

EFFECTIVE WAYS OF TEACHING FOREIGN LANGUAGES OF  
STUDENTS WITH BEGINNER LEVEL

*Normuradova Nasiba Saydullayevna*  
*Samarkand State Medical University*  
*Department of Languages*

**Abstract:** This article describes the learning language that introduce with different people's tradition, their culture, religious and physiological inner-world and the teacher's task about the psychological atmosphere in class; importance in reaching the desirable effect of the activity.

**Keywords:** New pedagogical innovations, individual words, facial expressions, mother tongue skills.

We live in a global world, it influences simultaneously on evolving of language as English. Nowadays this language is getting paramount in every corner of the world.

A person who knows a language perfectly uses a thousand and one grammar lexical, phonetic rules when he is speaking. Language skills help us to choose different words and models in our speech. By learning language we can introduce with different people's tradition, their culture, religious and physiological inner-world. However, no one knows exactly how people learn languages although a great deal of research has been done into the subject. Many methods have been proposed for the teaching of foreign language. And they have met with varying degrees of success and failure. Some have had their heyday and have fallen into relative obscurity; others are widely used now; still others have a small following, but contribute insights that may be absorbed into the generally accepted mix.

According to this the process of innovative changes of educational system activity continues. Therefore, it is applied modern requirements for modernization in the education system. Thus, this phase is called modernization era of educational system. Today, while implementing the third phase of National program of preparing cadres, all new specialists undergoing the higher educational system are required to know one or several foreign languages. In connection with this, huge tasks are set before teachers of English language. The teachers assign the main subjects of educational reforms. Therefore, if a teacher is ready to implement new pedagogical innovations, he can provide purposeful introduction of innovative ideas into educational process. Lately, the length of significant official acts was issued on improving and augmenting the foreign languages teaching.

Young children do not come to the language classroom empty-handed. They bring with them an already well-established set of instincts, skills and characteristics

which will help them to learn another language. We need to identify those and make the most of them. For example, children: are already very good at interpreting meaning without necessarily understanding the individual words; already have great skill in using limited language creatively; frequently learn indirectly rather than directly; take great pleasure in finding and creating fun in what they do; have a ready imagination; above all take great delight in talking!

How does each of these qualities help a child in the foreign language classroom and how can the teacher build on them?

*Children's ability interpreting meaning without necessarily understanding the individual words*

We know from experience that very young children are able to understand to grasp meaning what is being said to them even before they understand the individual words.

Intonation, gesture, facial expressions, actions and circumstances all help to tell them what the unknown words and phrases probably mean. By understanding the message in this way they start to understand the language. In later life we all maintain this first source of understanding alongside our knowledge of the language itself. It remains a fundamental part of human communication.

Children come to primary school with this ability already highly developed. They continue to use it in all their school work. For example, even though their mother tongue skills are already well established, they may well find it difficult to follow purely verbal instructions and information. When this happens, or sometimes simply out of laziness or inattention, children will tend to rely on their ability to 'read' the general message. In fact we can see this happening most clearly when they get it wrong! More importantly, particularly in terms of language development, their message-interpreting skill is part of the way they learn new words, concepts and expressions in their mother tongue as their language expands to meet the new challenges of school.

So when children encounter a new language at school, they can call on the same skill to help them interpret the new sounds, new words and new structures. We want to support and develop this skill. We can do this by making sure we make full use of gesture, intonation, demonstration, actions and facial expressions to convey meaning parallel to what we are saying. At the same time, we must also try not to undermine the children's willingness to use the skill. This can happen when we try to 'pin down' understanding too precisely.

*Children' creative use of limited language resources*

Alongside this ability to perceive meaning, children also show great skill in producing meaningful language from very limited resources. This too will help them when they encounter a new language and is therefore something else we want to build on. In the early stages of their mother tongue development children excel at making a

little language go a long way. They are creative with grammatical forms. They are also creative with concepts. The four-year-old British child who said 'don't unring' when she wanted to tell a telephone caller to wait, was using her existing knowledge of the way the negative prefix works in order to create a meaning she needed. Similarly another four year old was showing the same kind of creativity, this time with concepts, when he wanted the light put on. What he actually said was 'Switch off the dark. I don't like the dark shining.' Children also create words by analogy, or they even invent completely new words which then come into the family vocabulary.

This phenomenon is fundamental to language development. We see it in all children acquiring their mother tongue. We also know it in ourselves as adults when we are using another language. Sometimes, for example, we don't know the word or the grammatical structure for what we want to say. So we find other ways of conveying the meaning. Sometimes we just make up words or even just say words from our mother tongue in a foreign accent. We stretch our resources to the limit. In the process, we may well produce temporarily inexact and sometimes inept language, but we usually manage to communicate. In doing so we are actually building up our grasp of the language because we are actively recombining and constructing it for ourselves.

This process would appear to be a very deep-rooted human instinct. It actually occurs in the language classroom even without our help. For example, it occurs naturally when the need to communicate has been temporarily intensified by some activity which generates real interaction or calls on the imagination. In order to make the most of the creative language skill the children bring with them, we therefore have to provide them with occasions when:

- the urge to communicate makes them find some way of expressing themselves;
- the language demanded by the activity is unpredictable and isn't just asking the children to repeat set phrases, but is encouraging them to construct language actively for themselves.

That is why games are so useful and so important. It is not just because they are fun. It is partly because the fun element creates a desire to communicate and partly because games can create unpredictability.

If we acknowledge the need for unpredictability, it follows that in addition to occasions when the children practise learnt dialogues or other specific language items under close teacher guidance, there will also need to be occasions when we set up an activity and then leave the children to get on with it. This obviously raises questions about mistakes and correction but, as the next chapter shows, there are good reasons why we must allow the children opportunities to make mistakes. In fact, if children are impatient to communicate they probably will make more not fewer mistakes.

In conclusion, the teacher should take into consideration several tips mentioned the choice of proper material, design of tasks, students' interests. Besides, the teacher

should consider different learning styles and adapt materials to the needs of the learners.

Motivation is the key to success of any classroom activity. The teacher should try to use authentic materials, make tasks life – related. The psychological atmosphere in class is also very important in reaching the desirable effect of the activity. The teacher should try to make the teaching student – centred. He should `more be the leader of the team than authoritarian supervisor. The teacher must not forget to praise your students.

Modern information technologies give teacher a great variety of tasks and the teacher can easily choose the appropriate interesting method for the appropriate topic.

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