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METHODOLOGY OF FOREIGN LANGUAGE TEACHING IN ELEMENTARY SCHOOL



**THE MINISTRY OF HIGHER EDUCATION, SCIENCE AND
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STUDIES**

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TEXTBOOK

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Mazkur o'quv qo'llanma 60230100 - Filologiya va tillarni o'qitish (ingliz tili) ta'lim yo'nalishi 4-bosqich talabalari uchun tuzilgan. unda fanning maqsad va vazifalari, metodologik asoslari, tarixiy taraqqiyoti, didaktik asoslari, ta'lim metodlarining tasnifi, ilmiy tadqiqot metodlari, boshqa pedagogik fanlar bilan integratsiyasi, fanni o'qitish jarayonida innovatsion pedagogik texnologiyalardan foydalanish, "Boshlang'ich sinflarda chet tili o'qitish metodikasi" fanini o'qitish metodikasiga qo'yiladigan metodik talablar kabi masalalar yoritilgan.

Учебное пособие предназначено для студентов 4 ступени образовательного направления 60230100 - филология и преподавание языков (английский язык). , в котором освещаются такие вопросы, как цели и задачи науки, методологические основы, историческое развитие, дидактические основы, классификация методов обучения, методы научных исследований, интеграция с другими педагогическими дисциплинами, использование инновационных педагогических технологий в процессе преподавания предмета, методические требования к методике преподавания предмета "методика преподавания иностранного языка в начальных классах".

This textbook is designed for students in the fourth stage of the Philology and Language Training (English) educational course 60230100. It explores topics including the aims and objectives of the discipline, its methodological underpinnings, historical development, pedagogical principles, categorization of teaching methods, incorporation with research methods, interaction with other pedagogical fields, and the application of cutting-edge educational technologies in science instruction. Additionally, it delves into the methodological standards for teaching "Methodology of Teaching a Foreign Language in Elementary stages".

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INTRODUCTION

A special emphasis in the "action strategy" of the Republic of Uzbekistan is placed on enhancing the quality of education and improving state policies concerning youth. The primary objective of this action strategy is to more extensively incorporate the Youth Action Strategy for 2017-2021 into the five priorities for the development of the Republic of Uzbekistan. Reforms in the education sector are complemented by efforts aimed at fostering the socio-economic and cultural development of the Republic of Uzbekistan, thereby striving to secure a significant position among the global community of nations¹. To enhance the knowledge and skills of young individuals and ensure their active involvement in Uzbekistan's future development as qualified professionals, modern educational approaches are being introduced. In response to this, we will focus on assessing the effectiveness and efficiency of these implementations. The subject "English teaching methodology at the primary stages" is closely associated with pedagogical sciences. This textbook provides information aimed at organizing classes meaningfully and enhancing both theoretical and practical knowledge within this subject area. It is intended to serve as a guide in shaping students' necessary knowledge and skills. The subject "English teaching methodology at the primary stages" is considered a core aspect of educational methodologies and is elucidated based on materials enriched with the practical experience of expert teachers, drawing upon the findings of key scientific research in the field.

Preparing students for practical work and ensuring that they are occupied by the AR of labor skills and skills. In contrast, activities that promote collaborative work among students in pairs and groups foster qualities such as friendship, camaraderie, collaboration, and community spirit. In the process of students mastering various subjects, it's crucial to leverage the advancements in pedagogical technology. This includes utilizing slides and electronic materials, as well as other

technical tools such as textbooks, educational manuals, lecture texts, transmission devices, and modern information technologies. Implementing interactive methods, educational tools, and educational games into the teaching process enhances engagement and facilitates

¹ The focus is on the Youth Action Strategy for 2017-2021, aligning with the nation's five priorities for development. The reforms in education aim to contribute to Uzbekistan's socio-economic and cultural progress on a global scale. The subject, "Methodology of Teaching a Foreign Language in Elementary Grades".

effective learning.

The objective of teaching the subject is to introduce students to the content and objectives of the methodology of teaching a foreign language in elementary grades, along with various teaching methods and educational tools. Additionally, the aim is to formulate the knowledge, skills, and qualifications necessary for students to effectively apply these techniques in the educational process.

