

METHODS AND TECHNIQUES FOR EFFECTIVE USE OF GRAMMAR IN ENGLISH LESSONS

Baxadirova Laylo

Institute of International School of Finance, Technology, and Science (ISFT)

E-mail:laylileyla96@gmail.com

Annotation. The need for teaching English to primary school children as part of a multilingual education strategy is addressed in this paper. It stresses the need to foster students' creative and communicative skills by means of interactive and intriguing tools, including games, songs, poetry, and visual aids. The paper underlines the need for motivation in language acquisition and the need for teacher-student interaction, parental participation, and age-appropriate tactics. Overall, it links early English education to the more general aim of fostering trilingualism—Uzbek, Russian, and English—as a way to improve national competitiveness and worldwide involvement.

Knowing many languages is a challenge for the younger generation. Our aim: to cultivate students' creativity. Learn your native tongue; learn to honor and respect other languages. Teach pupils to look. Knowing the state language is a responsibility; studying other languages is a privilege. Currently, schools under the volcanic program teach English. Essentially, learning English at a young age aims to provide pupils with the fundamentals of English communication. Teaching English at an early age improves the communicative development of pupils, helps you to inspire interest in them, and gives them the chance to speak more than one language. The mastery of English, which is informally regarded as a world language, will help the country's competitiveness. Knowing English is now a question of time. Teachers in educational institutions must be aware of the basic strategies and structures of motivation if they are to grasp its key function in teaching a foreign language. Considering the issues of motivation and searching for a means to create it, one cannot always grasp it since the development of motivation shows itself in the process of every lesson not passed from teacher to student. One can argue that the issue of where to begin is required. A well-chosen teaching program raises pupils' interest in pan. Combining these techniques will help you attain optimal efficiency. The key elements for reaching this objective are enhancing the efficacy of the teacher's pedagogical action directed at the student or students and the teacher's connection in the framework of socio-psychological association in the classroom. Because at this age most children recall by hearing and sight, the growth of students' listening, reading, writing, and speaking abilities should be done during the language learning class, and more emphasis should be placed on students' listening comprehension and speech than on writing. Should they repeat the terms they acquired in class today at home every day, the kids will next lesson utilize them freely without forgetting them. Improving and growing the speech abilities of primary school pupils and applying game forms to the lesson will help meet the

established objectives. After all, the game is a structured instruction that calls for the power of mood and thought. Every game presents a choice since there will be a goal to win. Creative thought is created in answering these queries. Students who are not educated in the topic but in the language might be the first, as their creativity and accumulation show in the game. For instance, if I attended one school class called "About myself," I would be introducing myself and my family. The student meets family members. During the meeting, he discovers the significance of "this is" and the pronoun "my." Students will also be able to hear, repeat, and speak visually these noises from the disk for the textbook. The "write and show" technique lets pupils apply foreign language tools during the communication process. This method is also global; it is applied to strengthen vocabulary and grammar; poetry is utilized to enhance communicative abilities. The songs for students are interesting in that they are sung about them, in whatever manner they are performed. Songs tell kids about something; they pique their attention, thereby inspiring them to be the first in communication. Students explain this circumstance by means of imaginative labor—that is, by sketching and writing family members using the framework described at the start. All students are covered fully. After finishing the drawing, the pupils' attitude improved, and student's interest and passion increased. This tutorial will show us that every theme has a song and a video narrative of the same music to go along with it. Students gain knowledge as they study songs. One cannot ignore the aesthetic drive. Especially aesthetic motivation develops thought, creates a mood, and positive emotions. All these are realized only if the kids love and interestingly perform a poem in another language. Teaching the language includes songs, which are a celebration outside of the customs and influence the emotional environment (space) of the students. Using language creativity in the shape of a melody during other reading helps to quickly memorize the material and reduce weariness. When choosing the subject matter of educational materials, it is preferable to choose emotive, colorful, rapidly remembered materials. Including particular personalities in the course content is recommended. During their studies, students want to interact with other language students not only in the classroom but also via video lessons, so teachers have the chance to employ video lessons rather than only texts. Children remember better if your speech is wordy. Dialogues in English classes help to acquire new vocabulary, hence enabling communicative techniques, which are among the most common forms of communication during the lesson. The study of English is founded on the age traits of the primary school (grades 1-2): in particular, it is rapidly fatigued, does not translate well, and memory level declines. Simultaneously, the primary challenges in the growth of communication skills may also be ascribed to the following motivational issues: kids' lack of language and verbal abilities in completing the assigned duties. Students in classrooms for some inexplicable reason do not engage in group bullying. Especially for those with poor academic achievement, the length of foreign language communication drives students mad. Considering the physical and psychological traits of youngsters, it is therefore essential to assign duties that call for less effort in this respect. Dances and various kinds of movements are employed at every student

(refreshments) during the primary English language learning stage. Each pupil is meant to record linguistic content as they use it. Stanzas and verses of poetry help to preserve fundamental grammatical patterns in daily practice. Simultaneously, in the learning process, it generates interesting games and promotes subject interest. Non-traditional class is unique in that it employs innovative reading techniques that not only raise the level of reading but also help to reveal other skills in youngsters. Especially the capacity to announce the dead, improve speech skills, recite poetry in a foreign language, express your own viewpoint in speech, offer knowledge on current events, maintain the speech culture, and learn in depth about the customs and history of English-speaking nations. The major types should not only be pronunciation, reading, and writing in a foreign language, but also vibrant, active engagement with the teacher personally during the session, not just in the work of students. Children's interest in a foreign language will be enhanced by means of planned activity during the learning process. These techniques help primary school pupils to grow cognitively interested. At this age, the growth of cognitive interest will be particularly beneficial. Ultimately, the program's major objective is "trilingualism of languages," which aims to raise the competitiveness of the Uzbek state language to that of Russian and English. The demands of the period and the need for future generations drive the younger generation's desire to learn three languages: Uzbek as the state language, Russian as the language of interethnic communication, and English as an international language. From now on, under the multilingual education program, we must acquire knowledge in mastering trilingualism and enhance it globally. Students will be able to increase their involvement in international projects, enhance scientific links with foreign colleagues, and offer information to sources in foreign languages. Today's generation requires high-quality education and upbringing that blends the national spiritual legacy with elementary, sophisticated thinking to produce high-minded, world-minded, mature citizens of the country.

References

1. Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). Pearson Longman.
2. Lightbown, P. M., & Spada, N. (2013). *How Languages are Learned* (4th ed.). Oxford University Press.
3. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
4. Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. Edward Arnold.
5. Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon.