

## CHET TILINI SAMARALI O'RGANISH USULLARI VA INGLIZ TILINI O'QITISHDA ONA TILI TIZIMI

Najmiddinova Aziza Shuxratovna,  
Samarqand davlat chet tillar instituti mustaqil tadqiqotchisi(PhD).  
<https://doi.org/10.53885/edinres.2024.01.1.041>

*Annotatsiya.: Ushbu maqolada ingliz tilini samarali o'rganishda talaffuzning turli usullari va ahamiyati haqida yozilgan. Bundan tashqari, ingliz tilini o'rgatishda o'z ona tilidan foydalanish metod va ularning turlari haqida ma'lumot berilgan.*

*Kalit so'zlar: Til, o'rgatish, ijtimoiy, o'rganish, usullar, muhit, interaktiv o'yinlar, jarayon, aralashish, salbiy ta'sir, tovushlar, transpozitsiya, bilim, ko'nikma, kompetentsiya*

## МЕТОДЫ ЭФФЕКТИВНОГО ИЗУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА И СИСТЕМА РОДНОГО ЯЗЫКА ДЛЯ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ

Нажмиддинова Азиза Шухратовна. Независимый научный сотрудник (PhD)  
Самаркандского государственного института иностранных языков

*Аннотация: В этой статье написано о различных методах и важности произношения для эффективного изучения английского языка. Кроме того, представлена информация о методах и видах использования родного языка при обучении английскому языку.*

*Ключевые слова: Язык, обучение, социальное, обучение, методы, окружающая среда, интерактивные игры, процесс, помехи, негативное влияние, звуки, транспозиция, знания, навыки, компетентность.*

## EFFECTIVE LEARNING A FOREIGN LANGUAGE METHODS AND SYSTEM OF NATIVE LANGUAGE FOR TEACHING ENGLISH

Najmiddinova Aziza Shukhratovna,  
Independent researcher (PhD) of the Samarkand State Institute of Foreign Languages.

*Abstract: This article has written about various methods and importance of pronunciation in learning English effectively. In addition, information is provided on the methods and types of using own native language in teaching English.*

*Key words: Language, teach, social, learn, methods, environment, interagitive games, process, nterference, negative influence, sounds, transposition, knowledge, skills, competence*

Language teaching has its challenges. Most of the time, it is a foreign language that the learner can't pick up from his/her surroundings, and you should teach patiently and systematically so that the students become confident and can read, write and speak the language effortlessly[1].

A person learning a foreign language cannot get out of the rules and system of his native language, he cannot leave it. He first forms his opinion in his native language, and then tries to find equivalent means in a foreign language. So, the cognitive process takes place on the basis of the mother tongue, and the communicative process takes place in the second language. In the process of mastering a second language, there is a separation of language and thinking. As a result, the speaker cannot get rid of the system and norms of the native language, and the features of the native language begin to hinder the process of speech formation in the second language. As a result, a person who speaks a second language is forced to involuntarily transfer the rules of his mother tongue to the language he is learning[2].

In the process of knowing, ideas about existence are formed. Words name things and events, express concepts. Thinking is based on logical and psychological laws. Language expresses accumulated experience and information in its own way. Languages that reflect objective existence differ from each other in different degrees[3]. The members of the Prague Linguistic Circle paid special attention to these characteristics of languages, studied them specially, and identified various phenomena that prevent easy learning of a foreign language. One of them is the phenomenon of interference.

Interference is actually a Latin word that means inter-intera, ferens-entrant, barrier, cavity. This term was first used in the science of physics, and it means the increase or decrease of the vibration amplitude of the waves falling on top of each other in space. Later, it became customary to use this word in the field of psychology. The psychological aspect of interference is that the previous activity is repeated in a continuous rhythm, and as a result of its automation, it takes a firm place in the memory. Therefore, if the next activity is different from the previous activity, the previous activity starts to interfere with the next activity. As a result, an interference phenomenon occurs. From the psychological point of view, it is noted that there are types of interference such as retroactive, proactive, verbal, motor-acoustic, visual, selective. In addition, this term is also used in biology[1].

Interference means negative influence, unknown displacement, hindrance, confusion, which leads to a negative result of skills and abilities. As an example of this, learning English sounds requires a special methodological approach. The reason is that the lack of such a sound in the Uzbek language causes difficulties for Uzbek children. However, the skills developed by students through exercises can have a positive effect on learning this phonetic phenomenon. Interference is a deviation from the norm in the speech of a bilingual speaker, and any influence of one language on the other is the result of this influence. In such a psychological process, the balance and adequacy between the rules of the languages that come into contact is broken[2]. The essence of the interference process is that a person learning a foreign language involuntarily transfers the norms of the system of speech rules established in the native language to the language being studied.

Transposition is a Latin word, «transpositio», means to move to another place. This concept is interpreted in the methodology as positive influence, positive transfer, coming to help, assistance, transfer of knowledge, skills and competence leading to a positive result[3].

