

The Place of Digital Educational Resources in Teaching English in Primary School

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Annotation. This paper discusses some theoretical and methodological aspects of teaching a foreign language from primary school, as well as its role and place in digital educational resources.

Keywords. Training, education, methodology, competence, computer, digital technology.

In the conditions of continuous education in the Republic of Uzbekistan, English is one of the compulsory subjects studied in primary school. This is a very important stage in the education of children, since the basic knowledge of the language, the skills of its use and, of course, the desire to further study it are laid in the primary grades. The method of teaching English practiced by the school in the primary grades should be based on games, activities, visual methods, be clear and understandable to children.

Teaching children a foreign language is an amazing experience for any teacher. The result of your work depends on the ability to find an approach to the child, friendliness, creative inclinations and, of course, on the right technique.

At the same time, there are many questions that require deeper study and development in accordance with the communicative and cognitive needs of students that arise in the process of teaching a foreign language at the initial stage.

Teaching English from primary school is considered one of the important areas for improving the concept of school education. Primary school students are required to master speech skills at a level sufficient for such communication in four types of speech activity [1, p. 199]:

- listening ;
- speaking ;
- reading ;
- letter .

Junior school age is the most favorable period for learning a foreign language. They are able to easily memorize a small amount of language material and reproduce it well. At this stage, students lay the foundation of language and speech abilities necessary for the subsequent study of a foreign language as a means of intercultural communication, which is the main goal of teaching a foreign language at school [2, p. 79].

Younger students perceive visual material better than symbolic and schematic images. Therefore, in the process of teaching on the part of the teacher, it is necessary to use vivid images, frequent changes in events and activities, otherwise students get tired quite quickly due to their age characteristics. In the process of learning a foreign language, visual and auditory analyzers are involved. Visual is intended for the perception of visual material, and auditory for the perception of oral speech. Some

exercises require the participation of touch, for example, the use of games in the lessons that require something to be touched and guessed or shown with hands.

Mastering written speech in a foreign language requires special attention from the teacher, since this aspect directly affects the formation of a child's holistic linguistic personality. As writing is mastered, coherent speech develops, which involves "mastering the vocabulary and grammatical structure of the language, as well as their practical application, the ability to use the learned material, namely the ability to consistently, coherently, understandably convey to others the content of the read text or a self-composed text" [1, p. 76]. For the successful mastery of written speech, an important role is played not only by a properly selected training program, but also by the personality of the teacher himself, namely his ability to interest schoolchildren, captivate the subject, "not frighten off", teach children to learn.

To achieve certain results, an English teacher must not only know a foreign language and the psychological characteristics of the development of younger students, but also know the methodology of teaching a foreign language.

The teacher forms a certain level of communicative competence, including language, linguistic and regional studies, country studies skills and speech skills.

In practice, it provides for correct articulation and aural discrimination of sounds, words, phrases and sentences; mastering more common vocabulary within a specific topic and sphere of communication; getting an idea about the main grammatical categories of the English language; recognition of known lexical and grammatical material in reading and listening and its application in the process of oral communication; listening comprehension of the speech of the teacher, classmates, the main content of the texts using visualization; participation in dialogic communication (the ability to carry on a conversation during everyday communication); mastering the technique of reading aloud, reading educational and simple texts to oneself; correct spelling of words, phrases, sentences and texts; learning simple information about the country of the language being studied.

The most pressing issues of teaching a foreign language at the initial stage before the teacher are the following:

- where and how to start learning;
- how to build an equal dialogue with primary school students;
- psychological age characteristics that must be taken into account when planning a lesson;
- how to increase motivation, maintain it and not form a sense of fear of a non-native language;
- how to form and develop key competencies of students at the initial stage of training.

This leads to the problem that students often do not know what to talk about, what to say and how to talk.

The developmental goal of learning English is closely related to educational . It consists in creating the student's individual activity, his mental initiative and self-sufficiency as a subject of learning, as well as in stimulating and creating his readiness for cognitive, search and creative activity while working on learning English.

The educational goal of early English teaching is explained by the new priorities of education: humanization , democratization and multiculturalism of education. Based on this, the educational goal of an English teacher in the primary grades is to ensure the emotional comfort of the student during his active mental and physical

formation, as well as to show respect for his rights. Thus, the educational task is reduced to attracting younger students to universal human values through the concept of an individual attitude to modern culture in the course of its development.

To date, there are a sufficient number of competencies with which you can create a language, communicative environment in the learning process, as close as possible to reality. The task of a foreign language teacher is to select the most effective technology that contributes to the development of students' communicative competence, increases digital literacy and stimulates intrinsic motivation to learn through the use of digital tools and resources.

According to the State Educational Standard of the Republic, one of the goals of teaching a foreign language is to master foreign language communicative competence at a high level.

Modern methods of teaching a foreign language used in school education are often of a theoretically abstract nature. In this regard, many of the students have problems at the moment when it is necessary to put into practice the acquired skills and knowledge.

The introduction of digital technologies in the educational process implies independent study of the material. Unlike traditional methods, when using digital technologies in teaching, the student himself becomes the main acting figure and himself opens the way to the assimilation of knowledge. The teacher acts in this situation as an active assistant, and his main function is to organize and stimulate the learning process.

Today, the computer is becoming the first universal mass tool for working with all kinds of information. Modern computer programs allow you to work in a new way with images, sound, video materials and texts, with calculations and information models of various objects, etc. Until the moment of digitalization in education, the textbook was the main and only source of educational information. But now there are many competing sources available to students and educators, such as digital educational resources, tutorials, online courses, and various online services.

The digital sources available on the Internet already have a huge amount of educational materials, and this number is growing significantly. There is a real opportunity to select educational materials taking into account the individual characteristics and needs of students, differentiate their educational work, and achieve the full achievement of the required educational results by each of them.

Such a transition from the traditional form in modern literature is called the digital transformation of education, the main components of which are changing the roles of participants in the educational process, the transition to personal plans for educational work, as well as changing the space and methods of conducting educational work [3, p. 10].

Based on the results of a theoretical study, we can conclude that when teaching a foreign language to primary school students, it is necessary to take into account the psychological, physiological, pedagogical and linguodidactic features of education. Paying attention to these features, a foreign language teacher working in the junior level of the school is able to overcome the difficulties that arise and create comfortable conditions for achieving better results in learning a foreign language, taking into account the individual needs of students.

Literature

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