

THE ROLE OF THE NATIVE LANGUAGE IN LEARNING ENGLISH Aripova Sh.D. (Republic of Uzbekistan) Email: Aripova559@scientifictext.ru

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Abstract: this article is devoted to the using the first language in learning English. In the article, the author suggests two principles that should be considered whenever teachers face a problem in teaching English. The first principle is that, as a matter of professional pride, teachers should try to solve classroom problems through the application of pedagogical skills rather than through administrative or disciplinary procedures. The second principle is that most problems have a variety of causes, which to some degree reflect the variety of individuals in a class. There is, thus, likely to be a variety of solutions, and so a teacher may need to put together a package of complementary solutions rather than just try one possible solution.

Keywords: learner, first language, second language, teaching, speaking and listening skills, discussion, presentation.

РОЛЬ РОДНОГО ЯЗЫКА В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ Арипова Ш.Д. (Республика Узбекистан)

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Аннотация: эта статья посвящена использованию первого языка в изучении английского языка. В статье автор предлагает два принципа, которые следует учитывать всякий раз, когда учителя сталкиваются с проблемой в преподавании английского языка. Первый принцип заключается в том, что, исходя из профессиональной гордости, учителя должны пытаться решать проблемы в классе с помощью применения педагогических навыков, а не с помощью административных или дисциплинарных процедур. Вторым принципом является то, что у большинства проблем есть множество причин, которые в некоторой степени отражают разнообразие людей в классе. Таким образом, вероятно, существует множество решений и поэтому учителю может понадобиться собрать пакет дополнительных решений, а не просто попробовать одно из возможных решений.

Ключевые слова: ученик, родной язык, второй язык, обучение, навыки устной речи, навыки письменной речи, обсуждение, презентация.

Due to the continuous development of economic and political reforms in Uzbekistan, as well as the current state policy that opens the door to the outside world, therefore, learning English is becoming increasingly important and popular, especially in high schools and universities in the Republic. Currently, teachers and students are paying more attention to the development of four language skills, including the ability to listen, speak, write English, as well as expand and improve opportunities for their learning.

In Uzbekistan, a system of continuous learning of foreign languages is introduced from the first grade of schools. In the future, all applicants to universities will take a test in a foreign language [1].

Conversational activities, such as ranking, information gaps and problem solving, may correspond to several goals of language learning. They can be used to study vocabulary and grammatical structures, to develop speaking skills and develop fluency in listening and speaking. But most of these goals will not be achieved if students spend most of their time in class, speaking their native (Uzbek or Russian) language with each other. In Uzbekistan, where English is a foreign language and where students use the same first language, teachers are often reluctant to use classes in small groups because students do the ranking, eliminate the information gap, or find the answer using their first (native) language.

This article discusses this problem and proposes a number of solutions.

At a more general level, the article suggests two principles that should be considered whenever teachers encounter a problem in their learning. The first principle is that, based on professional pride, teachers should try to solve problems in the classroom through the use of pedagogical skills, and not through administrative or disciplinary procedures. The second principle is that most problems have many reasons that reflect to some extent the diversity of people in a class. Thus, there are probably many solutions, and therefore the teacher may need to assemble a package of additional solutions, and not just try one of the possible solutions.

Let's look at ways to encourage the use of a second language, having considered the reasons for using the first language in the main categories of skill and complexity of the task, the circumstances of the task and attitude to it.

Students may reluctantly use English because they are shy because the task does not attract or motivate them, or because they do not see the point. They may want to just do the work as quickly as possible, even using the first language. In general, ways of dealing with the lack of a positive attitude towards using English language imply that

students will see the benefits of using English during assignments. Discussing and presenting information that can be used to help students change their attitudes towards using English can be done with L1, if necessary.

Uzbek or (Russian) students can use their native language in the performance of a task, because they do what they usually do in the first language, for example, discuss the procedure for doing the job, or clarify a misunderstanding. The teacher must change the circumstances of the assignment so that it is quite natural to use a second language.

For example, during a task, students can pretend to be someone else, which makes using English more natural. This can mean the introduction of the role-playing element in the task.

Uzbek students can be quite willing to speak English during classes, but they forget and resort to the first language. In some tasks, it may be possible to have a member of each group whose job it is to constantly remind others to speak English and indicate when they do not speak English. This monitoring may be accompanied by a system of fines and rewards. It could be something like a system that family members or colleagues set up to reduce swearing. When a person swears, he must put a certain amount of money in the bank. Token systems were often used in schools, and they have their supporters and opponents.

Students may reluctantly use English because they feel the task is threatening or embarrassing. There are several ways to handle this. One way is to let students choose the groups in which they will work so that they feel comfortable with the members of the group. Another way is that the teacher remains outside the groups, because the teacher may be the cause of embarrassment. Another way is to pay close attention to the choice of the topic of the exercise, since students may be reluctant to talk about certain issues. Providing students with the opportunity to prepare for a task can be another way to reduce the threat of a task. If students come to a well-prepared assignment, they may feel much more confident and more positive.

The range of solutions offered here covers the knowledge of the language, the nature of the task and the attitude of the students. They should not be considered as an alternative, but as additional ways to solve the problem. That is, it may be more efficient to try a comprehensive set of different ways to solve problems. The problem can be solved by a combination of skills, approaches and circumstances.

Using the first (native) language, in our case it is Uzbek (Russian), the teacher should explain to the students the advantages of using English in activities. This explanation can be more convincing if the teacher can show examples of how using English in a task helps students. Examples may include examples of effectively reconciling the meanings of words taken from previous assignments, before and after examples of improving the speech of individual students as a result of using the English language, and for older students some of the experimental data. Students may also be invited to contribute to the discussion by proposing possible benefits.

With regard to specific language skills, this activity has been useful for the development of listening, oral and written production, since all this has been practiced throughout the process. A number of linguistic functions, such as describing people, habits and behaviors, expressing opinions, requesting more accurate information, clarifying, criticizing, responding to criticism and, contrasting and comparing, are present at different stages of action, which means that students are given many opportunities to use appropriate language. Other language functions, such as predicting and explaining cause-effect relationships, are also implemented in written homework assignments. This means that activities can be easily incorporated into programs based on a communicative approach. It is also important to mention that the oral and written components of the exercise contribute to an increase in vocabulary.

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