



GOALS AND OBJECTIVES OF TEACHING A FOREIGN LANGUAGE AT THE PRIMARY LEVEL

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Annotatsiya: Ushbu mavzuda boshlang'ich ta'lim bosqichida chet tilini o'qitishning asosiy maqsad va vazifalari yoritib beriladi. Chet tilini erta yoshdan o'rgatish orqali o'quvchilarda kommunikativ kompetensiya, eshitish, gapirish, o'qish va yozish ko'nikmalarini shakllantirish masalalari tahlil qilinadi. Shuningdek, chet tilini o'rganish jarayonida bolalarning tafakkuri, xotirasi va madaniyatlararo muloqotga bo'lgan qiziqishini rivojlantirishning ahamiyati ko'rsatib o'tiladi.

Kalit so'zlar: boshlang'ich ta'lim, chet tili, kommunikativ kompetensiya, til ko'nikmalari, erta yosh, ta'lim maqsadi.

The importance of introducing foreign language instruction at an early age is now widely acknowledged across the world. There is little dispute among researchers and educators that human cognitive development is most dynamic during childhood, particularly from birth up to around the age of twelve. During this period, the brain demonstrates exceptional plasticity, which creates optimal conditions for acquiring both the mother tongue and additional languages. Before a child reaches full psychological and physiological maturity, speech development in native and foreign languages progresses simultaneously with overall intellectual growth. As a result, learning a foreign language in early childhood produces substantial long-term benefits: communicative skills formed at this stage tend to become firmly established and provide a strong foundation for further language learning and academic success.

Early foreign language education also has undeniable educational and developmental value. Through communication in a new language, children gain earlier access to universal culture and broader worldviews. When teaching builds on children's personal experiences and takes into account their psychological characteristics and ways of perceiving reality, learners are better able to understand not only the culture of the target language but also their own national culture by comparison. In this sense, foreign language learning supports the formation of cultural awareness and identity. Moreover, learning a foreign language as a means of communication inevitably involves becoming familiar with the socio-cultural features of the people who speak it. This process fosters such personal qualities as tolerance, openness, and sensitivity to cultural differences, as well as diverse ways of expressing thoughts and



emotions.

However, the aim of early English teaching is not limited to the acquisition of linguistic forms and vocabulary. Equally important is the development of learning strategies and skills that enable pupils to become autonomous, lifelong learners. This perspective is often described as a “learning to learn” approach. Children should gradually become aware of what they are learning, how they remember new words and structures, and what helps them succeed. When pupils understand what they can already do and how well they are progressing, their confidence increases. Therefore, assessment and evaluation should be introduced from the very beginning in a supportive and formative way, helping learners to reflect on their achievements rather than simply judging them.

In Uzbekistan, the national education system defines clear benchmarks for what primary school learners are expected to achieve in foreign language performance by the end of the fourth grade. By around the age of ten, pupils should be able to use basic grammatical and lexical structures spontaneously in everyday communication. These include the present forms of the verbs *to be* and *to have / have got*, the present simple and present continuous tenses, the imperative for requests and commands, the modal verb *can* to express ability, personal and demonstrative pronouns, question words (*who, whose, what, which, where*), and structures such as *there is / there are*. Learners are also expected to distinguish singular and plural nouns, including irregular forms, express possession, use definite and indefinite articles appropriately, apply possessive adjectives, and handle common prepositions and adverbs of place and time. In addition, they should master cardinal numbers from one to one hundred. At a receptive level, pupils should recognize more complex forms such as the simple past, the present perfect for completed actions, the modal verb *must* for obligation, and basic adjective comparison.

The prospects for developing foreign-language speech in junior school are closely linked to the growth of communicative competence. Learning a foreign language at this stage creates favorable conditions for improving pupils’ oral and written skills. Primary learners are expected to pronounce and distinguish foreign sounds, words, and sentence patterns correctly and to use appropriate intonation. They should acquire a productive vocabulary of at least 500 lexical units, with a total receptive vocabulary of around 600 items. They also need to gain an initial understanding of the main grammatical categories of the target language and be able to recognize and use them in listening, reading, and speaking activities.

Furthermore, pupils should be able to understand the teacher’s and classmates’ speech, as well as the main content of simplified texts, especially



when supported by visual aids and contextual clues. Active participation in dialogic communication is essential: children should conduct etiquette dialogues and simple question-and-answer exchanges based on everyday situations. They are also encouraged to speak briefly on familiar topics, recite rhymes and elements of children's folklore, read aloud with acceptable technique, and read silently using skimming, scanning, and detailed reading strategies. In writing, they should be able to produce short поздравления (greetings), simple personal letters with a model, and fill in basic questionnaires about themselves. At the same time, learners acquire elementary information about the countries where the target language is spoken.

If we examine the nature of young learners more closely, we see that their ability to grasp meaning is highly developed. Even before they fully understand individual words, children can often comprehend what is being said to them. Intonation, gestures, facial expressions, actions, and situational context all contribute to their interpretation of meaning. By relying on these cues, they begin to understand the language as a whole. Children come to primary school with this skill already formed and continue to use it in all areas of learning. In fact, even in their mother tongue, they may sometimes struggle with purely verbal instructions and therefore depend on their capacity to interpret the overall message.