

MODERN METHODS OF TEACHING ENGLISH

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Abstract

The article scientifically substantiates the features of teaching English in vocational schools. One of the pressing problems is the training of young people who are able to speak foreign languages to ensure the development of Uzbekistan at the international level, to be courageous, competent, knowledgeable and significant specialists who have their own independent opinion.

Keywords: vocational schools, secondary schools, English language, world community, foreign countries, economics, politics, custo.

Introduction

Today, the developing country of Uzbekistan is restoring political, economic, cultural and educational ties with the countries of the world community. The interest of students in society in the economy, history, customs and language of foreign countries is increasingly increasing. Education became a top government policy priority, including an emphasis on the English language. Children should study foreign languages and modern computer programs in depth. Today, attention to the English language is of particular importance. Particular attention is paid to teaching children foreign languages from kindergarten. It should be emphasized that "he who knows the language knows the people." Our ancestors have always used this proverb and still say it today. In a society that speaks a language, a person has a broad view of the world, travels around the world, gets acquainted with the customs of other peoples, clothing culture, history, national dishes, and thereby understands himself more deeply. Aimed at perfect learning of the English language. Today, the interest of our youth in foreign languages is increasing. Some of our young people are studying Russian, English, Korean, Japanese and Turkish with great interest. Some of them are studying for a master's degree abroad.

Teaching English to primary school children will develop their ability to learn the language and speak English fluently in the future. It is common knowledge that language learning also depends on age.

According to psychologists, children learn language faster and easier than adults. Children's natural inclination to learn language is due to their strong imitative nature. It should be noted that children 6-7 years old do not understand the meaning of information, but memorize it mechanically. Therefore, it is necessary to teach English to primary school students, starting with the use of simple words that are often used in everyday life, and not by teaching grammatical concepts. If we start by teaching grammar, we may bore them and sabotage their interest. In teaching English, all didactic principles, that is, the principles of

didactic teaching, awareness, activity, demonstration, systematicity, individual approach, thorough assimilation and compatibility, are implemented in a holistic relationship with each other.

Everyone knows that several methods are used when learning and teaching foreign languages. These are the grammatical translation method (GMT), the direct method (DM), the audiolingual method (ALM), the audiovisual method (AVM), the indirect method (IM), which has long been used in teaching foreign languages, and the communicative translation method. A method that is widely used today in the study and teaching of foreign languages (FFL) [1].

In the elementary grades, it is advisable to simplify subjects, from simple to complex, from simple to complex. In this case, it is advisable to properly organize practical exhibitions along with the theoretical information required for teaching the subject so that the teaching is lively and effective. In the process of teaching children a foreign language at school, it is necessary to take into account the correctness, accuracy and speed of their thought process and mental operations, and pay special attention to their individual psychological characteristics. English is divided into four aspects (reading, writing, listening and speaking), and separate concepts and skills are given for each of them.

For students to listen and understand, they need a computer, a player, and CDs. Without them, this process is impossible. Using a computer, the teacher can show students various films, videos and play audio. This increases the opportunity for students to gain more information through visual and audio reception and learn English with relative ease. Listening comprehension is one of the most important parts of language learning. At the same time, the student is required to pay attention to the teacher's pronunciation, adherence to grammatical rules, vocabulary and its meanings. When using modern technologies in the educational process, students must also be able to effectively use new technologies. Particular attention should be paid to listening comprehension skills. G. R. Rogova divides the content of listening training into three parts:

1. Linguistic part. This includes language and speech material.
2. Psychological part. This is the formation of skills and abilities to listen and understand voice speech.
3. Methodological part. Listeners are taught listening techniques, and rules, principles, techniques and tools are taught through listening and comprehension technology [2].

Currently, different principles are used in teaching foreign languages.

1. Linguistic principles.
2. Didactic principles.
3. Psychological principles.
4. Purely methodological principles of teaching a foreign language.

Apart from various pedagogical principles, these English classes need to use active innovative methods and organize "Conversation Clubs" for students. In addition, the attention of parents and joint work with students is very important so that they can learn English easily and quickly. Because language is a means of communication. The more

students use new words they learn outside of class, the more those words will stick in their memory. In their free time, students can reinforce lessons by listening to exercises aimed at developing listening comprehension. We will also have the opportunity to improve the quality and efficiency of education through the use of innovative technologies for the effective use of modern information technologies in teaching English.

through collaborative learning methods based on new pedagogical technologies, students can be divided into small groups, encouraged to learn the language in a mutually cooperative manner, and increased opportunities to communicate with others. In addition, the correct organization of the lesson, i.e. special attention to the correct organization of the educational process, issuing homework, introducing children to various grammatical rules of the English language in presenting a new topic through tables, exhibitions, and brainstorming during the game. time (What's yellow?, Whose pen is red?, Whose pen is yellow?, Whose book is green?...) it is necessary to be able to properly organize students' rest time.

Using role-playing games can also help students learn new words quickly and easily. In addition, every teacher must be able to work correctly with textbooks. Because, no matter how necessary and relevant new technologies are, the role of the textbook in the learning process is very great. The textbook is the main tool in teaching English. Because this is not only material, but also determines the methodology of work and shows the direction of the entire educational process. In secondary schools, foreign language speaking activities are taught and developed in the sequence of oral speech, reading and writing in grades 5-6-7, and in grades 8-9-10-11 - in the sequence of reading, speaking and writing. Regardless of the methods and methods of teaching students, a teacher must first of all love his subject and children with all his heart and be constantly aware of news in his field.

