EFFECTIVENESS OF TEACHING METHODS IN ENGLISH LANGUAGE ON ACQUISITION OF ENGLISH LANGUAGE SKILLS

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ABSTRACT

In this article textbook describes the process of learning and teaching English language in the primary classrooms in Uzbekistan, discovers successful and effective ways of learning to take place, taking into account the psychological and physiological agefactors of teaching English to young learners. The textbook puts learning in the centre of the frame and describes the theoretical basis and innovative pedagogical technologies of the methodology of English language teaching in the primary classrooms, and it is recommended to study the subject of "Teaching English in the primary classrooms" in the direction of bachelor's education. Linguistic foundations of English language teaching methodology in primary grades should be distinguished from the linguistic basis of the teaching process. Initial the linguistic basis of the English language teaching methodology in classes is modern selection of language material for the teacher's personal working study program, methodical helps in organizing and presenting it. Not only language and speech by students in accordance with modern requirements of the material, but also of the culture of the English speaker if it is taken into account that it should be mastered, when choosing linguistic material it is necessary to pay attention to the sociolinguistic content.[1]

Key words: language, speech, language material, types of speech activities, speech competence, linguistic competence, phylogeny, ontogeny, mechanical memory, mediation, interaction, egocentric speech, verbal expression, verbalization of speech.

Introduction

It is known from experience that the modern teacher is from the basic textbook-complex based on the potential of students in the class, not limited to use from various sources in order to improve the quality and efficiency of the lesson selects additional materials. For this reason, the modern teacher is a subject to whom, what, how, and how much in improving the working curriculum must solve the issue of education competently. In most cases, the teacher is teaching and the students are learning communicative as a result of goal-oriented cooperative activities acquisition of competence at the level of software requirements is not achieved.[2] To this as one of the main reasons is the linguistic, presented in the textbooks, serving the acquisition of

sociolinguistic and pragmatic competences inadequacy in the amount of exercises can be shown. Because some textbooks as a result of paying too much attention to Western language didactics created and serves to acquire speech competence in them the amount of exercise is significantly higher. Or vice versa, that is, higher education language in order to thoroughly prepare for entrance exams predominance of the number of exercises that serve the mastery of the material possible a modern teacher should be able to maintain a balance between teaching and learning special methodological measures for the full realization of the intended goals should be used.[3]

Main body

Expressive English in the development of the student's English speech language, that is, an alternative method that is comparable to the method of expressing thoughts in the mother tongue should be formed. For this, by teaching speech samples introducing elementary school students to ways of expressing thoughts in English is recommended. Because students have a rich repertoire of speech samples in the development of pragmatic competence and not yet formed grammar skills are important in compensation. It is special in the language not units, but complete models or devices containing those units (constructions) are compared.[4] It was created by representatives of the linguistic direction that studies the structure speech pattern (speech patterns, formulaic chunks, fixed expressions) and concepts of substitute tables (substituton tables) are wide in methodology.[5]

Conclusion

Linguistic foundations of English language teaching are psycholinguistic and sociolinguistic includes aspects. Learning the first is a language for the future teacher, the essence of teaching speech and speech activity, the second is a small school it is unique to clarify the content of education for students of the age of helps to understand the features.

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