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FORMATION OF COMMUNICATIVE COMPETENCE OF PRIMARY SCHOOL LEARNERS WITH ADVANCED STUDY OF ENGLISH

Early learning of foreign languages has been shown to contribute to a child's all-round development and lay a solid foundation for further learning. In today's world, where language skills are one of the most important tools for success, teaching English in primary school is of particular relevance. In order to meet the new requirements of the times, it is necessary to introduce innovative teaching methods that would allow students not only to master the language, but also to develop communication skills and a culture of thinking.

In primary school, the main task of a teacher in teaching a foreign language is to develop students' basic communicative competence. This means the ability and readiness of younger students to communicate interpersonally and interculturally with native speakers of the language they are learning, both orally and in writing, within limited typical situations and areas of communication that are accessible to a child of primary school age, i.e. at a lower introductory level of language use.

The formation of foreign language lexical competence includes three stages: 1) familiarization with new lexical items; 2) receptive-reproductive training; 3) communicative practice. The purpose of the first stage is to introduce new vocabulary items, explain their meaning and ensure initial mastery. The purpose of the second stage is to organize students' training in mastering the form and meaning of new lexical items, as well as in their use at the phrase level. The purpose of the third stage is to provide students with the opportunity to practice new vocabulary in various types of speech activities [3, p.6].

One of the most effective methods of teaching a foreign language to first-graders is the so-called Associative Symbols Method (ASM). The basis of this method is the acquisition of foreign vocabulary and grammar through imitation, which is as close as possible to real conditions. This is the language of movements, gestures, facial expressions, body language, as well as the code language of ideas and associations. Accordingly, according to the hypotheses of research scientists, the sound language of people was preceded by sign language (William Stockow). The main aspect of this method is the presence of a game component. It is thanks to this component that MAS has an advantage over traditional approaches to learning. It is known that in order to teach a foreign language to primary school children, it is necessary to use methods and forms based on various elements of game activities in combination with exercises and techniques such as questions, visualization, instructions, explanations, etc [1, p. 325].

In the practice of teaching foreign languages abroad, the method of James Asher, called Total Physical Response (TPR), is widely used at the initial stage of learning. This method is based on the idea that the absence of stressful situations significantly

increases motivation to learn. Its basic principles include: 1) understanding of a foreign language should precede speaking; 2) understanding should be developed through the execution of commands; 3) there is no need to force speaking, as the readiness to do so appears spontaneously through the performance of physical actions on commands. However, there is no consensus among scholars on the appropriateness of using the full physical response method for learning a foreign language. Some criticize the use of commands as the main method, considering it artificial and ineffective from the point of view of the communicative model [2, p. 304].

Michael Gruneberg, a well-known modern expert and author in the field of teaching methods, believes that the keyword method is the most effective way to learn foreign languages. In his author's program Keyword, he shows that using associations to memorize new words is effective and efficient.

In order to stimulate primary school students' interest in learning English, the following techniques are used to train students in the use of phonetic, lexical and grammatical material at each stage of learning, namely: 1) competitions: games, contests, quizzes; 2) guessing: charades, riddles, crosswords; 3) reincarnation: pantomime games, sketches, dramatizations, role-playing games; 4) artistic performance: counting, tongue twisters, rhymes, poems, songs; 5) story organization: fairy tales, legends, fables and other stories.

Therefore, the development of communicative competence in primary school students with advanced study of English is an important aspect of their educational process. Effective acquisition of language skills at an early stage provides the basis for further development of communication skills in different situations. The use of interactive teaching methods, active language practice, and maintaining interest in language learning help students not only master the language material but also develop the ability to express themselves fluently in English.

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