

**O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM,
FAN VA INNOVATSIYALAR VAZIRLIGI**

**NAMANGAN MUHANDISLIK-QURILISH
INSTITUTI**



“Xorijiy tillarni o‘qitishda innovatsion yondashuvlar”
mavzusida Xalqaro miqyosidagi ilmiy-amaliy konferensiya
materiallari to‘plami

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Namangan shahar

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xalqaro miqyosidagi ilmiy-amaliy konferensiya materiallari to‘plami
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THE MAIN COMPONENTS OF THE METHODOLOGICAL SYSTEM IN TEACHING ENGLISH

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Annotation:

In the project work, the actual problem of the methods of teaching English as a foreign language for students of non-philological universities is considered. A system of teaching the category of the tenses of the English language by comparing them with the tenses of the Uzbek language is proposed. A variant of the practical implementation of the main components of the methodological system in the educational complex of exercises and tasks is presented, which allows to outline new and effective methods in teaching foreign languages. This work will be interesting and useful to teachers of foreign languages and other categories of specialists professionally engaged in the research and application of new methods in

Key words: young audiences, methods, outlining, practical implementation, oral communication, non-language universities, technologies.

Аннотация

В проектной работе рассматривается актуальная проблема методики преподавания английского языка как иностранного для студентов нефилологических ВУЗов. Предложена система преподавания категории времен английского языка путем сопоставления их с временами узбекского языка. Представлен

вариант практического воплощения основных компонентов методической системы в учебном комплексе упражнений и заданий, позволяющие наметить новые и эффективные методы в обучении иностранным языкам. Данная работа будет интересна и полезна преподавателям иностранных языков и другим категориям специалистов, профессионально занимающимся исследованием и применением новых методов в преподавании языков.

Ключевые слова: молодежная аудитория, методы, изложение, практическая реализация, устное общение, неязыковые университеты технологии.

Annotatsiya:

Ushbu maqola nofilologik universitetlar talabalari uchun ingliz tilini chet tili sifatida o'qitishning dolzarb muammosiga bag'ishlangan. Ingliz tilining zamon kategoriyasini o'zbek tili zamonlari bilan qiyoslash orqali o'rgatish tizimi taklif etiladi. Chet tillarini o'qitishda yangi va samarali usullarni belgilash imkonini beruvchi mashg'ulotlar va topshiriqlar majmuasida uslubiy tizimning asosiy tarkibiy qismlarini amaliy tadbiq qilish varianti keltirilgan. Ushbu ish chet tili o'qituvchilari va boshqa toifadagi mutaxassislar uchun tadqiqot va tillarni o'qitishda yangi usullarni qo'llash bilan shug'ullanadigan mutaxassislar uchun qiziqarli va foydali bo'ladi.

Kalit so'zlar: yosh auditoriya, usullar, bayon qilish, amaliy amalga oshirish, og'zaki muloqot, tilsiz universitetlar, texnologiyalar.

The teaching of grammar has always stirred controversy among researchers. Historically, the question of whether grammar should be taught explicitly or implicitly has always been hotly debated; while the deductive method is traditionally associated with the dreaded grammar-based approaches, the inductive method is closely linked to the communication-based approaches which have won momentum, nowadays. However, recent studies in the field of second language acquisition have revealed that, just like the grammar-based approaches were inadequate due to their sole focus on form, the communicative-based approaches, too, have many inadequacies, crucial of which is their mere focus on meaning-based instruction. Therefore, these negative reactions have resulted in the development of a new grammar teaching approach that combines both perspectives, namely focus-on-form instruction to cater for the weaknesses of each approach. This article

seeks to discuss the issue of focus-on-form instruction in communicative language teaching. First, it aims at establishing a background to the issue. Second, it attempts to provide a definition of focus-on-form instruction and its main principles. Third, it gives some benefits of the focus-on-form instruction. Last, it presents some practical activities for implementing it. Approaches to grammar teaching have undergone many changes and fluctuations. These changes that have characterized the teaching of grammar are ascribed not only to the changes in the research findings conducted on this issue, but also due to the movement from grammar-based approaches to communicative approaches. The latter put its primary focus on meaning and the implicit teaching of grammatical rules. As far as the grammar-based approaches, they are built on the assumption that through teaching grammar exclusively, the learners will be able to fully master the target language. Put differently, if the learner is exposed to the grammatical forms of a language in a sequential manner, he or she will end up acquiring the language. The most renowned grammar-based approaches are traditional translation and audio-lingual methods. Though they differ in many respects, these methods share the assumption that language is best learned through the explicit grammar instruction. These approaches have been put into question with the advent of the communicative movement. Unlike the grammar-based approaches, the communicative approaches are based on the idea that language is best learned through communication, not via the mechanical presentation of grammatical forms. The communicative approaches have disregarded the explicit use of grammar rules in teaching grammar. This has led to a shift from form-focused instruction to meaning-focused instruction (Nassaji & Fotos, 2011). The exclusive focus on grammar instruction has been found to be inadequate to develop learners' ability to perform in oral communication. Furthermore, many researchers have attested to the fact that language teaching cannot be limited solely to grammar teaching. This is so because the explicit teaching of grammar does not result in fluency. In the same vein, Hymes' theory of communicative competence (1972) has been very influential in the development of communicative language teaching, which puts the development of students' communicative competence as its primary goal. The communicative competence asserts that knowledge of a language not only lies in knowing the grammatical

forms of that language, but also of knowing how to use them appropriately in different communication contexts.

Conclusion

Nowadays teaching grammar rules has become traditional approach for teachers as they had been doing it for a long period of time but now everything is changed and teaching English as well. First of all we should change our methodology in teaching grammar rules especially tenses. Students of higher education institutes study tenses when they come to institutes but still they cannot identify differences between tenses. That's why it will be very essential if we compare tenses between English and Uzbek language. Some students had difficulties to identify tense and they were a little bit confused when they were doing exercises or practicing it on their own. That's why I used T-chart and Ven diagram to explain the topic. I also put my student in the center when I explained the grammar rules as it is called student-centered approach. In grammar, tense is a category that expresses time reference. Tenses are usually manifested by the use of specific forms of verbs, particularly in their conjugation patterns.

While writing my graduation paper and implementing my experiences in the class I have found it easy to teach it with materials, hand-outs, visual-aids and teaching styles; different diagrams before explaining rules I started giving materials first as students have some pictures or ideas on their mind what we are going to do today. They started to guess and tried to think about the new topic. I have found enormously useful professional baggage for myself while performing the tasks and researching several books, and at the same time I realized that my difficulty is linked to the notion of evaluation and inputting sociolinguistic aim into my teaching process. In order to meet its goal, each lesson should cover these four communicative competencies.

As far as I know students understand the theme when they know it in their mother language first. By this way it will be very easy to compare new theme linked to their mother language. In addition, I have discovered for myself numerous ways of evaluation to check the awareness of students. This professional approach in teaching tenses and comparing them is really important as it is designed after a long study focused on the competences of language teaching in Uzbekistan. I was not aware of pragmatic competence, sociolinguistic competence and linguistic

competence until I studied in-service teacher education. I could not reflect on these competencies when I was conducting classes. Not only do these competencies have a positive effect on awareness of jokes, greetings, storytelling, beliefs, and philosophies in the target language, but they also create a real English environment and inspire students to work together and engage them.

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