It can be said that equipping children with the knowledge of interlingual or intralingual linguodidactic comparative analysis of foreign language, second language and mother tongue is one of the important conditions for the formation of their skills aimed at solving cognitive, communicative-educational and practical-planning tasks. The English language is the language of the world, and English teachers have changed their methods of delivery over the years to suit the present scenario. In this article, I will be discussing specific popular and efficient ways of teaching the English language, which fulfills the demand of modern learners. The present generation gets exposure to the world through social media, their knowledge base is augmenting by the information available on the internet, the students nowadays are more impatient and to grab their attention, teaching methods need to cater to their dynamic thinking process.

Language teaching, like any other topic, has undergone a lot of changes. It has shifted to role-plays, interactive games, short visuals, etc. from the traditional ways, such as lectures by facilitators with only a blackboard to support and spell repetition and grammar worksheets, have shifted to role-plays. In general, everything you teach needs to be relevant to the students' environment, as students are the focal point of the teaching and learning process.

Among the manifestations of the phenomenon of linguistic interference, the characteristics of the phonetic level are clearly visible. In the process of using a foreign language, the manifestation of phonetic system elements specific to the dominant language creates phonetic interference. This is expressed in linguistics by a special term - the term accent. One of the unique features of an accent is that it is extremely difficult to get rid of it. Because the previous pronunciation skills are endlessly repeated in the native language and completely prevent the achievement of the adequacy of similar articulation in a foreign language. Phonetic interference is the phenomenon of phonetic interference, involuntarily applying the phonetic features of the native language to the language being studied.

In accented speech, the speaker makes mistakes as a result of using the pronunciation models of the mother tongue, as the speaker does not have sufficient freedom of the pronunciation system of the second language acquired. Of course, there are deviations from the established norm in the speech of native speakers. They are related to the concept of local accent. There are

also deviations from language norms in the speech of children who speak a certain language. This is especially evident in the initial period of formation and stabilization of language norms. Only cases related to the attitude of the dialect to the literary language or the pronunciation of other language units of a foreigner can be included in the border or circle of accent. Deviations from the norm in bilingual speech are clearly manifested in the initial period of learning a foreign language.

The accent is variable, and in the process of learning a foreign language, the speech of a foreigner may start with a strong accent, and then become almost unrecognizable as a result of regular practice. In the case of bilingualism, the phonetic formation of the speech of the learner is not only carried out during the speech process, but it also depends on the quality of the speech in the foreign language, as well as the level of acceptance of the pronunciation features of the foreign language by the learner. Linguistic communication is a two-way process: it involves not only speaking, but also listening. The development of conversation between communicants depends on the level of mutual understanding between them, the ability to receive exactly the same message. Usually, in the conditions of interference, the speech activity of the native speaker is significantly lower compared to the natural conditions of communication in the native language, and it can have features such as slowing down. In the process of speaking with the native speaker, the learner's attention is more focused on the form of the interlocutor's language. The communication situation, the speaker's attitude towards the listener and other extralinguistic factors are not in the focus of attention of the learner. The social aspect of the accent in the speaker's speech is one of the issues that has attracted the attention of a number of world linguists and is still waiting for a positive solution. However, this aspect of accent has not been studied theoretically in Uzbek linguistics. Some think that the accent does not cause difficulties in the exchange of ideas and are indifferent to it. Because the accent sometimes makes communication difficult. In our opinion, even if it is very difficult to get rid of the accent, it can be eliminated through regular practice.

From a sociolinguistic point of view, an accent is a special form of deviation from the pronunciation norm that occurs in the situation of bilingualism. One of the features of accent is the presence of a norm governing the pronunciation of a second language learner. First of all, before turning to the issue of bilingualism and accent, it is necessary to determine what is included in the scope of accent in speech. Grammar Paraphrasing this method of teaching English is a classic one used since the 16th century. This approach was improvised for teaching the Latin language, which was not commonly learned and spoken by people. The method of teaching English focused on translating the texts in Latin to the native language and then gaining it, in line with the grammatical rules and vocabulary of Latin. The rote learning method is the most used method to learn vocabulary.

This method of teaching English, also known as the direct method, seems to be a response to the Grammar translation technique. In this process, the teacher who is aiming to teach English as a second language, asks the learner to think in English so that they can communicate in English.

The technique aims at building a connection between thought and expression. It required the teacher to strictly prohibit the student from using his/her native language. The learner is supposed to perfectly express himself/herself in English, with proper accent and usage of grammatical skills.

This method of teaching English is used in modern times and is useful in teaching to communicate in English. As the student thinks and talks in English in real-life situations, they learn the language accurately, and there is no rote learning or translation. This might take some time, but whatever is learned has a long term effect on our memory.

The various characteristics of this methods

Interaction in English language results is a proper understanding of the language.

Students are taught strategies to understand English.

The experiences of the students are focused on making up the content of the lessons.

Authentic text in English is used for teaching[1]

Principled Eclecticism: This refers to the variety of teaching methods, depending on the

aptitude of the learner. Different methods are put together to suit the requirement of the student.

Any single method has its strengths and weaknesses. Therefore it may not be suitable for a specific learner, so the teacher in this approach uses a combination of techniques to make the language understandable.