The main objectives of the subject of the methodology of teaching a foreign language in elementary grades include introducing students to educational games and teaching them how to organize classes using these methods and games. Additionally, the subject aims to provide both theoretical and practical knowledge aligned with the requirements of state educational standards.

The manual outlines the topics covered in each lecture and seminar session, along with the tasks that students need to complete during their preparation for these sessions. It also includes methodological instructions and highlights the most important theoretical resources to aid students in their learning process.

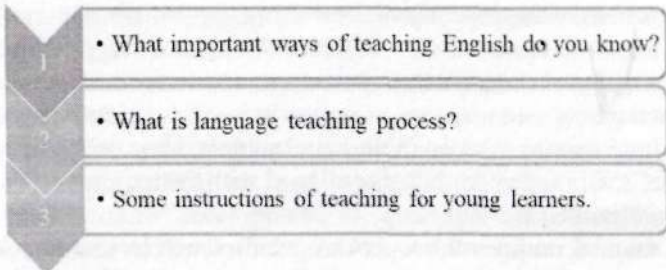
This manual offers practical guidance for organizing lecture sessions in accordance with the curriculum of the subject, supplemented with additional training materials. It underscores the significance of instructional methods, forms, and technologies that should be integrated into educational institutions. Moreover, it emphasizes the importance of the subject of Foreign Language Teaching Methodology in elementary grades for enhancing the effectiveness of educational processes, utilizing visual aids, and preparing handouts.

Developed in compliance with all specified requirements, this tutorial is recommended as a comprehensive guide for students enrolled in the "Philology and Language Training" program at higher education institutions. It is also beneficial for teachers across various English subjects.

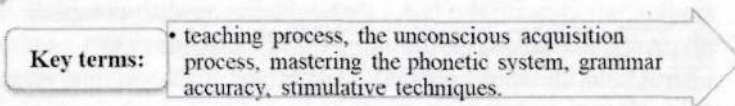
CHAPTER I

1. IMPORTANCE OF TEACHING ENGLISH LANGUAGE IN PRIMARY SCHOOLS.

Questions to be discussed:

- 
- 1 • What important ways of teaching English do you know?
 - 2 • What is language teaching process?
 - 3 • Some instructions of teaching for young learners.

Key terms:

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- teaching process, the unconscious acquisition process, mastering the phonetic system, grammar accuracy, stimulative techniques.

Children who embark on learning English from the first grade often demonstrate notable advancements in listening, comprehension, and pronunciation skills. This early introduction facilitates the development of robust communicative abilities, albeit with occasional grammar inaccuracies. Furthermore, commencing language learning early, particularly in English, holds promise for fostering bilingualism across the population in the long term. This not only enhances individuals' linguistic prowess but also fosters cultural appreciation and global communication.

The process of teaching language unfolds in three phases throughout eight years of English instruction. In the initial stages, unconscious acquisition proves more effective than deliberate learning due to children's cognitive development. Thus, a mechanistic approach predominates, especially in the early phases, transitioning gradually to a cognitive approach around puberty. As children's intellectual and linguistic capacities evolve, diverse approaches become necessary at different developmental stages. Pre-puberty cohorts typically excel in mastering the phonetic system, achieving heightened pronunciation proficiency through exposure to authentic English phonemes and intonation patterns. Post-puberty, learners encounter common "language

learning blocks," necessitating readiness to confront more intricate linguistic structures. Hence, adapting teaching methodologies to learners' developmental stages is pivotal for optimizing language acquisition potential.

Most Uzbekistan schools choose English either as the first or the second compulsory foreign language. If students start learning English in primary school, they usually have the same specialist teacher from the 1st grade until they are in the 5th grade, when they finish secondary school first level. During primary and secondary school years, foreign language studies are allotted 2, maximum 3 hours a week for expanding or improving linguistic competencies².

