



METHODOLOGY OF TEACHING ENGLISH

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Article history:	Abstract:
Received: May 28 th 2021 Accepted: June 20 th 2021 Published: July 22 th 2021	Teaching the basics of speech in English materials and types of speech activities are covered in detail. and issues such as planning for teaching English in various educational institutions and methods of working on English tests. We hope that this guide will be used by teachers of secondary schools, academic lyceums and vocational colleges.
Keywords: Phometric, lexical, spelling, method, speech.	

TEACHING ENGLISH MATERIAL

The main language material of the speech activity includes receives phonetic, grammatical, lexical materials. Spelling has been introduced recently, but it is not in the program. Language material plays an important role in teaching English. It is the basic material for all speech activities. Without it, we cannot possess or carry out speech activity. Language, means of speech can include the sound system, tone, grammatical structure, vocabulary of the language. The high school curriculum identifies phonetic or pronunciation, grammar, and lexical materials for speech and activities. These language materials are an important part of listening comprehension, speaking, reading, and writing. The teaching of language materials should take into account the conditions of schools, academic lyceums, vocational colleges, the nature of the materials, the methodological aspects. English vocabulary, grammar, and the phonetic system of the English language are selected and taught in order for the student to master speech and activity. The reasons for the choice are as follows: First, there are a lot of language materials. It's hard to teach them all. Not all of them can be taught, even in specialized foreign language institutes. Second, secondary education is provided. Not all language material is required for this. Third, time is short (stream time is low). Fourth, from a scientific point of view, it is easier to teach speech activities through a small number of language materials selected for a specific purpose than to teach multiple language material. Speech activities can be taught here through multiple language materials. Here, instead of multiple language materials, a bit of language material can be selected to be used, making it more active in speech activities. As a result, you will have more time to improve your speaking skills. Fifth, the choice of language material should take into account the different nature of the speech activity being activated. Given the nature of language materials, the different characteristics of the speech activity in which they are activated, they are

selected on the basis of specific principles. Each language material has its own selection principles. When a student learns English, he or she is influenced by Uzbek and Russian. This needs to be taken into account and taken into account. This effect can be positive or negative.

1. Only the negative, positive effect of a foreign language.
2. Only the negative, positive effect of the mother tongue.
3. Only the negative, positive effect of the Russian language.
4. Mother tongue, positive and negative influence of Russian language
5. Positive and negative effects of native language, Russian and English.

The student translates the language activated under the influence of the above languages into English, taking into account the skills and abilities. In scientific parlance, this is called copying. The positive effects of language are called transposition and the negative effects are called interference. The teacher needs to identify the source of the positive and negative effects of language materials and prevent them from interfering. The positive effects can be used effectively. Professor J. Boronov pointed out that there are 3 types of interference, taking into account the negative effects and interference caused by the collision of language materials.

1. Phonetic interference.
2. Grammatical interference.
3. Lexical interference.

Each language material corresponds to the characteristics of self-teaching, methods, approaches, methods, principles of selection.

One of the linguistic materials of speech activity is phonetics. Phonetics is not taught as a separate subject in high school, high school and college. English pronunciation is taught. Teaching English pronunciation plays an important role in teaching speech activity. It forms the basis of speech



activity, because a language made up of sounds has been and will continue to be the only language of communication in human society. Proper pronunciation is the key to mastering speaking skills. Pronunciation or phonetic material serves as the material for speech activities. English sounds affect the pronunciation of phrases, words, sentences, listening comprehension, speaking, reading comprehension, and written speech. They can be seen in:

1. If a single sound is mispronounced in the words speaker or reader, students will misunderstand and have a completely different meaning.

2. a) wide instead of white

eat instead of dog

port instead of pot

cents instead of send

b) build instead of built

spend instead of spent

get instead of got

Pronunciation changes the meaning of words, the reader listens and understands a different meaning. The student needs to know the accents, rhythms, and melodies in order to pronounce them, which affect the content.

Example: Good morning

Good morning has two meanings. The first is a simple heartfelt greeting, while the second is a sarcastic greeting or farewell. If a swimmer mispronounces or mispronounces, it can also affect writing. Especially if the student does not recognize the sound, the combination of sounds, the pronunciation of words by listening, he misspells the dictation, misunderstands what he reads, and the wrong content emerges. The teacher should take this into account necessary. In high school, the syllabus defines the content of pronunciation, that is, what to teach in pronunciation, its requirements. Pupils on pronunciation content;

1) English vowels, consonants and their pronunciation;

2) long (elongated) pronunciation of vowels;

3) compare English sounds with Uzbek sounds;

4) the structure of the English syllable system;

5) emphasis, tone in words;

6) divide sentences into meaningful groups (syntagms);

7) study the weakening (reduction) of flours without stress.

