

THE THEORETICAL CHARACTERISTICS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Abstract: *auding or listening and comprehension are difficult for learners because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognize this as a sense unit. Pupils can easily and naturally do this in their own language and they, can not do this in a foreign language when they start learning the language. Pupils are very slow in grasping what they hear because they are conscious of the linguistic forms they perceive by the ear. This results in misunderstanding or a complete failure of understanding.*

When auding a foreign language pupils should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and to decode it.

Keywords: *theory, listening, foreign language, writing, phrase, component, exercises, develop.*

ТЕОРЕТИЧЕСКИЕ ОСОБЕННОСТИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА КАК ИНОСТРАННОГО

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Аннотация: аудио, аудирование и понимание трудны для учащихся, поскольку они должны быстро распознавать звуки речи, удерживать их при прослушивании слов, фраз или предложений и распознавать их как единицу чувств. Ученики могут легко и естественно делать это на своем родном языке, и они не могут делать это на иностранном языке, когда они начинают изучать язык. Ученики очень медленно понимают, что слышат, потому что они осознают языковые формы, которые они воспринимают на слух. Это приводит к недоразумению или полному провалу понимания.

При аудировании иностранного языка ученики должны быть очень внимательны и усердно думать. Они должны напрячь свою память и силу воли, чтобы сохранить последовательность звуков, которые они слышат, и расшифровать ее.

Ключевые слова: теория, аудирование, иностранный язык, письмо, фраза, компонент, упражнение, развивать.

Nowadays, the English language is taught as a compulsory subject in all institutions in Uzbekistan. Teaching and learning English have some methodology.

When auditing a foreign language pupils should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and to decode it.

Writing as a skill is very important in teaching and learning a foreign language. It helps pupils to assimilate letters and sounds of the English language, its vocabulary and grammar, and to develop habits and skills in pronunciation; speaking, and reading. The practical value of writing is great because it can fix patterns of all kinds (graphemes, words, phrases and sentences) in pupils' memory, thus producing a powerful effect on their mind.

That is why the school syllabus reads: "Writing is a mighty means of teaching a foreign language." Writing includes penmanship, spelling, and composition.

The Peculiarities of Teaching English as a Foreign Language.

The content of foreign language teaching or what to teach is one of the main problems the Methods deals with. In this chapter an attempt is made to touch on the chief components which, we think, should constitute the content of foreign language teaching in schools; a more detailed consideration will be given in appropriate chapters dealing with teaching various aspects of the language and language skills [1].

The first component of "what to teach" is habits and skills which pupils should acquire while learning a foreign language. According to the aims of learning this subject they are: hearing (listening comprehension), speaking, reading, and writing. The level of habits and skills is determined by the syllabus

for each form. However, quantitative and qualitative characteristics of skills, or the so-called terminal behaviour, is not defined yet for different types of schools and stages of instruction. This is one of the problems for methodologists to investigate and solve. Nevertheless, some attempts have been made in this respect. Thus in school syllabi we can find some directions as to the level of skills that should be reached in each particular form and their development from form to form. For example, the requirements for hearing and reading skills differ in the 9th and 10th forms. In the 9th form pupils should be able to understand oral language on the basis of the material previously learned and within the topics covered, while in the 10th form the material for hearing should include 1—2 unfamiliar words for pupils to guess their meaning, and to understand a text received by ear, based on the Material learned and on a topic close to those pupils have worked at. This is a new "qualitative step" for pupils in understanding oral language in the 9th form pupils should read with the speed of 1 000 signs per academic hour, in the 10th form the speed of reading is 1 300.

The second component of "what to teach" is language (textual) material, arranged in topics and serving as starting points for the development in oral language and written language, which allows the teacher to reach the practical, educational, and cultural aims set by the syllabus. For example, in the junior stage (the 5th and 6th forms) pupils should speak and read about school, home, town and countryside, nature, physical training and sports. In the senior stage the textual material should cover the following topics: the life of the youth Uzbekistan and abroad; sport in the Uzbekistan and abroad: industry, agriculture, and science in the Uzbekistan and abroad history and geography of the country whose language pupil, study; art and literature in the Uzbekistan and abroad. Topic for speaking and reading are developed from form to form i. e., the pupil's ability to read and speak on a certain (1) language skills: hearing, speaking, reading, and writing as his vocabulary and grammar art topic is widened enriched [2].

The third component of the content of foreign language teaching is linguistic material, phonology, grammar, and vocabulary carefully selected for the purpose. The selection of linguistic material, the compiling of the so-called minima for instance, minimum vocabulary and minimum grammar has always been one of the most important and difficult problems to be solved and, although a great deal of work has been done in this respect, we are still on the way to its solution.

Exercises for developing oral language should constitute 40—50% of the exercises of the textbook. The other 50% will be those designed for assimilating vocabulary, grammar, the technique of reading, etc.

In all stages of teaching exercises for developing oral language should prepare pupils to carry on a conversation within the material assimilated. This is possible provided pupils are taught to use the words and the sentence patterns they learn in various combinations depending on the situations offered, on the necessity to

express their own thoughts and not to learn (to memorize) the texts arranged in topics, which is often the case in school teaching practice [3].

Exercises designed for developing oral language should prepare pupils:

- to use a foreign language at the lessons for classroom needs;
- to talk about the subjects within pupils' interests, and about the objects surrounding them;
- to discuss what they have read and heard.

The textbook should provide pupils with exercises for developing both forms of speech — dialogue and monologue.

A limited body of linguistic material is required by pupils who have about 600 class hours at their disposal spread over six years (extensive course), and at the same time it must be large enough to serve as a sound basis for developing pupils' language skills. To sum up what has been said above, the content of foreign language teaching involves:

- (1) Topics
- (2) language (textual) material;
- (3) linguistic material; vocabulary, grammar, phonological minima.

In conclusion it should be said that the content of teaching in our schools is laid down in the syllabus and realized in teaching materials and in the teacher's own speech.

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