Some classrooms have individual desks; others have desks for two or three children. Each of them has a chalkboard and a teacher's desk in front of it. Every classroom is shared by two classes of children, as primary school children have lessons in the morning, and secondary school learners study in the afternoon. All teachers have at their disposal a CD player, a whiteboard, a laptop. The school management team has decided to have English as the first foreign language. Languages is taught as separate school subjects in a FLES program, with 2 or 3 lessons a week. All through the school year the committee has special activities such as open lessons and presentations of new teaching materials. It also organizes language contests and celebrations (such as the Foreign Languages Day, Halloween, Christmas, or Europe's Day). Every semester we have meetings with all teachers of English in the region where matters such as effective planning or teaching methods and materials are discussed. The children's environment is favorable to learning English. Their families encourage them to learn the language, either because they consider it useful to be proficient in a global language, or because they have older relatives who study English. They also listen to modern international and English music extensively, and these days dancing songs are in English, so children are curious about what the lyrics mean. In addition, most pupils in this class have personal computers and Internet connection at home. Thus, they are exposed to lots of information or games in English³.

Attaining mastery of the phonetic system in early childhood assumes

² Butler Y.G. (2009). Teaching English to young learners: The influence of global and local factors. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 23–29). Reading, UK: Garnet Education. P. 88–89.

³ Cameron L. (2003). Challenges for ELT from the expansion in teaching children. *ELT Journal*. 57 (2). P. 105–106.

paramount importance, as achieving satisfactory proficiency becomes increasingly arduous with age. In later years, language acquisition demands heightened conscious effort, as the ability for imitation wanes, and exposure alone no longer suffices. The natural acquisition process, wherein gradual exposure to a foreign language leads to proficiency, diminishes due to brain maturation, typically solidifying around puberty. Consequently, surmounting a foreign accent becomes markedly challenging post this critical period. Hence, early exposure and targeted phonetics instruction are crucial for fostering accurate pronunciation and mitigating foreign accents in language learners⁴².

During this phase, the primary aim is to familiarize learners with the phonetic system through imitation, capitalizing on their ability to mimic pronunciation effectively at this stage. This is typically accomplished through regular grammar drills, focusing on patterns evident in dialogue presentations. While grammatical features are practiced, they're not explicitly explained linguistically.

Some challenges may emerge in learning English, particularly in pronunciation, sentence structure, and vocabulary usage. However, with good models to imitate, young learners can master the phonetic system effectively. Thus,

the emphasis should be on attaining complete accuracy in pronunciation, rhythm, and intonation, with less insistence on grammatical precision. In activities such as songs, riddles, or nursery rhymes, learners may memorize and accurately repeat lines in a parrot-like manner but may omit redundant elements when forming their sentences, as their primary focus is on conveying meaning.

Grammar instruction follows a contrastive analysis, leveraging positive transfer from learners' native language. Structures are introduced in familiar everyday contexts, and mechanical drills, sometimes in game form, are employed to actively engage learners. As children at this age thrive as active participants, methodology should incorporate oral and physical involvement in dialogues, role-playing, and dramatization as much as possible. As this phase lays the groundwork for further language acquisition, it's crucial to foster learners' interest with engaging methods, promoting a sense of joy and awareness of their progress, thus ensuring sustained motivation and enthusiasm throughout their language learning journey.

⁴ Jalolov J., Mahkamova G., Mamadayupova V, Ismatova L. Ingliz tili o'rgatish texnologiyasi: O'quv-metodik qo'llanma. - Toshkent: TDPU, 2010. - 96 b.

Unlike adults, children are generally not intrinsically motivated to learn English; their world revolves around their daily games and activities. Teachers should harness this curiosity and desire to play and explore by designing lessons that make learning English enjoyable and, occasionally, entertaining. By nurturing such interest, children are more likely to spontaneously use language forms in their interactions. The active involvement of teachers in games and activities is crucial in helping children overcome any hesitations they may have about using the language. Successful teaching necessitates consideration of learners' interests and motivations, as they are more likely to pay attention and engage fully when motivated. Therefore, incorporating activities and topics aligned with learners' interests can significantly enhance their learning experience and overall progress in English.

