, necessary to work with younger students, the international experience in teaching future foreign language teachers at universities of the initial stage of education (in the system of preschool and primary school education) was studied, and the analysis of the collected data was carried out. The results of the analysis of modern approaches to the reform of higher education, including 17 countries of Europe, Asia and America for the training of future teachers of a foreign language of the initial stage of education (preschool and primary school education), allow us to establish the following:

In most developed countries, primary school teachers are trained in so-called semi-higher and higher educational institutions: these are three–four-year training in vocational colleges on the basis of lower secondary school (in Denmark, Italy, Norway and other countries) and universities, where on the basis of full secondary education is taught from two to four years (in England, Germany, USA, Japan and etc.) (N. M. Avsenik, V. I. Kudin, O. I. Ogienko, 2011).

A characteristic feature and integral part of the professional and pedagogical training of primary school teachers in developed countries is the pedagogical practice, which should be held by students – future teachers of FL in preschool and primary schools. Also interesting is the fact that the pedagogical practice is divided into introductory and independent, it is given from 5 weeks to one year with a training load of 4-6 hours of classes per week (teaching in tandem with the current teacher of FL). In many educational institutions pedagogical practice begins from the first year of study. Thus, the practical component is a strength of teacher training in many European countries.

The procedure of reforming the professional training of future primary school teachers in foreign countries has such common features as reducing the number of teacher training colleges and joining them to universities, turning them into pedagogical faculties of universities; updating the content of psychological and pedagogical training, combining it with pedagogical practice; increasing the duration of training in teacher training colleges; two-stage training system in the European Union: bachelor's and master's degrees.

Today the priority course in higher education of our Republic is demand to prepare specialists for the state order, based on the existing requirement.

Taking into account the current situation, it became necessary to develop a specific model of training future foreign language teachers for the initial stage of training (pre-school educational institutions and primary schools), which will be based on certain objectively existing demands and conditions of teaching foreign languages in our country and taking into account the latest achievements of psychological and pedagogical science and practice in the field of language education of younger students. There is also a demand on creating a new course of training in universities and the development of new curricula, taking into account domestic and international requirements, preparing future teachers for primary school, which will undoubtedly contribute to improving the quality of foreign language education.

After analyzing the international experience based on national and foreign research, proposals were developed for the introduction of a new course of education in pedagogical universities. Up to date, three universities of the Republic (Uzbekistan State World Languages University and Samarkand State Institute of Foreign Languages) have opened new areas of bachelor's degree in special training of foreign language teachers of primary school and pre-school educational institutions. The field of study "Foreign language in preschool and elementary education" (Courses: undergraduate 5120100 "Maktabgacha va boshlang'ich ta'limda xorijiy til") is aimed at training highly qualified personnel, ready to work with children of preschool age and pupils of primary school age. In the curriculum of future teachers is included along with practical foreign language, basic principles and psycho-pedagogical principles of teaching foreign languages to children in preschool and elementary school, the technology and methodology of building a modern foreign language lessons in preschool and elementary school, the requirements to professional skills of teachers of a foreign language in primary school, psycho-physiological features of children of preschool and younger school age, traditional and innovative methods of teaching foreign language at the initial stage, methods of

teaching the fundamentals of evaluation and diagnostics of educational achievements of students of preschool and primary school age and other items.

Now we are at the origins of a new stage – the stage of sustainable development of the system of learning foreign languages, which is characterized by an innovative approach to teaching foreign languages and forms of educational process. And the heads of higher education institutions is tasked to provide professional and pedagogical orientation of teaching special language disciplines; to strengthen the practical orientation of the course of foreign language teaching methods in primary education; to bring the content of curricula and the organization of pedagogical practice in accordance with the requirements of a communicative-oriented approach to teaching foreign languages. Currently, the school is waiting for help from the major universities, hoping for mutually beneficial cooperation both in the field of theory and in the practice of training a foreign language teacher, ready to work with students of primary school age.

Result

Now we are at the origins of a new stage – the stage of sustainable development of the system of learning foreign languages, which is characterized by an innovative approach to teaching foreign languages and forms of educational process. And before the heads of higher education institutions the task is to provide professional and pedagogical orientation of teaching special language disciplines; to strengthen the practical orientation of the course of foreign language teaching methods in primary education; to bring the content of curricula and the organization of pedagogical practice in accordance with the requirements of a communication-oriented approach to teaching foreign languages. Currently, the school is waiting for help from the major universities, hoping for mutually beneficial cooperation both in the field of theory and in the practice of training a foreign language teacher ready to work with students of primary school age.

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