



IMPROVING ENGLISH TEACHING ON THE BASIS OF FULL EDUCATION TECHNOLOGY

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Аннотация. В статье анализируются возможности применения современных методов в процессе обучения иностранному языку. Проводятся основные классификации методов, позволяющие максимально эффективно помогать в преподавании английского языка.

Ключевые слова: метод полного обучения, технология, методы преподавания, английский язык, педагогика.

Annotation. the article analyzes the possibilities of using modern methods in the process of teaching a foreign language. The main classifications of methods are carried out, allowing the most effective help in teaching English.

Key words: full mastering method, technology, teaching methods, the English language, pedagogy.

Today, for thousands of years, English has become one of the most widely spoken languages in the world. More than 200 million people call it their mother tongue: more than 100 million people in the UK, the USA, Canada, and around the world speak and use it as a second language.

If we consider a language as a reflection of the history, culture and life of the people - the native speaker of this language, the study of a foreign language is an integral part, but is associated with penetration into the culture of its people. However, if you do not master the system of concepts that is possible in the language of this people, you will not be able to understand another nation and its language.

Being in a bilingual society, many studied it tirelessly with the aim of learning a profession.

With a good command of the base language, learning a second language has its own characteristics and has its own special methods and approaches.

All methods are effective in their own way, but they do not always allow solving the task in the shortest possible time, that is, they do not allow them to learn the language to the extent necessary to master the profession.

METHODOLOGY

Analyzing the basic level of preparation for school in foreign languages, the most productive method is a full learning method.

One of the most important problems of this method is the problem of switching the native language when teaching foreign languages. On this basis, I agree that this position is impossible to implement, and therefore every effort should be directed towards minimizing its use.



As the ultimate goal of education, a comprehensive knowledge of a foreign language is affirmed, that is, all oral and written knowledge.

Thus, language learning is divided into three stages: - at the first stage, episodic explanations of certain concepts are given as they appear in the process of mastering the structure of the language.

- on the second, oral speech is taught;

- on the third stage, the teaching of written speech, which is fundamentally different from the teaching of oral speech.

Learning to speak means understanding a spoken language and learning a language.

You can completely understand a text you read without mastering the language orally. It is known that any studied material is remembered faster and more effectively if it is pronounced repeatedly after reading,

The reproductive and receptive sides of verbal speech are different; the first is speech understanding, the second is listening to speech. The two levels of mastery in any language - productive and repetitive - are almost never the same. The number of words that we can learn and understand is always greater than what we use in speech and even in writing.

Along with the difference between the two aspects of the decommunization of communication - reproduction and reconnection - two levels of reproduction are marked as well. The higher one is characterized by automatic perception of the studied material; lower - when reproduction is not yet a skill qualification.

The task of initial education should be to teach the reproduction of the basics of the language at the level of skills, this is due to the fact that initial education excludes reading, and, therefore, the task of learning in a receptive way should be limited to understanding foreign speech at a normal speed of presentation in more than the target language can reproduce on its own.

The purpose of the initial teaching of a foreign language is to study the basics of the language. Supporters of the simple method of teaching understand language as a system of signs used in the process of oral communication. Therefore, mastering a language is, first of all, the study of not only sounds, but also intonation, rhythm, distribution of pauses, stress, etc. Coverage is unthinkable without mastering the sound system. Thus, everything related to the sound side of the language should be included in the course being studied. In this case, the teaching of phonetics should be based on a careful identification and comparison of the sound systems of foreign languages and native languages, since this is the work on mastering the new sound system of the native language.

Since the unit of verbal communication is recognized as a sentence, the object of study should be a sentence, not a word. It is known that each language has a limited number of structures, post-sentence models in accordance with the laws of the language in question. But together with the sound system, mastering the structural



structures of the sentence is the main difficulty in learning, since in different languages the ways of combining words in a sentence are different. Thus, the basis of the language, the sound system and structures, reflecting the various types of sentence structures should serve as the goal of learning the language at the initial stage.

The main selection parameter of the buyer was suggested for specific designs. Method of working with the structure of the language. It will consist of the following steps:

- memorization by imitation (imitation-recollection);
- a conscious choice of a new model in comparison with the already known one (conscious choice);
- Practice in model formation (pattern practice);
- Free use of the model (free selection).

