



DOI: **10.5958/2249-7137.2021.01774.2**

MODERN METHODS OF TEACHING ENGLISH IN UZBEKISTAN

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ABSTRACT

The history of the methodology of teaching foreign languages knows numerous attempts to find the most rational method of teaching foreign languages. In modern conditions, the need for more intensive use of the creative and intellectual potential of members of society, the formation and development of their readiness for the emergence and creation of something new as a prerequisite for social progress has become especially obvious. Therefore, it is especially relevant to purposefully develop the creative, adaptive and synergistic abilities of all members of society, to activate their capabilities through the use of special teaching methods to use these capabilities. Such a commitment to society and its implementation is the task of higher education. The classification of methods of teaching foreign languages is a complex issue, since the basis for their name was based on a variety of characteristics. The name of the method is determined by the technique underlying the work on the language, for example, audiovisual, visual. According to the principle of organizing the material, the traditional method is opposed to the method of programmed teaching.

KEYWORDS: *Teaching, Programming, Foreign Language, Principle, Method.*

INTRODUCTION

One of the methods of teaching foreign languages is Lozanov's suggestive method. This method was proposed back in the 50s by the Bulgarian researcher Georgy Lozanov and caused quite wide responses. With this method, ordinary, that is, conscious with concentration of attention, memorization is combined with unconscious, subconscious. This expands the possibilities of memory. The results achieved with this method are impressive: the material is memorized so firmly that the student remembers about 95% after three months, and 85% after one year [1. p. 52].

Main part:

Numerous observations have led to the conclusion that the usual educational system does not provide an opportunity to widely mobilize the reserves of the individual. This method is based on the development of suggestion problems in pedagogy, the so-called suggestionstopedia, which is characterized by the disclosure of memory reserves, an increase in the student's intellectual and creative activity, positive emotional experiences and the associated effect of the absence of fatigue. In this form of experimental learning, much attention is paid to the connection of the educational process with the personal interests and motives of students. Scientists write in their books: "Suggestopedia avoids behavioral pseudo-activity, which, on the one hand, is tiresome, and on the other, does not speed up the assimilation of new material. It is designed for inner activity - for activity that stems from a well-motivated positive attitude towards a specific educational process. " Suggestion and suggestibility in the course of classes are considered by methodologists as various forms of the teacher's influence, in which the brain reserves, hidden reserves of mental activity are most actively used [2. p. 159].

According to G. Lozanov, this is a state of pseudo-passivity, expressed in the creation of a mood of calm confidence in the given suggestive program, similar to the mood that arises at a concert. Then the listeners become behaviorally passive, do not make any intellectual efforts to remember or understand something, but surrender to the calm emotional perception of the musical program. It is important that physical or intellectual behavioral passivity is not really a complete passivity of a person, because complex internal processes occur simultaneously with the perception of musical sounds, moods are born, associations arise, ideas flash, etc. And all this, with a general physical and intellectual passivity does not tire.

Against the background of such a concert pseudo-passivity, in the presence of a suggestive attitude toward over-memorization, it is easier to overcome anti-suggestive barriers and release the reserve capabilities of the psyche. Thus, in the created suggestive atmosphere, not only does memory function increase to the level of hypermnesia (over-memory), but also forces are restored in the learning process.

Among Western languages, English, German, Spanish, Italian, Bulgarian, Polish, Czech, French and other languages are being studied. To help the education system, there are such language structures as language courses at the embassies, a wide network of informal language courses, and special training programs organized by the embassies for training and internships in many vital areas of the country's economy. Among them, you can list the language programs of the US and British Embassies, which organize the process of teaching English, both domestically and abroad. Some other embassies have similar programs, for example, Japan and India.

As highly developed teaching methods in foreign languages, there was no shortage of knowledge of grammar and its role in understanding the language in the classroom. The teaching of grammar is largely accompanied by its methods and techniques. In the field of foreign language teaching methodology, there are some specific features that need to be discussed. In English and Uzbek languages, grammar is diverse in the form of the sentence structure. They belong to different language families. But their similarities and differences should be taken into account in order to achieve more effective results in the educational process.

English is the dominant language in the world. There is no way to postpone the influence of this language on other languages. However, its grammatical structure is considered relatively comprehensive for anyone looking to learn. The focus on comparative philology in the nineteenth century gave energy to grammatical translation as it improved comparison in language systems. By the end of that century, systems-functional linguistics, with its integration of grammar into discourse, influenced the communicative approach through intermediaries in grammar. Larsen-Freeman, as a modern linguist, creates a convincing theory of grammar that should be assessed as a skill, not a competence. The significant trend in its presentation has led many linguists to reflect on this shift in emphasis, for example, from grammar to grammar. Every English teacher should know that grammar is not only the ability to read, but the language itself. From Larsen's point of view, grammar is much more than knowing the rules of language acquisition, although this is always considered part of the construction, it also implies sensitivity to use. The way of teaching requires the specifics of the methodology of foreign languages. In fact, grammar rules are more flexible than teachers think. Larsen-Freeman illustrates the rule that adjectives pre-change headings in English grammar. Yellow field, yellow field. It is obvious from this example that the order of goals can be either an adjective or a sentence. If the adjective itself has a dependent, it can only follow the noun. Field yellow with goldenrod yellow with goldenrod.