Nowadays, pronunciation teaching in high school is one of the main conditions for the use of speech activities as a means of focusing, directing, subjugating, shaping, directing, subjugating. Pronunciation, rhythm, and skill development are the main goals of teaching the phonetic side of speech. In the high school curriculum, pronunciation materials are distributed by grade. The English pronunciation

required by the program is based on the principle of approximation. This principle:

1) limiting the English sounds and tone patterns taught;

2) Teach students to pronounce English as closely as possible to the pronunciation of English. Literary pronunciation is the basis for teaching English pronunciation. There are 2 types of pronunciation: 1) complete; 2) there is a short style; Full pronunciation is the pronunciation used in radio, schools, universities, theater, cinema, and the press in the United Kingdom. It involves the clear pronunciation of all rhythmic groups and sounds. Features of the English Phonetic System We must take into account the features that arise from the comparison of the phenomena of the English phonetic system with each other and with the phonetic system of the native language. These features have a positive and negative effect on the teaching of English pronunciation. Positive influence helps to teach pronunciation, it is a source of conscious mastery of the student. Slightly confusing effect, causing interference. By knowing these features, we can prevent negative effects. To teach them, the teacher chooses the appropriate methods, techniques, tools. Not all methods, ways, techniques, tools are equally useful. They are selected based on the age, level of education and characteristics of the student. Specific features of the English phonetic system are:

1) each vowel is represented by 4 different sounds, ie 20 vowels of 6 vowels are pronounced or pronounced;

2) more than one letter: 26 letters contain more than 40 sounds;

3) the presence of diphthongs, triphthongs; [ai] [aia]

4) the pronunciation of English sounds in the palate;

5) sh [ʃ], ch [tʃ], such as 2 letters giving 1 sound;

6) the presence of a long-short sound; i [i:]; e [e]; [a];

When comparing the English phonetic system with the Uzbek phonetic system, the features become more pronounced. They differ in quantity, quality, tension.

1) Quantitative difference: English vowels are pronounced short, long. Such sounds are rare in Uzbek. Long vowels change meaning in English. For example: it - eat

2) In terms of quality, vowels in English are divided into monophthongs, diphthongs and triphthongs. In Uzbek it is not divided. For example: monoftong [i], diftong [ai], trifftong [aia]

3) Sounds in English are pronounced very differently from j / zbek. Uzbek consonants differ from English consonants in sharpness, soft pronunciation, and lack of exchange. When we pronounce English sounds:

1. Pronunciation of some English sounds in the choice of Uzbek sounds;

2. Long, short sounds;



3. The sound is pronounced the same way and expressed differently, written;

4. Note that some letters in a word cannot be read at all. If this is not taken into account, the student will inadvertently transfer the features of the Uzbek phonetic system to the English pronunciation. The result is phonetic interference. The main sources of phonetic interference are:

1) pronunciation of Uzbek and English sounds in different places;

2) absence of some English sounds in Uzbek language;

3) the length and brevity of English sounds;

4) mispronunciation of sounds. The use of technical means in teaching English pronunciation The role of technical means in teaching English pronunciation is important. Through them, the teacher listens to English phonetic words and phrases, pronounces them, and teaches them to find their mistakes. Techniques such as phonograms and gramophone records are often used to teach English pronunciation. They are played on a tape recorder, technical equipment in the language cabinet, and various exercises are performed on their basis. The following exercises can be used to teach pronunciation.

1. Listen, find out. Sounds are given in words, and the reader must be able to hear and find the sound he is learning. For example, in the words map, ten, bird, find the word that means the sound [j].

2. Listen, pay attention. The student pays attention to a certain sound, intonation, accent.

3. Listen and understand. Students are given more sentences, poems, passages from the text, listened to, and are asked to listen to the sounds correctly and understand the content.

4. Distinguish your hearing. It is required to find the difference between sound and sound combinations. Students will be able to differentiate by listening to different phrases and words.

5. Remember to listen. Students listen to sounds, sound combinations, and words and try to memorize their pronunciation.

6. Repeat the hearing. The students just listened to the sound, the combination of sounds, repeated it in pauses, and imitated it. In addition to the above exercises, teachers can take a creative approach to teaching pronunciation and develop a variety of exercises. At the same time, the possibilities of language classrooms, which are widely used in many educational institutions, are enormous, but it is not possible to say that this opportunity is being used everywhere. It must be used to the full. Of course, in order to use the technical means of teaching English pronunciation, the teacher prepares them in advance, ie chooses sounds, sound combinations, words, pronounces them correctly, prepares the phonogram and listens to them. sees, then listens to students,

completes exercises. Students will receive a letter on pronunciation.

1. Students: Pronounce [aye] as [ye].

For example, they pronounce had as [hed]. [0] is pronounced as [s] instead.

For example: think is pronounced as [sink]. Instead of [e], they pronounce [z].

For example: this is pronounced as [zis].

[w] is pronounced instead of [v]. For example: well is pronounced as [vel].

2. Short pronunciation of long sounds. For example, sport is pronounced [spot] eat ni [it].

3. Silent consonants are pronounced vowel before consonants. For example: dislike-disappear.

4. They pronounce loud consonant sounds without sound. For example: his-absent.

Conclusion: Due to the growing demand for foreign language specialists in the country, it is necessary to reconsider and expand it scientifically. In addition to secondary schools, it is necessary to introduce the methodology of teaching English in kindergartens, academic high schools, colleges and universities.

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