In order to understand a language and correctly express your thoughts in it, it is impossible to have the ability to speak a foreign language without developing the grammatical mechanism of the language being studied. Mastering the English language is impossible without studying its grammar. Grammar must be studied in order to listen and understand speech, speak, read and write. Nowadays, when teaching grammar, it is necessary to use more example sentences. The main goal of teaching English grammar is to ensure the correct formation of various types of speech activity. When teaching grammar, it is necessary to develop skills in the correct use of pronouns and suffixes of personal numbers of verbs. Students need to develop synthetic speech skills, the ability to correctly use simple and complex sentences. When teaching English grammar to schoolchildren and students, the experience of studying Russian and their native languages is also taken into account.

I have already read fairy tales - I have already read a fairy tale; I play chess - I play chess

I read books ,

Я читаю книги,

I live in Khorezm

Я живу в Хорезме

Russian and English use prepositions, but Uzbek does not use prepositions;

Я работаю в школе

I work at school

It is easy for students to learn by comparing sentences in English and Russian. Students have no difficulty translating from Russian into English, English sentences into Russian and composing sentences. But the order of sentences in Uzbek is not similar to these two languages. Because the participle of the first sentence in the Uzbek language comes at the end of the sentence. Working on grammatical material means explaining grammatical material, studying it and consolidating it. When introducing and explaining grammatical material, its form, meaning and use are studied, its pronunciation, reading and writing, and construction are explained. Grammar material is reinforced through exercises. Each grammar topic is reinforced with oral and written exercises in the group and at home. After the teacher explains the grammatical material, students themselves pay attention to the rules for studying grammatical material. Creating and teaching the structure of new grammatical material is carried out in two different ways.

An inductive path means a path that is general in characteristic in a broad sense; Language in a text is observing facts, collecting them in living speech, learning them by generalizing specially collected examples as models or rules.

The deductive method is the opposite. The deductive method takes less time. First the rule is given and then examples are given. For example: The present continuous tense is made up of part I, which was used to be.

He is working in the garden now

She is playing tennis

We are reading books

First, it is told how to form the present continuous tense of a verb, and then it is explained to students using examples. When teaching grammatical material inductively, the teacher first gives examples of grammatical material, analyzes and, using examples, teaches together with the students the rules of its construction, meaning and application.

They say that the action takes place at a certain time, that is, now.

Somebody is knocking at the door

Is anyone looking for you?

I saw nobody in the darkness

Students will learn to use the pronouns someone, someone, somewhere in demonstrative sentences, no one, no one, nowhere in indefinite sentences, anyone, anyone, somewhere in interrogative and indefinite sentences with the help of examples written in blackboard This is how students formulate and analyze a given topic. It is also necessary to consider whether the students have experience or not. Students master the English Past Continuous and Past Perfect tenses well. The Present Continuous is very easy to learn from the Present Perfect.

When teaching inductively, examples are given in English of previously taught grammatical material. Under the guidance of the teacher, students draw conclusions about the creation and structure of this material. In this case, the teacher encourages and reinforces the topic by asking students additional questions to achieve the goal.

In a deductive way, the teacher explains the entire grammatical topic, rules, and construction. For example; The present perfect tense is formed with have+Part II. Verbs are regular and irregular, regular verbs are supplemented by ed., d. The forms of Part II of irregular verbs are obtained. Methods are mentioned as always, never, simply, already.

I have already painted this picture. I have never been to America

The teacher writes sentences on the board and asks students to make similar sentences.

Students can also be taught grammar material in a lexical way. In elementary grades:

I am a pupil

It's a dog

It is a picture

It is a monkey

It is a flower

explained like this.

Am, is, are are explained as words and not as grammatical material. When the present indefinite tense is explained later, students will understand it themselves.

I can play football.

I can swim in the river.

I must help my mother.

He must do his lessons.

May I open the window?

When we teach these modals, we teach them concepts like "can do", "should do", "can do" instead of modal verbs. It will be very easy for students to understand if simple, comparative, accusative degrees of adjectives are taught by comparing them with these degrees of adjectives in their mother tongue.

For example:

Big; bigger; the biggest;

катта каттароқ, энг катта

Clever; cleverer; the cleverest;

Ақли, ақлироқ, энг ақли

Long; longer; the longest;

Узун, узунроқ, энг узун

For example, when teaching Present indefinite tense with interrogative form;

Do you work every day?

I don't work every day.

Students can easily understand such examples compared to examples in their native language. It is also important to teach English to young people based on the heritage of thinkers [3-5] through various modern pedagogical technologies [6-9].

Conclusion

Presentation of grammatical material is the first stage of explanation, and performing exercises, assimilation, consolidation is the second stage. It will be easier for students to

understand and learn grammar if there are similar events in their native language. The main purpose of introducing grammatical material is to develop skills; in addition, students are recommended to perform conditional speech exercises. In the future, they use the acquired grammatical skills to understand dialogic and monologue speech by ear, speaking, reading, writing, and exchanging ideas. Knowing grammar is very important. Without knowing grammar, we cannot express any of our thoughts and cannot understand the thoughts of others.

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