This is the most contemporary method of teaching a foreign language and is very useful.

Much like the task-based approach, the project-based approach is meant to address students' real needs by adapting language to the skills and competencies they truly need personally and/or professionally.

The application of this approach begins by determining the one, global objective that the individual or group of students have[3].

For example, if you're teaching a business English class, you should look at why students are in the class to begin with and plan accordingly. One time when working for a corporate client, I taught a room full of accountants who were all for promotions up for grabs in their company.

Naturally, I taught them differently than I would students interested in learning casual English conversations because of the nature of their jobs. They had to produce specific monthly reports in English for multiple departments in their office. So, we broke one sample report into sections and analyzed each segment. Each student prepared the sections as if they were the real thing.

In class, discussed the difficulties my students encountered, in addition to covering all the vocabulary and grammar needed to complete each section. Their final project was a finished report they could submit to their boss for approval, and the criteria we used to create the report was based their company handbook.

Think of the project as their final, comprehensive assessment. Whereas small tests or the completion of individual tasks are cumulative assessments. Just remember, your evaluation criteria must be clear so students know what they're being graded on.

#### Using Smartphones in the Classroom

A good example of how smartphones enhance classroom learning is the scavenger hunt exercise. Here, students must go through websites to find the information they need to fill out a worksheet. Students can also use their devices to access free, online exercises that reinforce language and skills seen in class.

The key issue here is to be creative with the use of smartphones. Other uses for smartphones in the classroom could be polling apps, surveys or even recording, es, recording! Students can record themselves in action, which is perfect helping them receive feedback on specific tasks and activities.

In the scientific literature on methodology various models of communicative been presented. But in the current interpretation the communicative competence includes linguistic, sociolinguistic, discourse, strategic, socio-cultural, and social competences. Linguistic competence: the ability to produce and interpret meaningful utterances which are formed in accordance with the rules of the language concerned and bear their conventional meaning that meaning which native speakers would normally attach to an utterance when used in isolation. This competence includes vocabulary, grammar, phonetic and phonological, stylistic knowledge. Sociolinguistic competence: the awareness of ways in which the choice of language forms is determine by such conditions as setting, relationship between communication partners, communicative intentions, etc. This competence covers the relation between linguistic signals and their contextual/situational meaning. Discourse competence: the ability to use appropriate strategies in the construction and interpretation of texts. It refers to selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message. This is where the top-down communicative intent and socio-cultural knowledge intersect with the lexical and grammatical resources to express messages and attitudes and to create coherent texts. Strategic competence: when communication is difficult we have to find ways of getting our meaning across or finding out what somebody means; these are communicative strategies, such as rephrasing, asking for clarification,[5] etc.

— Accent, in addition to the pronunciation of vowels and consonants, also stands out in

accent and intonation. Therefore, the struggle against the accented pronunciation of vowels and consonants in the language of the language should be equally focused on accent and intonation. In the process of learning a foreign language, especially in its first stages, it is not always possible to identify the source of the error. It is natural to associate accentological idiosyncrasies with the influence of the speaker's native language. Thus, the concept of accent is a complex phenomenon and is characterized by covering various phenomena. The presence of interference between two language systems and norms should be a general and basic condition for defining an accent.

It is worth noting that noticing unusual pronunciation is related to the learner. A person learning a second language is characterized by phonetic interference. Since bilingualism is a multifaceted phenomenon, the factors of interference theory should also be taken into account. If the second language is not systematized in the learner's mind, the interference and foreign accent in his speech will be stronger. So, successful learning of a new language requires paying attention to its system character.

It can be concluded from the above information that in teaching and learning any foreign language, a special approach is required to the positive and negative effects of the language learner's mother tongue on the foreign language, i.e. interference and transposition phenomena. In addition to the above intralinguistic effects, phonetic interference also depends on extralinguistic factors. Among the extralinguistic influences, first of all, what is the social status of the language. For example, speaking English with a French accent is perceived positively in the USA, but in Canada, on the contrary, it is perceived as a negative characteristic of speech. Among Russian aristocrats of the 18th and 19th centuries, communicating with French pronunciation patterns was considered a sign of civilization. Goals of the English language teaching are determined of all-round development of an individual and upbringing of students as well as by requirements of the syllabus of a certain type of an educational stage.

#### REFERENCES

1. Bluestein, J. (1999). Twenty-first century discipline: Teaching students responsibility and self-management. Belmont, CA: Fearon. P.32, 91
2. Brady, K., Forton, M. B., Porter, D., & Wood, C. (2003). Rules in school. Greenfield, MA: Northeast Foundation for Children. P 56
3. James R Hurford. Mirror neurons and articulation, and the origin of speech. // Evolution of Language Fourth International Conference. 2002. № 12 (5). - P. 56-62.
4. Jacob, Alvina Sarah, Op. cit. P.32.
10. Harmer, Jeremy, The Practice of English language Teaching. London: Longman, 1983, P. 70, 90, 100, 228.
5. Kralova Z. Classification Factors of Foreign Language Phonic Competence. // The Elementary School Journal. 2016. № 9 (4). - P. 92-99