

CHET TILLARNI O‘QITISHNING ILG‘OR INNAVATSION METODIKASI

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Buxoro viloyati Xalq ta’limi boshqarmasi

G‘ijduvon tumani XTB tasarrufidagi

10- umumta’lim maktabi Ingliz tili fani o‘qituvchisi

Anatatsiya: *Ushbu maqolada chet tillarini o‘qitish metodikalari ,xotira bilan ishlash amaliyoti,o‘quvchilarni o‘z ona tillarida ravon so‘zlashish hamda xatosiz yozish usullari va amaliyoti bilan tanishtiramiz.*

Kalit so‘zlar: *ona tili,ingliz tili,muloqot,tinglab tushunish,ravon so‘zlashish,xatosiz yozish, tarjima qila olish ko‘nikma.*

ADVANCED INNOVATIVE METHOD OF TEACHING FOREIGN LANGUAGES

Summary: *In this article, we will introduce foreign language teaching methods, practice of working with memory, methods and practice of students to speak fluently in their mother tongue and write without mistakes*

Key words: *mother tongue, English, communication, listening comprehension, fluency, writing without mistakes, translation skills.*

“Muloqot vositasi bo‘lmish til inson ongini boshqaradi,o‘z ona tilida ravon gapira olgan,xatosiz yozagan kishigina ,o‘zga tilni puxta o‘zlashtiradi”.

“Language, which is a means of communication, controls the human mind, and only a person who can speak fluently in his mother tongue and write without mistakes can master a foreign language thoroughly." B.V.Belyayev²

"Methodological folder" holds. He wrote a lecture notebook, a seminar and synopsis of laboratory training, pedagogy lesson plans, handmade albums, demonstration, didactic handouts will be collected. 0 educational literature, printed and handwritten audiovisual (auditory and visual) tools, educational and educational plans written during practice "Methodical folder" necessary for the student to start work It is included in the Student's Guide Book.

When talking about the curriculum, study is involuntary one or another type of country is embodied before our eyes. E.g.schools of secondary and general education in foreign languages or academic lyceum and vocational college or foreign language higher education talk about the programs of educational institutions (faculties).possible It is necessary to be able to clearly distinguish each of them. (defined using words): a) written in the textbook (verbal-graphic rule) and b) teacher or rules made by students. These can be called verbally defined rules; 2) visual rules(non-verbal, non-descriptive rules):

scheme, such as tables and symbols (eg S + P + O); 3) rule —analogy (readers without the help of words or symbols

by involuntarily or according to their own language experience, "rules" denoting certain linguistic concepts and rules, e.g. concepts expressed in terms such as noun, adjective, sentence, possessor, participle, or word order in a sentence, word formation foreign laws indicating events, etc.

they are engaged in science in training and the third job they teach and conduct extracurricular activities.

Students under the guidance and recommendation of a teacher-methodist "Methodological folder" holds. He wrote a lecture notebook, a seminar and synopsis of laboratory training, pedagogy lesson plans, handmade albums, demonstration, didactic handouts will be collected. 0 educational literature, printed and handwritten made audiovisual (auditory and visual) tools, educational and educational plans written during practice "Methodical folder" necessary for the student to start work

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Joriy metodik an'anaga ko'ra materialni og'zaki va yozma o'rganish o'rtasidagi tanaffus bir necha (beshtagacha) dars orasida yoki bir darsning ichida bo'lishi mumkin. Ta'limning yuqori bosqichida til materiali retseptiv o'rganilishi, faqat leksikaning yarmi keyinchalik reproduktiv tarzda ham o'zlashtirilishi metodik jihatdan odat tusiga kirgan.

Ta'lim bosqichi va prinsiplariga binoan umumiy ta'limiy maktab til minimumiga kirgan ta'lim hodisalar nutq faoliyati turlarida quyidagi sharoitlarda o'rganiladi:

I. Tinglab tushunishda o'zlashtiriladigan til materiali olti toifaga bo'linadi:

1. O'rganilayotgan til materiali boshqa nutq faoliyati turlarida ishtirok etmaydi. Gapirishda keyinroq ishlatiladi, yozuv va o'qishda yana ham keyinroq, biroq shu o'quv yilida o'rganiladi.

2. Tinglab tushunish uchun berilgan til materiali gapirishda ham aytiladi, yozuv va o'qishda keyingi darslarda qoplanadi.

3. Tinglab tushunishda o'zlashtirilgan birlik shu darsning o'zida gapirish materiali hisoblanib, keyingi o'quv yilida yoziladi va o'qiladi.

4. Tinglab tushunish va gapirishda qo'llanadigan birlik yozuv va o'qishda bir necha sinfdan keyin ishtirok etadi.

5. Tinglab tushunishda o'tilgan material chet til o'qitish maktab kursida boshqa nutq faoliyati turlariga kiritilmaydi.

6. Audiomatnda uchraydigan material shu darsning o‘zida (birinchi o‘quv yilidan tashqari) qolgan uchala nutq faoliyati turida ham ishlatiladi.

According to the current methodical tradition, the material is oral and written the break between studies is several (up to five) lessonsit can be between or within one lesson. Education It is methodologically customary to learn the language material receptively at the higher stage, and only half of the vocabulary is later learned reproductively. General education according to the stage and principles of education speech activity, various phenomena included in the school language minimum types are taught under the following conditions.

I. The language material to be learned in listening comprehension is divided into six categories:

1. The language material being studied does not participate in other types of speech activity. It is used later in speaking, later still in writing and reading, but learned in this school year.

2. The language material given for listening comprehension is also spoken in speaking, and covered in subsequent lessons in writing and reading.

3. The unit mastered in listening comprehension is considered as speaking material in this lesson and will be written and read in the next academic year.

4. The unit used in listening comprehension and speaking is involved in writing and reading after several grades.

5. The material covered in listening comprehension is not included in other types of speech activities in the foreign language school course.

6. The material found in the audio text is used in this lesson itself (except for the first academic year) in all three types of speech activities.¹

FOYDALANILGAN ADABIYOTLAR RO‘YXATI:

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2. Orif Ayupov “Dunyo siyosat-jamiyat” Guliston 2016