



The Impact of Teacher Training on Primary Student Learning to Improve English Proficiency

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ABSTRACT: In this article, the effect of teacher training on the learning of elementary school students to increase the level of English language proficiency . Information is given that foreign languages are an important component of professional education in a religious society, and the teacher creates that environment depending on the topic .

KEY WORDS: Psychologist , foreign language , creative function , innovative , professional-pedagogical .

ANNOTATSIYA: Mazkur maqolada Ingliz tilini bilish darajasini oshirish uchun boshlang'ich o'quvchilarni o'rganishga o'qituvchilar tayyorlashning ta'siri , . zamonaviy jamiyatda chet tillari kasbiy ta'limning muhim tarkibiy qismi ekanligi, o'qituvchi mavzusiga qarab o'sha muhitni yaratishi haqida ma'lumotlar berilgan.

KALIT SO'ZLAR: Psixolog, chet til, kreativ funktsiya, innovatsion, kasbiy-pedagogik.

АННОТАЦИЯ: В данной статье рассмотрено влияние подготовки учителей на обучение учащихся начальной школы с целью повышения уровня владения английским языком. Приводится информация о том, что иностранные языки являются важной составляющей профессионального образования в современном обществе, и педагог создает эту среду в зависимости от темы.

КЛЮЧЕВЫЕ СЛОВА: Психолог, иностранный язык, творческая функция, инновационный, профессионально-педагогический.

Introduction.

Today, the ability to know foreign languages is becoming one of the integral parts of our life. Due to the high rate of cooperation with foreign partners among specialists in various fields, their demand for language learning is high. In modern society, foreign languages are becoming an important component of professional education. People learn such knowledge first in preschool educational institutions and then at school in institutes, training courses or independently. Success in achieving this goal depends on the practical methods and skills of teachers. The ability to use information technology and modern teaching methods helps to quickly understand new materials. By combining different methods, the teacher will be able to solve specific educational programs. In teaching English, it is best to teach in stages based on the learner's potential, level, and age. According to psychologists, children learn language faster and easier than adults.



References And Methodology.

The main reasons for this are the natural tendency of children to learn languages, the fact that they have a strong ability to imitate, and the fact that children have more time than adults. It should be noted that 6-7-year-old children do not understand the meaning of information, but memorize it mechanically. Therefore, it is necessary not to start teaching English to elementary school students with grammatical concepts. Otherwise, from the first step of learning a foreign language, it is possible to strain the child and extinguish his interest. Therefore, teaching a foreign language to young children is very difficult and responsible. The following methods can be used to teach children English in a meaningful and interesting way:

- teaching songs and poems to tune words or phrases that are difficult to explain or remember and have no meaning. For example, it can be shown that children learn the English alphabet by singing rather than simply memorizing it.
- games involving mental and physical activity;
- cartoons;

If the teacher can create that environment depending on the subject, the children will learn the language better. For example: traveling, birthday, in the kitchen, etc. On the subject of traveling, the teacher organizes a trip, information about the importance of traveling (foot, bicycle, automobile, train, boat, airplane), where to travel (Tashkent, Samarkand, Bukhara, England, USA) will give. This situation strengthens the students' vocabulary, language abilities, and expands their worldview.

Children have a strong interest in finding answers to riddles. Therefore, when the teacher tells the riddle in English or Uzbek, he should ask the children to answer it in English. Then children learn words quickly.

Result And Discussion.

An experiment may be new to one teacher, but not new to another. In addition, the level of novelty of the same method may be different for future pedagogues. Taking this into account, both future pedagogues and teachers working in the educational system should approach innovative creative activities based on their own needs.

According to the level of innovation, innovative methods that help to develop the creative functions of future pedagogues are manifested in several forms: absolute level; local-absolute level; conditional degree; subjective level. Public use of innovative pedagogical innovations is interpreted as a criterion for their evaluation. This is mainly related to the technical support of the educational process and the uniqueness of the teacher's activity.

The creative application of pedagogical innovations in mass pedagogical experiments is manifested at the initial stage of the work of individual teachers. These innovations will be offered for public use after being tested and objectively evaluated. It is desirable to develop the creative functions of future teachers using innovative methods that are widely popular and allow to achieve positive results.

When studying pedagogical innovations on the basis of diagnosis, one should not forget the need to take into account the presence of positive, developing situations as well as negative manifestations in the experience of each pedagogue. In order for a young pedagogue to work



effectively in an educational institution, it is necessary to clearly demonstrate the positive and negative aspects of his work experience on the basis of diagnosis. It should be clearly conveyed to future teachers that the diagnostic methods used for the purpose of studying innovative processes are as follows.

- systematic study of future teachers' pedagogical needs, interests, areas of particular importance, identifying difficulties encountered in teachers' activities and the possibilities of their elimination;
- search for ideas, concepts and advanced pedagogical experiences that serve to satisfy their interests and needs and introduce them into the practice of higher pedagogical education;
- to determine the originality of future teachers in the process of mastering and applying pedagogical innovations and their various manifestations, in which to demonstrate, describe, hold open classes, work on new resources, such as organizing lectures, participation in experimental work, and wide use of types of work.

Conclusion.

Based on the diagnosis of pedagogical innovations, it is recommended to carry out practical work aimed at learning in several stages. At the initial stage, questionnaire requests from future teachers, examination of answers to questionnaire questions, organization of individual interviews and confirmation of information in answers to questionnaire questions, analysis of information obtained based on the results of diagnosis. At this stage, based on the results of the first stage, activities aimed at improving the professional-pedagogical qualification of the future teacher will be planned and the ways of their implementation will be shown. At this stage, the work carried out is completed and repeated diagnosis is carried out. In this process, the future teacher is directed to receive intermediate and final results. The changes in the students' activities in the group are analyzed in depth. As a result, diagnosing the professional skills, qualifications and experiences of future teachers and arming them with diagnostic methods, as well as restructuring the process of professional pedagogical education based on innovative ideas, will enable the effective development of students' creative activities. As a result, there is an opportunity to encourage future teachers to be creative and take initiative.

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