The term language experience is a methodology published in European languages it is hardly found in the literature, because in Russian (meaning the Russian Federation), English, German, French schools the only mother tongue is taken into account when learning a foreign language. In Uzbekistan in schools, in terms of the integrated language experience gathered from the mother tongue and the second language, as well as from the foreign language itself thinking is appropriate.

The knowledge that students' language experience is gathered from three languages, complex (synthesis) of skills and competencies (competency) is, its size, scope of application, interdependence the principle of taking into account the language experience of the methodology is included in the scope⁵.

Young learners can grasp some language rules and draw conclusions about English as a system. For instance, understanding phrases like "He played football yesterday" may lead to deductions about similar structures, albeit without full metalinguistic explanations. The imperative is easily acquired as children give and respond to commands in various games and activities. While possessive forms related to their belongings pose no issue, less emphasis should be placed on other forms of possessive adjectives or pronouns, as children may not be as interested in or familiar with them. When introducing pronominalization, learners tend to use nouns instead of pronouns like "he" or "she," showcasing their preference for concrete language forms. However, using the personal pronoun "I" seems less abstract and thus easier for them to grasp.

⁵ Jalolov J., Mahkamova G., Mamadayupova V., Ismatova L. Ingliz tili o'rgatish texnologiyasi: O'quv-metodik qo'llanma. - Toshkent: TDP, 2010. - 96 b.

Various interactive exercises should be introduced to teach grammar in a spontaneous manner, providing learners with ample exposure to internalize structures. Activities such as nursery rhymes, riddles, songs, storytelling, role- plays, games, and crossword puzzles can be highly effective in introducing and reinforcing grammar concepts. These engaging methods cater to learning a wide range of grammar elements, including articles, plural nouns, adjectives, pronouns, tenses, and irregular verbs, without the need for explicit linguistic explanations. Incorporating toys around the classroom can create an enjoyable and interactive way to practice prepositions, encouraging phrases like "Timmy is on the floor", "behind the door", "on the shelf", or "under the desk".

Combining physical activities with oral performance is ideal for young learners, as they thrive on multisensory experiences. Total physical response or total emotional response is particularly valuable in teaching young learners, as it allows them to learn spontaneously, engaging all their senses. Engaging in physical actions while verbalizing tasks enhances learning effectiveness compared to solely oral production. Given the tendency of young learners to become easily bored or tired, incorporating physical activity into lessons can help maintain their focus and energy levels⁶.

The national curriculum outlines the language proficiency expectations for fourth-grade learners. By the conclusion of the initial phase, learners are expected to have acquired and be proficient in spontaneously using various language elements, including:

- Present tense forms of "to be" and "to have" / "have got"
 - ☐ Present simple and present continuous tenses
 - ☐ Requests and orders using the imperative
 - ☐ Expressing ability using "can"
 - ☐ Personal pronouns
 - ☐ Forming questions with question words (who, whose, what, which, where)
 - ☐ Correct usage of "there is / there are"
 - ☐ Demonstrative pronouns/adjectives ("this/that")
 - ☐ Singular and plural nouns, including irregular plurals
 - ☐ Expressing possession using the Saxon genitive
 - ☐ Nouns with indefinite and definite articles

⁶ Tursunaliyevich, F. N., & Sharofiddinovich, S. S. (2023). Barqaror Rivojlanishni Maktabgacha Ta'lim Yoshidagi Bolalarga Singdirish. JOURNAL OF SCIENCE, RESEARCH AND TEACHING, 2(2), 26–29.

- Possessive adjectives
- Prepositions and adverbs of place and time (on, in, into, under, behind, in front of, at, to, between, here, there, always, every...)

- Cardinal numbers 1-100

In addition to these, learners should be able to recognize:

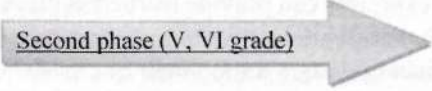
- Simple past tense and present perfect simple for expressing completed actions

- Use of "must" to express orders, phrasal verbs, comparison of adjectives

- Indefinite articles "a/an" and definite article "the" at a global level

□

Second phase (V, VI grade)



The initial stages of any grammar course should focus on gradually introducing tenses, taking into account that children have not yet fully mastered the grammar of their native language. The emphasis should be on introducing fundamental and straightforward structures, providing clear explanations in the mother tongue, supported by concrete examples and, if necessary, formulas.