Larsen-Freeman explained the semantic theory for this case, stating that the pre-modifier position is the default slot for adjectives, while the post-modifier position is emphasized for more temporal characteristics that may be the result of a specific cause. But this is to illustrate a noticeable phenomenon in general terms. The crux of all this, of course, is that rules must be laid down and adopted in deterministic methods, when in fact many, though not all, are more probabilistic, even flexible, bending when it comes to expressing meaning. As some linguists mention, grammar is not a list of rules that can be applied to any sentence, regardless of the context of use. The use of rules in grammar is flexible, but it can change the meaning of the context. Effectively used communication is marked by an aspect in the use of a grammatical resource that has to do with meaning. This skill is grammar, the dynamic process of relating form and structure to meaningful units. Grammar offers students several options for the formation of a communicative act. Meredith gave Jack advice. Meredith gave Jack some advice. Meredith gave advice to Jack. Meredith advised Jack. Both grammatically, what is the motivation for preferring one over the other? A pragmatic explanation can be offered, based on the tendency to order information in a block from old to new, that is, to an important message in order to get the final focus. So the first sentence is the most likely answer to the question 'What did Meredith give Jack?' "What did Meredith give Jack?", And the second is 'Who did Meredith give advice to?' "Who did Meredith give advice to?" Therefore, choosing one construct over another is not completely arbitrary, but pragmatically informed. The development of English as an international language has generated tremendous interest in sociolinguistics, so it is clear that grammar is being revised in this new atmosphere. It is imperative to be precise so that the grammar allows the same message to be delivered in different ways according to the expected impact on the other side.

Grammar is much more about our humanity than some static list of rules and exceptions. Grammar allows us to choose how we can present ourselves to the world, sometimes in accordance with social norms, but still while establishing our individual identity in society. In

fact, each grammatical variation is irreplaceable for that person in this context of use. This is not such an open statement, since the inherent creativity of the target language is always a principle of transformational grammar. According to Larsen: grammar can be an extension of a creative instinct that goes deeper than language. Thus, grammar is a natural component of the use of language, which forces one to constantly reflect on the relationship between form and communicative purpose. When form is considered inadequate, perhaps due to a changing sociolinguistic environment, it can lead to a revision of the existing grammatical repertoire. In her earlier work, Larsen-Freeman argued that this process ultimately leads to diachronic changes, rules are determined by use, and not vice versa. The Uzbek language is different from the English language, they belong to different language families. In this case, they cannot be in the same position. To begin with, the Uzbek language belongs to the Turkic group of languages and is spoken not only in Uzbekistan, but also in neighboring countries: Kazakhstan, Turkmenistan, Tajikistan, Kyrgyzstan and Afghanistan. The use of the language is not limited, people who use it as their native language appreciate it as an easily comprehensible language that can be learned for students even from other countries. According to statistics, 72% of the population of Uzbekistan is Uzbek; 85% of the population speak Uzbek. Other languages are also used in this country and the vocabulary is carried out by them. However, grammar is a complex aspect of linguistics that hardly changes. The Uzbek language has many borrowed words from Arabic, Persian and Russian. Words and sentences in Uzbek, as in any other Turkic language, are formed using suffixes that are added to morphemes - a process called agglutination. The formation of words is different from European languages. For example: America-dan-man - (I am from America) America from me (I am from America). American dan me siz? - (Are you from America?) America from (+ interrogative particle) are you (are you from America)? The sentence structure in Uzbek has many differences from English. The order of parts of sentences has some differences between English and Uzbek.

CONCLUSION:

Thus, it is important for us to note that one should not ignore the suggestopedic method in teaching foreign languages, because he, thanks to a special technology, is able to solve a number of educational problems much more successfully than other methods [3. P. 84]. Among such tasks, it should be noted teaching oral forms of communication, increasing the motivation of learning, removing psychological barriers. In cases where a significant place is given for programmatic purposes to oral forms of communication (listening and speaking), we can safely recommend suggestionstopedia as one of the most successful approaches to achieve these goals, for example, within the framework of the communicative approach. However, one should not forget that the use of suggestopedic methods requires a certain correction of theoretical provisions, retraining of teachers and the creation of new training courses that correspond to the conditions of higher education.

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