METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Annotatsion

The article provides information on how to teach English as a foreign language.

Keywords: Foreign language, teaching methods, interference, teaching, speech practice, teaching theory, dictation methods.

Introduction

Teaching a mother tongue in school is different from teaching other languages because the communicative function and educational significance of languages are common to all, but the norms of action of such functions are different in each. For example, in the study of the subject "Mother tongue" to students, its communicative and educational functions are carried out in the same way. Education and upbringing depend on it. Because the mother tongue is practiced before school. Currently, writing and reading skills in the native language are being developed, and speaking skills are being improved. The educational aspect is taught with special attention. In a second language, too, practical skills are formed first (or enough), and theoretical knowledge is, of course, less pronounced than in the mother tongue. Every work begins in the teaching of a foreign language, a new linguistic system of communication is formed. Learning support (written theoretical knowledge) is subject to the creation of acceleration (intensification) and facilitation (optimization) of the acquisition of practical skills and competencies. The realization of the practical purpose of information has a direct impact on education, becoming the main task of speech reception (communication) in the learning process. , in native language learning, and then file ownership and damage. Noise helps more in adapting to an existing event.[1]

In pedagogy, the problems of teaching the subject (for what purpose), what (educational content), how (methods and principles) and to whom (the student) are studied. The purpose of education is a system of social relations. (society). In science, as well as in educational science, the goal is a hypothetical result of the imagination. The purpose of education is defined by anticipating the future. The goals of foreign language teaching are limited to the scope of comprehensive development of the individual. Based on these tasks, there are practical (communicative), general, educational and developmental goals in foreign language teaching. The next issue of teaching theory is . According to the rules of education, the content of

education is determined in accordance with the characteristics of foreign language teaching. Research shows that the content of foreign language education consists of speech skills, speech topics and language material. Teaching methods and principles are developed in pedagogy. In foreign language teaching, they are applied in a unique way. Finally, the foreign language methodology uses the educational achievements of the main participants in the educational process - the teacher and the student. Guidelines for the organization of lessons and extracurricular activities will be developed. Didactic information is the basis for this. The methods and principles of foreign language teaching, as mentioned in the introduction to this topic, are based on pedagogy. At this point, it is useful to briefly comment on consciousness, which is one of the leading didactic principles. The principle of consciousness is closer to the subjects that teach the basics of science. However, the teaching of a foreign language cannot bypass this principle. There has been a gradual evolutionary change in the practice of foreign language teaching and in the interpretation of the principle of consciousness in published scientific sources. In the late 1940s and 1950s, the study of consciousness as a system of knowledge and theoretical material in a foreign language was promoted.

The content of the methodical manuals published at that time shows that the grammatical, lexical and phonetic materials of a foreign language were presented primarily through deep theoretical rules, and the lessons were held for educational purposes. By the end of the 1950s and the beginning of the 1960s, consciousness had begun to be interpreted differently by Methodists. In foreign language learning, the content is primary and the form is secondary. The need to understand the oral and written text first, and then to pay attention to the linguistic phenomena in it, was encouraged. The method was thought to be intuitive and could be studied without the involvement of the mind. The principle of consciousness, it seems, is associated with the understanding of the meaning of speech in a foreign language. In fact, the process of speech acquisition is not taken into account. In the second half of the sixties, the conscious study of a foreign language was scientifically substantiated by students' comprehension of speech content and understanding of language units in speech components. The elements of the theory are stated for a practical purpose and speed up the process of language learning and make it easier for students. The conscious-comparative method, developed on the basis of the principle of consciousness, is preserved with a number of changes in all three methodological approaches. In the current methodology, comparison is a methodical activity carried out by methodologists and teachers who develop textbooks and programs, taking into account their language experience, rather than the students themselves. In the lesson, the student understands the phenomenon of a foreign language, but does not deal with the comparison of languages (see "Fundamentals of Linguistics"). Linguistic bases of foreign language teaching. The term "foreign language teaching", as mentioned earlier, means to teach speech in a foreign language. Language is a set of coding tools and rules of their use in the minds of a particular community (English - language, Spanish - lengua, nem ischa - Sprache, French - langue). The main

function of language is a means of communication in human society, which consists of a system of signs.