During this phase, learners often encounter challenges, primarily due to difficulties in understanding grammar terminology in their mother tongue. Some grammar concepts may require initial explanation in Croatian before transitioning to English. For example, learners may struggle with grasping the concept of the third person singular in the present simple tense due to a lack of solid understanding of specific grammar terms in Croatian.

Despite the early introduction of verbs and tenses in English instruction, certain difficulties persist over time. One common challenge is the correct use of -s/-es in the third person singular of the present simple tense. To address this, teachers can incorporate engaging techniques and activities as reminders whenever learners forget. Additionally, distinguishing between the present simple and present continuous tenses can be challenging, but it's an essential aspect introduced at the start of the second phase. Drill exercises prove effective in reinforcing these structures through repetition, and teachers must carefully select which structures to prioritize for progression in subsequent phases.

As learners advance, it becomes important for teachers to gradually

emphasize the accuracy of grammar structures, using metalanguage to explain rules and usage, especially concerning the present simple and present continuous tenses. Croatian learners may encounter difficulties due to the absence of multiple present tenses in their language. However, it's essential not to overly rely on rote memorization of rules and definitions, as this approach can demotivate learners. Instead, a child-friendly approach should be adopted to facilitate English speaking and writing with reasonable accuracy and fluency.

Although articles are introduced spontaneously in the initial phase, learners may still feel uncertain about them due to the absence of an equivalent category in Croatian. Consistently highlighting articles through various exercises can provide learners with sufficient exposure to overcome this challenge.

Mastering question tags, those small questions appended to the end of a sentence for confirmation, may take time due to transfer from the mother tongue (e.g., "It's an interesting movie, isn't it?").

Children acquire sentence structures through a series of exercises where they encounter various patterns and learn them by analogy. This approach allows them to generate numerous sentences resembling those demonstrated by the teacher. Initially, children primarily learn through analogy, listening to adults and attempting to replicate sentences based on what they hear. It's only later in their language development that they consciously acquire grammar rules.

Teachers can employ a variety of exercises to integrate language skills and provide children with opportunities to work individually, in small groups, or as a whole class. Workbooks offer a range of exercises to support this. Language and grammar acquisition at this level typically starts with oral and written mechanical techniques. Fill-in-the-blank exercises and completion exercises are particularly useful for practicing pronouns, the verb "to be," the present simple tense, the present continuous tense, etc. To avoid monotony, teachers can introduce replacement exercises. Substitution tables and drills are effective for familiarizing learners with correct tense forms, plural forms, and possessives. Teachers can create various scenarios for asking questions in the classroom, promoting interactive communication. Additionally, describing pictures is a valuable individual activity, allowing students to practice vocabulary and sentence structure autonomously.

At this level, it's crucial to introduce fundamental grammar concepts gradually, utilizing simple language and avoiding overly complex

structures. Extensive practice and continuous repetition of grammar structures through diverse exercises are emphasized to ensure learners have ample opportunity to reinforce their understanding and application of grammar rules effectively.

Rivers outlines six types of exercises for learning:

- ☐ Grammar structures in the initial stages of language learning.
- ☐ Repeating sentences to mimic the model.
- ☐ Replacement exercises.
- ☐ Conversion or transformation of structures.
- ☐ Sentence extension and fill-in-the-blank exercises.
- ☐ Response practice.
- ☐ Translation exercises.

At this stage, learners face the challenge of mastering tenses, as all basic tenses are introduced in textbooks for sixth graders. Structures are presented within situational contexts and subsequently practiced through various exercises. Elements of the direct method, such as transposition, substitution, dictation, narrative, and free composition exercises, are incorporated. Additionally, characteristics of the Audio-Lingual (AL) method, such as dialogues, practice emphasis, and pattern drills (structural drills), prove beneficial. Question-answer exercises and substitution drills, particularly focusing on the past simple tense, are employed to reinforce tense usage and comprehension.

