THE USE OF COGNITIVE AND INTERACTIVE TECHNIQUES IN ENGLISH LANGUAGE LEARNING IN PRIMARY SCHOOL

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Annotation
Programs for teacher retraining and training have begun to concentrate on improving primary school teaching practices in Uzbekistan. However, "Communicative Language Teaching (CLT)", the most prevalent and well-established foreign language teaching methodology in many current ELT applications, has been widely adopted in Uzbekistan and other nations throughout the world. Additionally, it is thought to be the most dependable and effective method of teaching languages, not just English but also other languages. The use of cognitive and interactive strategies in primary school English language instruction is covered in this article.

Keywords: teaching English; cognitive methods, interactive lessons, communicative approach; primary schools; teaching methods.

Introduction

In the age of information technology, there have recently been some advancements in the academic sector. Numerous technological tools encourage more interaction among academic divisions and aesthetically enhance classroom instruction. The advent of technology altered the educational system by giving pupils a more memorable learning experience and giving teachers access to more resources. Success in school is inversely correlated with the caliber of the instructional resources. The effectiveness and efficiency of instruction may improve with the use of technological tools as teaching aids. It is clear that technological devices are being produced and integrated at an ever-increasing rate. In Uzbekistan, these innovations' consequences can be seen in a number of different ways.

Sincere to say, Uzbekistan's primary education system still falls short in terms of the academic achievements of students. Uzbekistan's government devotes a larger amount of its budget—23%, respectively—to its educational system (Shaturaev 2014). The Republic of Uzbekistan's Ministry of Public Education began to overhaul the teaching-learning process. In this instance, GOU has agreed to a plan to overhaul public education in the nation from 2017 to 2023. (Ministry of Public Education 2017).

Grammar forms are replaced with communicative intentions, and the main goal of instruction is to develop communicative competence. The functional trisection, a

model for integrating the goals of function, context (content), and formal accuracy at any level, symbolizes the fundamental idea of a proficiency-based program. The main tenets of teaching communicative languages can be summed up as follows: When people are learning a language, they communicate using it: The fundamental tenet of CLT is that communication should be at the heart of all activities that are planned for and carried out in schools. There are two categories of activities that take place in the classroom: the first is directly communicative. When you are speaking, you may ask for directions in a strange city. When you are reading, you might comprehend a set of instructions. When you are writing, you might write a letter to reserve a room at a hotel. Students' linguistic proficiency determines how these exercises are assessed.

The purpose of classroom activities should be to promote genuine and meaningful communication: Free choice" refers to a person's entire freedom of choice in what and how they say things. In actual communication, the speaker chooses not only what to say but also the suitable language form to utilize without interference from others. In face-to-face interactions, he makes his decision under time constraints.

The capacity to choose language structures under time constraints is a crucial component of communicative competence and can be challenging for language learners. However, because the speaker must make decisions on the spot, the listener is unable to foresee what the other party is likely to say. In other words, the language used by the two parties is largely arbitrary and unexpected. It will be challenging to help pupils build their communicative skills if the teacher controls the language they use. There are a variety of authentic materials that expose students to instances of real language rather than content that has been prepared for language education reasons, such as a copy of an actual newspaper item, a live radio or TV broadcast, a menu, a literary piece, etc.

Both accuracy and fluency are crucial objectives in language learning: The purpose of communication is constant. One party's objective may be to extend an invitation, offer an opinion, express unhappiness, request assistance, etc.; When communicating, participants always keep their end in mind and work to attain it. Everything he says is therefore centered on this purpose, and he also measures what other people convey to him in light of this goal. A key component of language communicative competency is the ability to modify appropriately in response to information received from the opposing. As they work on their communicative activities in class, students often find that CLT practice makes it easier for them to assess the tone, attitude, and language of the target language and to produce the relevant language replies that will help them reach their own communicative objectives.

Communication requires the blending of several language abilities: Grammatical, discursive, functional, sociolinguistic, and strategic aspects of communicative competence are the main topics of discussion in the classroom. Therefore, objectives must combine the pragmatic and organizational parts of language. While participation

in communicative activities is regarded as essential to language development, this participation inevitably necessitates attention to form. Without structure, or grammar, a set of agreed-upon presumptions about how language functions, and a willingness on the part of participants to collaborate in the negotiation of meaning, communication cannot take place.

Along with this, the students' primary motivations for learning foreign languages are effective task completion and interpersonal communication. Students from other countries don't necessarily need to perform at the same level as native speakers in every area—in fact, doing so is quite challenging. While CLT does remediate student mistakes, it treats them differently depending on the error. It has been noted that frequent errors that have the potential to offend the listener or reader should be addressed. No matter how minor or serious the problem, though, fixing it could have the opposite effect. Now, most foreign language teachers concur that allowing for some spoken or written blunders will help pupils become more comfortable speaking the language.

The crucial component of communicative teaching is the roles played by teachers and students in classroom activities. The final output is mostly influenced by the linguistic proficiency and creative abilities of the teachers. Their duties and the results of their performance are determined by how well they comprehend CLT, how they instruct the students, and how much intervention is required. Teachers should refrain from intervening if it isn't essential during more creative activities because doing so can stop students from participating and improving their communication abilities. In other circumstances, the role of the instructor becomes less prominent but no less significant. When teachers become active facilitators of their students' learning and communication in the classroom, they may discover that they speak less and listen more.

The majority of the speaking during speaking practice is done by the students themselves. The teachers operate as the expert conductor of an orchestra, allowing each participant a chance to contribute and ensuring that their performance is up to par. In light of this, the teacher serves as an analyst and assignment designer while the students act as improvisers and negotiators. Additionally, teachers need to correct students' errors right away. Otherwise, if incorrect patterns and norms are ingrained in pupils' minds, they will become difficult to break, hence accuracy is prioritized over fluency. If students make mistakes when speaking, the mistakes are accepted in order to promote fluency. However, it does not mean that errors are ignored and the teacher may not give learners feedback. Error correction should be applied during teaching rather than while students are practicing in the target language. Otherwise, it causes a permanent habit in which students hesitate every time they use the target language.

The students gain knowledge of learning processes and take ownership of their education as a result. Students are expected to connect with one another during CLT

exercises through "group work activities," which expose them to meaningful and real language use as opposed to the mechanical repetition of language drills. The CLT discourages teacher-centeredness, testing memorization of content, and in-depth commentary on English grammatical constructions. As a result, CLT frequently requires teachers to employ fewer activities and techniques that are teacher-centered. It is the responsibility of the instructors to set up the classroom as a place for communication and communicative activities. Activities in the classroom are overseen by the teacher. One of his main duties in this position is to create circumstances that are likely to encourage dialogue.

Conclusion

We get to the conclusion that communicative language teaching is the teaching of a language for communicative purposes after taking into account the research questions we set at the beginning of the study, which serve as the foundation for our study. Therefore, communicative and authentic methods are the foundation of the language education strategies. The ideal and ultimate goal of the approach, which has been set as excellent as the original language, is the target language, or L2. The ability to learn a second language by using it and getting as much exposure to the real thing as they can offers several benefits to foreign learners. As a result, during the lengthy training period, learners of foreign languages develop more precise pronunciation and greater vocabulary memory. Much as CLT is still claimed to be the best method of language teaching, our study reveals that it should not be regarded as perfect and relied on alone in all aspects of language acquisition.

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