

THE METHODOLOGY OF TEACHING ENGLISH IN SCHOOL

Quvondiqova Madina Student

Foreign languages Department, JSPI

Abstract

The aim of this practice was to discover the most effective ways of teaching a foreign language to children. In formation of interest to a subject the huge role is played by the person of the teacher. Therefore a vow of effective dominating English language by the understudies is demonstrable skill of the educator which ought to in the work not just consider the deliberate standards hidden instructing, yet additionally to be in steady inquiry of new gatherings and method for showing which will recuperate something new, will make it intriguing, intellectual and recollected.

Keywords: methods, teacher', didactic principles, vocabulary, grammar, pedagogical process, pupils, aspects of language, integration, speech units.

Introduction

In the process of working as an English teacher it is necessary to pay attention on those basic statements in which the most essential parts of activity are reflected and generalized. That means the methodical principles underlying teaching. Of instructing are perceived as beginning explanations which decide the reasons, the substance, strategies and the association of educating and are displayed in interrelation and interconditionality. For our situation standards are utilized to characterize technique and strategies of showing English language at all stages for all intents and purposes in each place of instructive interaction.

Main part

Far as the after effect of instructing of understudies unknown dialect is arrangement their abilities of utilizing language as method for intercourse, the main standard is the rule of an open direction. Principle work is in production of all states of correspondences: intentions, purposes and issues of intercourse. The

informative direction characterizes determination and the association of language material, its situational restriction, open worth both discourse and preparing works out, open detailing of instructive issues, association and construction of the example. This principle assumes creation of conditions for speaking and intellectual activity of pupils during each moment of teaching. From the afore said teacher should follow the rules:

1) Principle of communicative orientation

- 1 - Selection of situations.
- 2 - Recurrence and novelty.
- 3 - Participation of everyone in intercourse.
- 4 - Favorable conditions for intercourse.
- 5 - Communicativeness of tasks.

The basis of this realizing there is children's acquaintance with the form and functions of corresponding units of English language. From this, it is possible to plan some rules - following which allows realizing this principle in teaching and educational process.

2) Principle of support on the native language:

- 1. Display of generality between Russian and English languages.
- 2. Formation of the common educational skills.
- 3. Use of similarity and distinctions in the script.
- 4. Use of similarity and distinctions in pronunciation.
- 5. Uses of carry and avoidance of interference in teaching vocabulary and grammar.

It is established, that for each kind of speaking activity "set" of actions and even the lexical and grammatical registration. It has allowed formulating methodical principle of the differentiated approach in teaching a foreign language. The differentiation is carried out as though at different levels of generalization - precise differentiation is conducted in teaching:

- oral and written speech;
- speaking and listening;

- reading aloud and reading silently;
- Script and spelling.

In teaching English language process of integration is realized, it shows, first of all, that mastering of various aspects of language, its phonetics, grammar, lexicon occurs not separately as certain discrete components of language, but is also integrated. Pupils seize and acquire them during carrying out of speech actions which realization can demand the use of a word, word forms, a word-combination, super phrase unity and, at last, the text, caused by situations of intercourse. The given specific principle of teaching the English language it is possible to formulate rules, their observance will help the teacher to realize this principle.

3) Principle of differentiation and integration:

1. The account of specificity of each kind of speaking activity.
2. Use of teacher's speech and sound recording for listening.
3. Teaching monologic speech, proceeding from features of each form.
4. Teaching reading aloud and silently in view of features of each form.
5. Mastering of aspects of language in speech units.
6. Use semi-typed font in teaching writing.

In a basis of teaching any subject at school including foreign language, there are general didactic principles. Such principles are: scientific character, availability, presentation in teaching, an individual approach in conditions of collective work and others. And general didactic principles express typical, main, essential, that should characterize teaching a foreign language at school and, first of all at the beginning stage where bases of mastering are pawned by this subject. Functions of the pupil include acquaintance with a teaching material, the training which is necessary for formation of language skills and speaking skills, and application of investigated language in the solving of communicative problems. Distinguish three basic functions which are carried out by the pupil, and the teacher is to organize and direct the doctrine of the pupil. Then it is necessary to attribute acquaintance, training and application to the basic methods. Control including correction and an estimation is accompanying, as it is in each of the basic

methods. Organization of acquaintance with "portion" of a teaching material includes: display I. L. Bim marks, that display is addressed to sensual perception of pupils - acoustical, visual, and motor. The teacher can accompany display by some explanatory; an explanation inducing pupil to reflection is necessary and enough for understanding and realizing of a perceived material with a view of the subsequent intelligent training and application. The teacher can involve various means of presentation. To training memory of the pupil is enriched with new units of language and automatism in their use is developed. At application of new vocabulary organizing function of the teacher is shown most precisely. He should create favorable conditions, benevolent atmosphere for normal course of the speech act. He should make such conditions in which each pupil would like to participate in work of group, in which children aspired to understand the contents and sense of the text, they have read or listened to, and were not afraid to make a mistake. At application of new vocabulary it is supervised formulation of speaking skills, it is established, how the pupil can use each of them in the practical purposes. Considered methods reflect essence of pedagogical process in which the teacher and pupils cooperate.

Conclusion

These methods are used in teaching a foreign language at school, open specificity of a subject and are directed on achievement of the practical, educational and developing purposes. Of the considered methods is realized in system of the modes used by the teacher in the organization of teaching pupils, carried out by the latter through the decision of set of the specific targets which are bound up with cogitative operations and perception by sense organs. Modes as well as methods are structural-functional components of mutual action of teacher and pupil.

List of used literature

1. Бим И.Л., Биболетова М.З. Возможные формы и содержание курсов обучения иностранным языкам в начальной школе. // Иностранные языки в школе. - 2001. - № 2. - с.3.

2. David Nunan. Communicative Language Teaching – 2204.

3. Parpieva M.M. Innovative activity in improving the quality of the educational system. Academic research in educational sciences volume 2 | issue 1 | 2021 issn: 2181-1385 Scientific Journal Impact Factor (SJIF) 2021: 5.723. □ 502 p.