Learners are expected to proficiently create dialogues, descriptions, and retellings based on vocabulary, grammar structures, and communication patterns. They are encouraged to apply introduced structures in creative oral and written exercises. Workbooks are utilized to enhance learning and provide opportunities for home practice. Incorporating engaging elements like drawings, pictures, crossword puzzles, and interactive components stimulates children's interest and motivation, fostering logical and cognitive development. Workbooks, compared to ordinary notebooks, are deemed more attractive, efficient, and time-saving. Both drill exercises and creative activities contribute to positive outcomes, with neither to be neglected or excluded. Therefore, this combination is increasingly utilized as learners progress towards communicative competence and proficiency.

The approach to grammar is explicit, with the gradual introduction of metalanguage. However, mechanistic drill exercises focused solely on memorizing rules are avoided in favor of more engaging and meaningful practice activities.

At the end of this phase the learners should master the following structures:

- ☐ Verbs: "to have", "have got", "to be"
- ☐ Present simple and present continuous tenses (positive, interrogative, and negative forms)
- ☐ Phrasal verbs
- ☐ The "going to" future tense to express planned future actions
- ☐ The simple future tense to predict future actions
- ☐ Modal verbs "can" and "may" to ask for permission
- ☐ Modal verbs "must" and "have to" to express obligations
- ☐ Past simple tense of regular and irregular verbs to refer to past actions
- ☐ Modal verb "would" to express requests
- ☐ Possessive pronouns (e.g., mine, yours)
- ☐ Plural nouns, countable and uncountable nouns
- ☐ Indefinite quantifiers: some, any, much, many
- ☐ The gerund (e.g., I like listening to music)
- ☐ Comparison of adjectives (short/long, irregular)
- ☐ Possessive adjectives (e.g., my, your)
- ☐ Prepositions of place and time
- ☐ Frequency adverbs and adverbs of time
- ☐ Cardinal and ordinal numbers (1-1000)

Learners are introduced to the present perfect simple to express the result of a completed action, but just at the level of recognition.

Third phase (VII, VIII grade)

Teaching grammar follows a progressive pattern, expanding learners' comprehension of earlier phases over time. During puberty, oral and mechanical learning transitions into a cognitive process. The primary goal is to encourage conscious engagement in language learning. Starting with mechanical imitation, the aim is to progress towards conscious generalization. Proficient learners, when appropriately guided, can achieve generalization, experiencing a sense of fulfillment and achievement upon success. Both induction and deduction are utilized, as they complement each other. Deduction is particularly effective in explaining analogies and similarities, building upon the foundation established through induction in introducing basic concepts.

Active participation is crucial as learners tend to remember concepts they engage with. By involving learners in grammar activities, they become analysts and problem solvers, discovering rules and generalizations inductively. This hands-on approach fosters a deeper understanding and enhances retention, as learners are actively involved in the learning process.

After providing examples in context, grammar rules can be practiced in isolated sentences, allowing learners to construct sentences they may not have encountered before. Stimulating learners' activity is essential as they move beyond mechanical drills. They should be able to express opinions, feelings, and describe events and situations. Learning grammar helps them master communicative and functional structures more efficiently, as grammar knowledge is crucial for understanding and successful communication.

Many learners attribute their language difficulties solely to grammar, equating language with grammar. However, their challenges often extend beyond grammar and are more closely linked to the socio-cultural domain rather than the correct sequence or usage of tenses. Therefore, it's important to demystify grammar. Educators should leverage knowledge of learners' mother tongue to emphasize similarities or difficulties in language structures and explain differences in socio-cultural backgrounds, aiding in a deeper understanding of language that encompasses cultural nuances and socio-cultural factors.

