

PRACTICAL AND THEORETICAL PROBLEMS IN TEACHING ENGLISH

Bazarova Umida Mamurjanovna

Associate Professor of the Department of Uzbek and Foreign Languages
Navoi State University of Mining and Technologies, Navoi, Uzbekistan

Abstract:

This scientific article reveals practical and theoretical problems in teaching English. Consideration of the natural language environment as an important factor affecting the effectiveness of the educational process is considered a characteristic feature of the English language methodology as a solution to the main problems.

Keywords: English language, student, native language, practical and theoretical problems, didactics, educational process

The solution of practical and theoretical problems of English language teaching methodology is a field of pedagogy. It belongs to the cycle of pedagogical sciences and is closely related to each of them, primarily as didactics. Didactics and methodology have the same object of study. The entire set of events and processes related to learning is related to the methodology. However, didactics studies the general issues of teaching, regardless of the specifics of a specific subject.

The methodology examines the issues of teaching a specific subject, in this case the subject of "English". The relationship between didactics and methodology is the relationship between general and specific theories of learning.

The connection between methodology and didactics is manifested in the generality of the categorical apparatus, with the help of which various aspects of the educational process are described. Each subject uses the concepts of purpose, content, method, principle, educational tools, etc. Each methodological concept is deeper than the corresponding didactic concept, because it includes general concepts as well as components specific to the methodology. For example, through the principles of teaching, the pedagogue understands not only didactic principles common to all educational subjects, but also principles specific to the methodology: communicative, taking into account the mother tongue, etc. Another aspect of the connection between methodology and didactics is the use of the main methods of scientific research, such as learning and summarizing teaching experience, observation, oral and written inquiries, tests, experimental studies, and experiments.

The methodology of teaching English also has common features with the methodology of using specific methods of scientific research - from the field of linguistics: analysis of the form, meaning, and application of language phenomena, comparison of phenomena of native and English languages, etc., but these methods the differences between them are so great that

they do not allow us to consider them as one science. The processes of learning native and foreign languages, which are different according to their psychological essence, determine the diversity of the goals, content, teaching methods, and other categories of these subjects. English language teaching methods have a lot in common with other foreign language teaching methods, particularly in the area of methods, techniques, and teaching aids. However, each language has its own internal structure, and it is not always advisable to transfer the teaching methods of one language to the field of teaching another language without taking these characteristics into account [5.p.3].

In addition, in the teaching of the English language in our country, which facilitates the acquisition of speech activity, on the other hand, the development and improvement of speech skills in the language environment is increased in the initial stages of training. Considering the natural language environment as an important factor affecting the effectiveness of the educational process is a characteristic feature of the English language methodology. The methodology of teaching English is related not only to pedagogical sciences, but also to linguistics. Linguistic information allows you to correctly determine the content of the "English language" subject, organize educational material, determine educational units, complete exercises and texts, etc. [6.p.6]. Teaching the mother tongue, as an object of mastering the English language, allows ensuring the features of speech activity, educational laws of formation of speech abilities and skills, factors affecting the educational process and its effectiveness. The results of studying the psychological characteristics of the participants of the educational process - teachers and students - are also important for the methodology. Pedagogy and linguistics are the main subjects for teaching English. Without them, the methodology cannot exist and develop effectively. The development of the methodology is also helped by its interaction with other areas of scientific knowledge. These include: communication theories, information, general systems theory, mathematical statistics, etc. Scientists pay attention to the scientific justification of the purpose and content of teaching in the educational process, the analysis of the effectiveness of direct and translation methods, the development of pronunciation, vocabulary and grammar teaching methodology, o focused on the issues of taking into account the mother tongue in teaching. Particular attention was paid to determining the position of methodology as a science and its relations with linguistics. The most important scientific results were achieved in the development of methods based on the data obtained by comparing the English language and the students' native languages. A new stage in the development of the methodology occurred when the number of students in universities increased significantly. Departments and departments of foreign languages are being established in higher educational institutions, preparatory faculties for foreign citizens are being opened. During this period, the methodology of teaching English received its didactic, linguistic and psychological foundations and finally formed as an independent scientific discipline. Educational goals were determined and, in accordance with them, the

content of English language teaching was revised, the principles of language material selection were developed, and the first scientifically based lexical and grammatical minimums were created. Issues of teaching aspects of language and types of speech activity, comparative methods and analysis of artistic text were developed.

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