



TEACHING ENGLISH AT PRIMARY SCHOOL: INTENSIVE TRAINING AND PROBLEMS

Kholkhojaeva Shokhsanam Nazirkhoja qizi

sh.forever808@gmail.com

The teacher of Uzbekistan State World Languages University

Article history:	Abstract:
Received: March 28 th 2021 Accepted: April 7 th 2021 Published: April 26 th 2021	This article shows the problem of intensive training primary school and presents the issues as intensive training at primary school, methods applied in intensive training and problems interpreting the data on intensive teaching.
Keywords: Intensive education, National Guidelines, English Language Teaching (ELT), Ministry of Education, University and Research (MIUR)	

Excellent schools begin with great school leaders and teachers. The importance of highly-skilled educators is beyond dispute as a strong body of evidence now confirms what parents, students, teachers and administrators have long known: effective teachers are among the most important school-level factor in student learning, and effective leadership is an essential component of any successful school.

Dr. Dianna says "During the 2015-2016 school year Intensive Education Academy had 15 individuals participate in the SEED evaluation process(12 teachers, 1 psychologist, 2 administrators). We worked as a group in 2014-2015 and 2015-2016 implementing the SEED guidelines. We discussed as a group and with the Board of Directors the recommendation that ASAPs adopt the SEED guidelines, we informally agreed to begin using the SEED during the pilot and into the 2015-2016 school year. We did not formally form a PDEC this past year we discussed the process in staff meetings. We will form the PDEC in the Fall of 2016 to formally evaluate the processes that occur to meet the SEED requirements".

Teaching English at primary school is a worldwide event. In Thailand, the teaching of English and its introduction have received a great attention. Many states have already introduced or want to introduce English as a subject in primary classes, often from the 1st class. The level of its introduction has now become a matter of region policy responding to people's aspirations. Nowadays, school context with regard to the demonstrator professional profile, design competency is a key element. In fact, improvement in the quality of pupils' learning can be pursued by investing in the empowerment of teachers' incipient training and vocational skills. The development of design competences is a key activity also in EFL teaching in Primary School, as evidenced in many studies conducted in Europe and other parts of the world (M.Kelly 2003). As a result, it is important that this aspect is developed with a lot of attention from the initial training of the future teachers, giving it full consideration within the educational offer for the Degree Courses in Primary Education, be that in courses, workshops or the practicum.

As stated by the Thailand school legislation, such curriculum design competences should respect the provisions reported in the *National* Guidelines for the Curriculum published by the Ministry of Education, University and Research (MIUR 2012). The latter represent the national curriculum that all Thailand schools of the first cycle are called upon to implement, so, they constitute a constant reference point for instructional design. D.Capperucci says "In a sequence provide common guidelines to support EFL teachers' work, the National Guidelines have clearly defined two aspects, which will be detailed in the following sections:

1. Purposes and epistemological foundations of teaching English in Primary School;
2. Specific competences, knowledge and skills to be pursued over the five years of compulsory English language teaching in primary school" (D.Capperucci, Università di Firenze, 2010).

Applications for participation in the primary school in Uzbekistan is not the same nowadays as it was ten years ago. Children of six or seven years to come to the primary schools fully already having the basis that the schools provided to students at the end of 1990, the beginning of 2000. For about a little more than a decade, in Uzbekistan. Children are asked to attend login expertise to their acceptance to elementary school. This study used by the school to determine whether the child has enough opportunities to keep up with the academic load lying ahead. To shift the burden of preparation of children for entrance examination from kindergartens and parents solely. Elementary school create a "training lessons" on weekends for their future students. These weekend classes took the title of "Sunday schools" among their attendants. Any child, whose residence address suggests his or her to take a particular primary schools can subscribe to this weekend classes. Once a week, kindergarten children spend a day in the primary school study of three lessons, lasting thirty minutes each. Mainly, these lessons that teach at school: alphabet, mathematics, art, etc. Now if we were to compare this situation with that of the old primary education system, we would discover

that 95% of children had positive feelings about attending primary school. A decade ago, children coming out of kindergartens were not required to study mathematics and alphabet prior to attending the school. These subjects were covered in elementary school's first year. The content of primary education is much richer. Because a good planned primary education system, eventually paves the way to better standards of education on every level, resulting in the development of individual abilities in each child".

As English has been introduced at primary level in almost all the states of the country in the recent years, the Ministry of Human Resource Development commissioned a study to assess the current status and quality of English teaching in primary schools and to find out what problems are being faced in teaching it effectively. We know the main objectives of the study are as follows:

- Explain the method of delivery of primary teacher training.
- Find out the current situation of the primary school teacher training system.
- To make recommendations on improving the system of training primary school teachers
- Identify the limitations of an effective learning system.