This phase focuses on systematizing, consolidating, and practically applying all grammar material through various oral and written exercises in textbooks or workbooks. The material covered in earlier phases is continuously reviewed, with gradually less frequent but equally important grammar units introduced. More complex grammar exercises are introduced, and in cases of interference, drill exercises are intensified. Various exercises, including conversion, completion, question-answer, and translation, are employed to reinforce grammar concepts systematically. New vocabulary is avoided in grammar exercises to maintain focus on the structures being practiced.

Primary school learners often struggle with tense usage, particularly simple and progressive tenses. Teachers emphasize all key factors related to tenses, as they are crucial for expressing present, future, and past events accurately.

To ensure effective language learning, teaching materials must be engaging and inspiring, captivating learners' interest in language

activities. Teachers act as facilitators, mentors, and aids, fostering active involvement and ensuring that English communication is enjoyable for learners.

Grammar instruction is integrated into communicative patterns, reiterated and strengthened through concentric circles of learning. Metalanguage is employed to elucidate rules, and English grammar structures are juxtaposed with their counterparts in Croatian.

In essence, the aim is to create an environment where learners feel motivated to participate actively in language acquisition. Teachers guide learners through the learning process, encouraging them to engage with the material and facilitating meaningful communication in English⁷³. By the end of primary education, learners are expected to have acquired proficiency in various grammar structures, including:

- ☐ Present simple, present continuous, and present perfect tenses (form, use, and distinctions)
- ☐ Past simple and past continuous tenses (form and use)
- ☐ Simple future, going to future, present simple, and present continuous to express future actions
- ☐ Modal verbs (can/could, be able to, may/might, must/have to, ought to, shall/should, will/would)
- ☐ Passive voice in present simple, future, and past simple (form and use)
- ☐ Personal pronouns in subject and object forms
- ☐ Relative pronouns and indefinite pronouns
- ☐ Nouns: singular/plural, countable/uncountable nouns
- ☐ Rules for using and not using articles
- ☐ Comparison of adjectives: equality, superiority, and minority
- ☐ Adverbs of manner, place, and time (form and use)
- ☐ Question tags
- ☐ Reported speech and questions with the main verb in present tenses³
- ☐ Indirect requests/commands
- ☐ Word order (subject-verb-object)
- ☐ Subject and object questions

Additionally, learners are introduced to conditional clauses (first and second types) and temporal clauses at a recognition level during this phase. These grammar structures provide learners with a solid foundation

⁷ Bourke J.M. A Rough Guide to language Awareness. // English Teaching Forum. V.46, N ol. 2008. -P.12-21.

for further language learning and communication.

Conclusion on the theme:

The outlined curriculum objectives for the initial phase provide a clear roadmap for the expected linguistic outcomes, covering crucial aspects such as verb usage, tenses, pronouns, and prepositions. Acknowledging potential challenges, like introducing grammar terminology and addressing persistent difficulties such as the third-person singular -s, guides a pedagogical strategy that balances precision with practicality.

As learners progress through subsequent phases, a shift towards cognitive learning processes becomes evident, emphasizing conscious generalization and analytical skills. Recognizing the need to demystify grammar and contextualize it within socio-cultural domains aligns with a holistic approach to language education. This acknowledges that language is more than just a set of rules but rather a dynamic and culturally embedded communication tool.

In essence, the conclusion underscores the importance of adopting a flexible and adaptive teaching approach that accommodates the evolving needs of young learners. It highlights the significance of early phonetic mastery and advocates for gradually guiding students toward a conscious understanding of grammar. Throughout this process, the focus remains on promoting meaningful communication as a central goal of language education.

Glossary:

Ability - an assimilated entity comprising ways of doing things, acquired knowledge, and skills.

Approach to learning - a learning strategy and the choice of language for teaching methods, implemented as part of such a strategy; perspective on the essence of the subject that must be taught.

Audiovisual training - educational aids designed to present visual and auditory information.

Authentic materials - texts and other materials (newspapers, maps, schedules, transportation information, theater tickets, advertisements, etc.) created in the target language country and originally intended for use by native speakers, but later adapted for use in educational settings.

Brainstorming - a special method of organizing collaborative creative work among a group of people, aimed at enhancing mental alertness and finding intelligent solutions to complex problems through group brainstorming and problem-solving.