

THE TRADITIONAL AND INNOVATIVE METHODS IN TEACHING FOREIGN LANGUAGES TO PRIMARY SCHOOL STUDENTS

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Abstract: I would prefer to demonstrate in this article about old and contemporary methodologies in teaching foreign language to primary educational establishments. The article considers innovative methods of foreign languages teaching and various techniques used in the teaching course.

Key words: Pithy method, vernacular, auricular, amendment, scheme, velocity, genuine, verbal, contemporary, savants.

Today each of us is witnessing with our own eyes that time is evolving more rapidly. This is reflected in every field. Of the method, when it comes to education, English is becoming a world language. Great attention is also paid to the English language in our country. This language is being introduced into every field. Employees working in the public sector are required to know this language. According to the decree of the President, every teacher of English language is required to have an IELTS certificate. I think this is a very good decision. Because it is not right for teacher to teach students without knowing skills of the language. Knowledge is something we all learn throughout our lives. We may come across various problems while learning it. If we learn it from the beginning we will have no difficult in using it. We have once made a review of the various teaching methods. In the paper, we are going to verify the history of language teaching procedure as it will be very profitable to comprehend the nature of methods of the same time as well as to emphasize how modern method innovations are resembling the traditional ones. To finish with, we will do a critique disquisition of the CLIL method. These tuition methods are the following ones:

- The pithy method (the tuition is done whole in the intention language. The disciple is not allowed to use his or her vernacular tongue. Grammar canons are preserved and there is stress on well pronunciation). Grammar-version (learning is more by translation to and from the intention language.
- Grammar canons are to be remembered and long lists of dictionary learned by heart).
- Audio-lingual (studying a language explains possessing customs. There is much experience of dialogues of every positions).
- The structural approach (language resembling a complex of grammatical canons, which are to be studied one at a time in a set command).
- Offeropedia (a language can be possessed only when the reader is perceptive and has no intellectual blocks).
- General physical reply (GPR) (readers answer to ordinary orders such as "Sit down", "Open the books", "Who is absent today?"). The procedure stresses the significance of auricular understanding).
- Companionable language tuition (CLT) (readers announce fruitful and suitable in the different positions. The structure of CLT paths are functions such as pleasant, offering, protesting or imaginations such as the expression of time, amount, location).
- The quiet way (the purpose of the teacher is to say as little as perhaps in order that the reader can be in control of what he wants to say. No using is made of the vernacular tongue.
- Communion language learning (construct powerful personal connections between the teacher and student so that there are no bars to learning).
- Immersion (ESL students are submerged in the English language for the entire of the school day and awaited to learn science, math, etc. over the medium of the purposeful language English).
- Task-based language studying (perform the task which in itself is amusing to the readers. Readers use the language the already have to perform the task and there is little.).

- The natural approach (this approach emphasizes the likenesses between learning the first and second languages. There is no amendment of errors. Learning takes place by the students being informed to language that is intelligible or made clear to them).
- The lexical scheme (computer tests of language, which defines the most general words in the language scheme teaches these words in generally the command of their velocity, and great stick is placed on the use of genuine materials).
- The grammar-translation method (likewise known as the classical method, this is a traditional tuition style that was used to train Latin and Greek and was especially in fashion during the 16th Century. The source at this time was on the translation of texts, grammar and remember learning of vocabulary. There was no attention on listening and speaking.
- understanding as English and Uzbek were trained more as academic subjects rather than a sense of verbal connection).
- the reformation attempt (discontent with the experience of teaching contemporary languages by such text-based methods came to a head in the reformation attempt of the 1880s – 90s, among savants and teachers in France, Germany, Britain and Scandinavia who were interested in the applied perhaps of a knowledge of speech).

The main purpose of these methods is to teach English to school student correctly and comprehensibly and its place in our lives. The internet and technology are evolving very fast. Every day something new is created. Now all our work is done quickly and easily with technology. It would be expedient to use modern technologies in language learning as well. All skills can be developed in students through the CLIL method. If this method is used in lessons, it can increase students' interest. CLIL is an iterative training system.

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