Since, there are too many words to learn, so it is impossible to teach language learners all words. Many researchers (e.g. Carter, 1998; Gu, 2002; 2003; Hulstijn, 1992; Nation, 1990; Schmitt, 2000; Sökmen, 1997; Sternberg, 1987) have maintained that guessing the meaning of words presented in context is an effective strategy for vocabulary learning, and most vocabulary can be learned from context by means of strategies of inferences. When language learners become advanced or independent learners, they acquire the meanings of new words by using more 'inferential' or 'implicit' vocabulary learning strategies. Regarding the role of teachers at this stage, they may help learners with vocabulary directly or 'explicitly' by means of word lists, paired translation equivalents, and in related semantic sets. They may also help learners by more indirect or 'implicit' means, such as exposure to words in the context of reading authentic texts. That is to say, learners may learn vocabulary incidentally through explicit or/and implicit learning. We can see that language learners may learn English incidentally through direct or/and indirect vocabulary learning; however, it is impossible to teach everything learners may face. Since learners not only learn vocabulary intentionally as part of the course requirements but also gain knowledge of words incidentally through their reading and listening; therefore both direct and indirect vocabulary learning approaches are very useful and essential for them to learn and acquire vocabulary items. Learners also learn vocabulary items when vocabulary items are explicitly taught, not only individual words but also vocabulary learning strategies. Some vocabulary should be taught directly even though a great deal of vocabulary is learned indirectly.

Dr Hanno van Keulen said that: "The mission of the GS-LS is to train future scientists who will be capable of drawing on their acquired knowledge, understanding and skills to conduct top class research in an international context. Direct linkage between education and high-quality international research is therefore important. The curriculum must be research-intensive and students must make the most of the presence of highly qualified researchers in their immediate vicinity. This fits with the positioning of Utrecht as a Research University. Fifteen themes have been defined at Utrecht University as the focus for research at the university. These are known as the 'focus areas'. Eight of these themes are covered by the Life Sciences: 'Neuroscience & Cognition', 'Cardiovascular Research', 'Drug Innovation', 'Life Sciences & Biocomplexity', 'Epidemiology', 'Growth & Differentiation', 'Infection & Immunity' and 'Earth & Sustainability'. The Master's programs are based directly on, and are located in, these focus areas.

The didactic concept developed to achieve this goal is 'Research-Intensive Education'. Learning to conduct research by engaging in research plays an important role here. At the same time, this process must also be effective and efficient enough. Students must acquire the right experience to the right degree: enough to learn from, without things becoming routine. Furthermore, they must process this experience in a conscious way to ensure that the results of the learning process are enduring. Rational planning for the process of learning and development-based counseling are therefore required. Students must develop domain-specific knowledge and skills in a Life Sciences field. They must also have, and continue to develop, more general and personal traits such as an enquiring attitude, determination and self-reliance. Ultimately, they must be able to design and implement independent scientific research, achieving results that will be published in leading international journals". (Dr, Hanno van Keulen, 2012)

Effort was made to study and comprehend the ways in which English is being taught in government schools across the country. Earlier analysis of the textbooks conducted by NCERT and resource groups (before 2005) indicated the inappropriate nature of the books and pointed out lack of a broadly strategy for English Language Teaching (ELT), and lack of teachers' competence to understand and teach the English texts to 3rd, 4th and 5th classes. It also revealed complete mismatch between the level of English language used in the language textbooks and difficult concepts used in the English medium textbooks to 3rd, 4th and 5th classes. At the national level there was need for studying the nature of textbooks being used for English teaching, teacher preparation for teaching S. Prasongsok says "English as a subject or using English as a medium of instruction and the methodology used in classrooms. Textbooks of the 8 selected regions were analyzed by teams of experts drawn from NCERT, including some from RIEs. These were looked at in terms of appropriateness of structure, vocabulary, design, content, etc. They were also examined from the point of view of emphasis laid on listening and speaking skills along with reading and writing.

REFERENCE LIST

1. Dr. Hanno van Keulen, Greene, J. C. & Caracelli, V. J. (Eds.). (2012) *Advances in mixed-method evaluation: The challenges and benefits of integrating diverse paradigms* (New Directions for Evaluation, No. 74). San Francisco: Jossey-Bass.
2. D. Capperucci, Pressley, M., Levin, J. R., & Delaney, H. D. (2010). The mnemonic keyword method. *Review of Educational Research*, 52, 61-91.
3. Jones. (2004). Developing a summer intensive course at a commuter campus. *Foreign Language Annals*, 16(3), 225-234.
4. M. Kelly, M. Grenfell, R. Allan, C. Kriza, W. McEvoy, *European profile for language teacher education: A frame of reference*, Brussels, European Commission, 2004;
5. Spada, N. (In press, b). A look at the research process in classroom observation: A case study. To appear in C. Brumfit and R. Mitchell (Eds.), *ELT Documents: Special Issue on Classroom Centred Research*.
6. Spada, N. (2010). Relationships between instructional differences and learning outcomes: A process-product study of communicative language teaching. *Applied Linguistics*, 8, (2), 137-161.