Language is also a means of developing thinking and transmitting cultural and historical heritage from generation to generation. [2] Without language, there can be no speech, without communication, there can be no society, and therefore no human being. Speech is a direct reality of language. It is important to distinguish between language and speech in order to organize foreign language teaching. Units of language, especially lexicons, are large in size, and about two to three thousand words are used in human speech. Writers use between 20,000 and 25,000 words in their work. Some languages have a vocabulary of up to half a million. Students in a foreign language are actively learning thousands of words. Language is a social phenomenon and speech is an individual phenomenon. Language, simply put, is a system of units and their communication, and speech is both oral and written. Language can only be learned through speech. Linguistic symbols in a language, from letters / sounds to morphemes, words, phrases, sentences, and text, and the use of these symbols in speech can convey information. N utq is always a product or a process. Text linguistics recognizes text (macro- and microtext) as a unit of speech, not speech (macro- and microtext). The methodology makes positive use of the achievements of linguistics. For example the concept of a speech pattern developed by linguists studying the structure was quickly absorbed into the methodology. Speech patterns play a key role in foreign language teaching. A speech pattern combines the lexical, grammatical, and pronunciation aspects of a language and is a ready-made phenomenon for use or comprehension. As a linguistic phenomenon, it is used in speech at the level of a whole unit, in which the linguistic subunits are practiced separately. The complex study of language phenomena and the repetition and consolidation of those that are difficult from the elements are achieved in special exercises. The difficulties of the studied language are known from the scientific results of the branch of linguistics called linguistic communication. Below we will focus on identifying and classifying the difficulties of language phenomena in education. , it is crucial to be able to use the mind and overcome them. Overcoming foreign language difficulties and mastering the types of speech activities is a natural phenomenon in the experience of schoolchildren. Foreign language difficulties are functional, formal (form) and semantic (meaning) aspects. Linguistic unity is either functional (at the level of understanding, application), or formal (in construction, structure), or semantic (in meaning). Each of these aspects can be difficult or easy to learn, regardless of whether these aspects are integrated into a single holistic unit. There are two major categories: easy and difficult. Easy units include commonalities (similarities) to language phenomena in students' language experiences. Mas. it is possible to specify a single (intemational) foreign language vocabulary with words in the native language or a second language: tennis - tennis, dollar - dollar, business - business, etc .; In the grammatical field, too, easy events are found in sufficient numbers. [3] For example. functional aspects of verb tenses or a simple level of

quality; there are also many relative similarities between pronunciation materials: phonemes such as [p], [t], [k], [s], [tj]. These and other common language experiences can be expressed in the methodical language by the term potential language material (potential vocabulary / grammar / pronunciation units). It is possible for learners to learn potential units in less time due to their intrinsic ability, i.e. relevant language experience. Potential events can also be classified or categorized. Methodological typology of complex material is directly related to improving the effectiveness of language teaching.

Mistakes are inevitable in the teaching of difficult-to-understand language material. This means that mistakes are difficult to make in terms of cause and effect. Therefore, mistakes are prevented by overcoming difficulties. All difficulties are divided into two main groups: the ruler and subordinate difficulties. The ruler in the first group consists of the most complex units. As they are mastered, explanations and rules are given along with the exercises (for example, an article). The second category of subordinate difficulties is mastered through less rules and explanations, mainly through exercises. Language units that students learn through a positive transfer of language experience or by imitating a teacher's speech belong to this group. [4]

In summary, the typology of difficulties is created as follows:

1. Interference (influence) and organizational difficulties due to their occurrence (this type of difficulties arises as a result of the negative influence of the mother tongue, second language and foreign language).

2. Difficulties with receptive and reproductive language acquisition. They are called functional, semantic, and formal difficulties.

3. In terms of prevention factors, they are divided into dominant and subordinate difficulties. The structure of speech includes: oral dialogue - dialogue (pair), conversation, discussion; oral monologue - one-on-one narration, storytelling and riddles, speeches, lectures; written monologue - letter, form, congratulation, plan, abstract, abstract, article, etc.

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