
CONFERENCE ARTICLE**Teaching English to Elementary School Students: Pedagogical Approaches and Classroom Activities****Ahmadjonova Kizlarxon Qobuljon qizi**

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Abstract: This article discusses teaching methods and pedagogical skills such as organizing instruction in line with children's individual characteristics and using a range of tasks and games suited to their needs, interests and abilities. These methods help develop students' cognitive and creative abilities. Another important condition for successful foreign-language learning is the teacher's ability to coordinate with children's parents. In addition, a supportive approach to assessing primary school students' work is essential for helping them develop confidence in their own abilities.

Keywords: play-based activities, movement games, age, student, systematic instruction, communicative competence, communication methods.

INTRODUCTION

A foreign language is perhaps the only subject in the school curriculum whose aim is "learning to communicate". In this respect, its importance is difficult to overstate.

Today, foreign-language learning is viewed not as an individual activity in which students engage with learning materials and the subject matter, but as "communication and interaction organized specifically between the teacher and students, as well as among students themselves, involving above all their joint and coordinated activity".

Recently, the question of whether foreign-language learning should begin in primary school has moved beyond debate. Teaching foreign languages to primary school-age children has several advantages:

- a positive effect on the development of mental functions, including memory, thinking, perception and imagination;
- support for children's overall speech and language development;
- improved proficiency in the native language and a foundation for its further study in middle school;
- earlier introduction to human culture through communication in a new language, drawing on children's personal experience and taking account of how they perceive the world and understand their own national culture.

Primary school children are curious and inquisitive. They have a constant need for new experiences and are eager to explore the world around them. The teacher's task is to draw on children's psychological and physiological characteristics at this age to kindle their interest in the subject.

In my view, successful learning can be achieved through a teaching system built around children's interest in the subject.

What fills a child's life? In what activity does their personality emerge? Undoubtedly, in play. Play is the leading activity for primary school students and a natural state for children of this age. Games are extremely varied. Some examples include:

- movement games (short exercise breaks, animal games, "Cat and Mouse", and attention-building games);
- poems and songs accompanied by movement;
- competitive games in which children are divided into groups and complete different tasks;
- ball games;
- dialogues featuring favorite characters from Uzbek and English fairy tales and cartoons ("Beauty and the Beast", "Winnie-the-Pooh", "Snow White", "Zumrad and Qimmat", "Aladdin and the Magic Lamp", "Karlsson", and "Cinderella").

Given young learners' short attention spans, quick fatigue, greater use of dialogue than monologue, and higher need for movement, I make extensive use of poems, rhymes, songs, riddles and tongue twisters in my teaching.

Lessons should include the familiar world of toys for primary school students: sets of toy animals, furniture, toy kitchen utensils and clothes. These materials can be used to introduce, reinforce and practice language and vocabulary. Children are ready to learn what is offered to them, but they can quickly lose interest in tasks during a lesson. It is therefore important to maintain that interest by using varied pedagogical and teaching techniques. Children imagine themselves in a puppet theater, a toy store or a zoo. They draw, sing and dance.

When discussing the aims of teaching English at the initial stage, its practical orientation should be emphasized. English is a means of communication and of receiving and conveying information about the world around us.

Second, at the initial stage of foreign-language learning, students are not expected to acquire substantial knowledge about the world around them, as they do in other subjects, such as "The World Around Us". This understanding of the specific didactic aim of foreign-language teaching seems appropriate and relevant. Each lesson stage should be planned carefully, with its aims and objectives clearly defined, along with the methods and techniques to be used.

The principle of communicative orientation is the foundation of foreign-language teaching. During their first year of study, children work on basic communicative tasks through play, learning, work, family and everyday activities.

By the end of this period, students can greet one another, introduce themselves, offer birthday greetings, ask questions, respond to expressions of thanks, share certain information about themselves, describe their appearance and answer questions.

Sample vocabulary topics include "Toys", "Pets", "My Home", "My Family" and "Holidays", among others. During lessons, students develop personal qualities such as sociability, confidence in speaking, a willingness to initiate interaction in a foreign language and the ability to work with others. At the same time, they learn to be tolerant, empathize with others and share in their happiness.

Reading instruction begins in practice as early as the second lesson, when students are introduced to the first letter of the English alphabet. By the end of the school year, they learn basic spelling-to-sound rules and phonetic symbols, how to look up words in a dictionary, and how to pronounce them correctly. This enables them to read texts of approximately one-third of a page. Throughout the first year, substantial work is devoted to developing English handwriting and spelling skills. Written exercises, completed in class, are introduced into the learning process as a required component for the first time. Children acquire pronunciation mainly through imitation. The teacher also gives simple explanations, such as "Stretch your lips" and "Open your mouth wide". Students then learn phonetic symbols and practice distinguishing sounds that may initially seem similar. Teaching includes whole-class, individual and pair work.

Organizing lessons so that they are consistently interesting for children and sustain and direct their attention is not easy. It requires considerable effort and systematic work from the teacher. The teacher must plan both the intended lesson activities and possible situations that may arise during a lesson. Students' attention should not be maintained solely through reprimands and comments. Instead, it should be guided through a purposeful sequence of different activities.

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