So, initially sound systems and learning structure form the basis of the learning materials because neither voice nor construction can be learned "independently", then it is needed to learn a certain vocabulary. In this case, the vocabulary is considered something of a secondary nature and its purpose is to show how to remove the learned sounds and sounds.

The grammar of each word must be learned with the appropriate structures. The number of words that need to be learned in the course of training is as follows: for speech with an eye on about 1000 words, 3000-4000 words for understanding foreign speech and 7000 words for reading and involves the technology of full-fledged teaching of the English language.

Language acquisition is a process of formation. It is a general skill created by revising the same material over and over again and experience shows that the best results in language learning are achieved by those who have the best imitative skills.

It is known that there are various principles of teaching a language that is not strange:

- a letter should come to education before oral speech;
- memorization can be more accurate than the basic set of sentences after spoken language, because they will serve as analogues for understanding other sentences;
- language structures should be automated with the help of appropriate training exercises of our character;
- using it to master the sound system of demonstration language, imitation, partial explanation and study sessions;
- mastering the sound system and grammatical structures of the language, as well as vocabulary, this should be as limited as possible, because it is not the basis of the language;
- reading and writing should be taken into account as a graphic representation of language units and structures;
- training should be based on a system of increasing difficulties;



- it should be taken into account that translation does not take practice in the language;
- most of the study time should be devoted to practice;
- the respondent must know the correctness of his answer, because this has a positive effect on learning outcomes;
- when selecting educational material, it is necessary to be guided by its practicality and efficiency.

Dialogue training should consist of the following components:

- mastering the sound form of each sentence;
- disclosure of their meanings;
- strengthening associations between form and meaning and between meaning and form.

When working with a dialogue, it is recommended to use the following techniques:

- learning expressions by imitation;
- repeatedly listening to dialogues until the ability to repeat what they heard word for word appears;
- It is necessary to repeat the sentence heard in its entirety.

In the beginning, it is necessary to acquaint the student with the content of the dialogue. To do this, we can use a series of pictures - illustrations for the dialogue or present an approximate equivalent of a sentence in our native language.

As we progress in learning the language, it is advisable to use non-translational means of cementation. If the native language is used to reveal the meaning of the word, then the translation must correspond to the word of the foreign language, i.e. dialogue-equivalent in which phrases are used that are typical for this situation in the native language. Thus, it is important to understand the general content of the dialogue. If the dialogue is pronounced easily and there is no trouble and if the meaning of each of its details is not immediately understood, it will become clearer with further repeated repetition of the dialogue.

When teaching a foreign language, the main role belongs to the formation of skills.

There is a distinction between the studied material on the passive and active method. The assimilation of either material is reduced to a quantitative factor: for the reproductive assimilation of the material- more is required and for the receptive-fewer exercises.

Для овладения языком необходимо изучать грамматику, т.к. без нее не может функционировать ни один язык. Речь идет лишь о том, что понимается под грамматикой и как ей обучать.



To master the language, it is necessary to study grammar, because, without it, no language can function. It is only about what is meant by grammar and how to teach it.

If the grammar contains a description of the structures of the modern language used in oral communication, then it cannot be dispensed with at all. Structures must be processed and arranged in sequence according to the degree of difficulty. These difficulties can be revealed only on the basis of a comparative analysis of the structures of the native and studied languages.

When selecting material, one should distinguish the following structures:

- it is necessary to master reproductively (speaking);
- it is necessary to understand speech.

For reproductive mastery, synonymous structures should be excluded, since the speaker will be understood when he uses the same structure in different cases.

So, for example, to express the future tense, one structure with "to be going to" is enough; from among all relative pronouns, one should choose "that" and exclude "who, whom, which, etc."

For reproductive mastery, the verb "have" should be given to the model: "Do you have a pencil?", "He does not have a pencil", not "Have you pencil?" in this case, it will not be possible to classify it as an exception (interrogative and negative forms are formed according to models typical for all verbs).

CONCLUSIONS

The main criteria for choosing a structure for language proficiency with specificity should be its proximity to the structure of the native language, its use and typicality. From vocabulary, string words, and then words that already have a meaning. Thus, the leader is the mechanical mastery of the grammar of the language by the material of an infinite number of unrelated sentences.

From the foregoing, we can conclude that in order to master the techno-logic of complete learning, the best tools for mastering the English language are imitation, learning by analogy and repeated repetition of what has been learned.

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