

## METHODOLOGICAL VIEW OF TEACHING ENGLISH AT SCHOOL

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**Annotation:** *This article describe in detail the methodological aspects of teaching English at school and its main categories , including the most modern methods of teaching English at school.*

*В данной статье подробно описаны методические аспекты обучения английскому языку в школе и его основные категории, в том числе самые современные методы обучения английскому языку в школе.*

*Ushbu maqolada maktabda ingliz tilini o'qitishning uslubiy jihatlari va uning asosiy toifalari, shu jumladan maktabda ingliz tilini o'qitishning eng zamonaviy usullari batafsil tavsiflangan.*

**Key words:** *methodological aspect, speech practise, pedagogical principles, communicative speech*

The English language teaching methodology, general (speech orientation, limited and integral teaching, exercises, taking language experience into account), special (teaching English based on speech samples, language exercises and the connection of speech practice, the interdependence of types of speech activity, the advancement of oral speech, the approach to natural speech in a abstract foriegn language , the acceleration of the elementary stage, special (teaching grammar, teaching vocabulary, teaching the principles of winter teaching and the use of speech writing in English language teaching) have been developed. In summarizing the pedagogical principles, we considered the communicative approach to teaching foreign languages in education.

Implementation of visual approach and multisensory (fully stimulating all speech analyzers) learning. That is, a lot of exercises with the participation of analyzers of seeing, hearing, movement (speech movement and hand movement) in order to ensure thorough mastering of the educational material.

Teaching holistically (lexical, grammar and pronunciation language material as a whole).

Speech orientation (perform lexical, grammatical and pronunciation exercises in order to acquire speech activity).

Teaching English based on speech samples.

Taking into account the language experiences of native and bilingual students in acquiring a second language.

The purpose of education can be defined as a socio-pedagogical and lingo didactic concept applied to English language teaching as follows: education in the

form of a social order of society and the state to learn English, which is one of the subjects of general education. It is a means of defining the content, organizing the teaching process and determining the achievement of certain results in advance. Why is English taught at school? is a term-concept used as an answer to the question. In comprehensive schools, students are taught English for practical purposes, general educational purposes, educational purposes, and developmental purposes. In order to achieve the practical goal of teaching English, the final practical goal of teaching English in the general school course is listening and reading, that is, getting information by listening and reading in a foreign language. The intermediate practical goal is interpreted differently: in class I, listening comprehension and speaking are practical goals; In II-IV classes, listening comprehension and speaking is a practical goal, a means of repeating and strengthening language material learned in reading and writing oral speech; Speech activity in grades V-VI listening comprehension, speaking and reading - an intermediate practical goal, writing - a practical tool; In grades VII-IX, listening comprehension and reading are practical goals, speaking and writing are tools.

An innovative pedagogical technology has been developed for the use of exchangeable tables to facilitate easy and successful completion of exercises, questionnaire tables as a means of ensuring communication and interaction. The situations in which students of primary school age use language differ from the speech situations faced by adults. For example, if an elementary school student talks with his family members about the school supplies he lost, what grade he got in school, what kind of assignment his teacher gave him, and the completion of homework with his classmates, talk about family members, events that happened to them, new clothes bought, food prepared, cartoons watched. In class, they ask each other for a pen, pencil or eraser, someone talks about leaving his book at home, someone informs the teacher about a student chewing gum in class, or they complain to each other. The communicative approach to learning and teaching a foreign language in elementary grades differs from the communicative approach to teaching English to teenagers and adults. Younger school-aged children enjoy pretending to be doctors or pilots. They enjoy pretending to be a firefighter or a doctor, even though they have never been in such a situation. Therefore, it is possible to organize communicative activities in the first grades by organizing dramatized, dialogue-oriented, plot-role games. Formative, developmental and communicative game exercises have been prepared for students of I-II classes on each topic.

In Uzbekistan, the concept of "Humanity" (person-oriented) has been adopted, and according to it, in primary English education, the student is given the status of the central subject of the educational process and intercultural communication (dialogue), his interest and needs are prioritized. Speech activity in English is directed to the formation of the student's personality, that is, mastering the cultural heritage created by the owner of the studied language is achieved. In the process

of listening and understanding, speaking, reading, and writing, the student enriches the social, cultural, linguistic, and emotional experience previously acquired. Lack of textbooks that serve to improve the modern purpose, content and technologies of English language teaching in primary education, generalize the traditional and foreign experiences accumulated in the practice of teaching English to students of junior school age. as a result, sufficient efficiency is not being achieved in the process of training pedagogues for this field. Following the short sum up, the authors suggest looking forward for further research gap in future investigations.

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