



Stages of Teaching a Foreign Language

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Abstract: *The method of teaching foreign languages is not limited to the connection with the specified basic sciences, but uses the knowledge and methods of other, so-called related sciences. So, the general outlines of the learning process can be represented in terms of cybernetics - a science, the subject of which is the control processes occurring in complex dynamic systems. Cybernetic analysis of pedagogical phenomena contributes to a clearer isolation of the interrelated links and conditions of the pedagogical process, allows you to introduce elements of programmed teaching into teaching foreign languages. The programmed methods solve the problem of optimizing the management of the educational process.*

Keywords: *method, speech, linguistic activity, dichotomy, predicate, abstraction, bilingualism, cognitive activity.*

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Introduction

Language is the most important means of human communication, serving all types of activities of human society. Communication can take place both directly - in a personal conversation, mutual correspondence - and indirectly - through a book, television, radio, newspaper. This is a property of any language, including a foreign one. It is included in the curriculum as a subject that gives a person another means of communication besides the native language. Language, seen as a means of communication, is a complex phenomenon in which different sides can be distinguished. So F. de Saussure distinguished linguistic activity, a component of which is language, i.e. a system of signs combining meaning and an acoustic image, and speech, which he considered an individual act of will and understanding. Academician L.V. Shcherba distinguished three aspects of language: speech, by which he understood the process of speaking and understanding; language, i.e. grammar and lexical rules; language material, i.e. the sum of individual acts of speaking and understanding, lasting in memory. From the above, it is clear that language has two sides: the language system, which includes both the grammar system and the sound structure and vocabulary of the language, and speech expressed in speech units, i.e. activity, which, of course, should include the result of this activity - all sorts of texts, from fragments carved on stones to printed volumes of books. V.D. Arakin gives the following definition of speech - it is human activity, formalized in speech units (sentences), built according to the rules of the grammar of a given language and expressing certain thoughts. The simplest unit of speech is a sentence expressing a complete judgment and consisting of words of a given language, modified according to the rules of morphology and connected according to the rules of the syntax of a given language. The concept of language and speech is extremely important for the methodology. Modern linguistics understands language a socially significant communicative code and the rules for its functioning, enshrined in the minds of a

particular group of people. In other words, language is a system of linguistic means necessary and sufficient for communication, and the rules for their use (N.I. Gez). Speech is the implementation of the language system in specific acts of communication, i.e. includes both the communication process itself and speech products or products of this process. Accounting for such a distinction is very important for the methodology. The study of language in the strict sense of the word, as Academician L.V. Shcherba has shown, provides only knowledge of the language system, but does not lead to the use of this system as a means of communication. For practical use of the language, i.e. to master speech, you need not only knowledge of language means and the rules for their use in speech, but also their automated use in communication acts. It follows from this that in the learning process it is necessary to provide not only memorization and consolidation in memory of linguistic means, the formation of skills in using them, but also practice in communication, i.e. in the implementation of acts of speech. Both the language system and speech are inseparable from each other and in fact do not exist one without the other. So, a language system outside of speech in a given language loses its essence, since it cannot serve as a means of communication. Speech is outside the language system, i.e. not following the rules that exist in a given language becomes incoherent and again ceases to serve the purposes of communication, i.e. loses its essence. All changes occur first in speech in the form of isolated facts. These single facts, contrary to the existing language system, gradually grow in number and acquire an increasingly pronounced systemic character, still remaining in speech. Finally, they break down the existing system of language and, by modifying it, move from speech to the system of language. Thus, speech and language system are two sides of a complex unity. In the methodology, this complex two-sided unity is called dichotomy (di – «two», tomia – «division»). The main distinguishing characteristics that make up the dichotomy can be summarized .Distinctive characteristics of language and speech.

It is a system of interconnected and interdependent units and the relationship between them; subsystems are distinguished in the language (lexical, grammatical, phonetic), therefore the language can be called a system of subsystems; language is a specific communication code and the rules for using this code; language is a system of linguistic means necessary and sufficient for the implementation of communication. Speech is the process of using language aids .Speech is the process of implementing a language system Speech is not only a process, but also the result of this process..Linguistic experience is presented in a processed form linguistic experience presented in raw form. Language is a social phenomenon.Speech is an individual phenomenon. Language is non-situational.Speech is always situational.

When mastering a foreign language, one should go in the direction from speech to language. In practice, this is not always the case at school – there the process of teaching a foreign language has a direction from language to speech, and in some cases students are never brought to the level of speech. The main goal of teaching a foreign language at school is to teach foreign language speech activity, which can be done by teaching the language system through speech in the process of purposeful communication.The relationship between the concepts of «language», «speech activity», «speech» can be reflected in the scheme. Language units are organized according to a formal-semantic basis, when form is at the forefront. Speech units are organized according to semantic and communicative characteristics. Linguistic units include: phonemes, morphemes, words, phrases, sentences, micro and macro texts. The units of speech are situationally conditioned statements of various lengths. For example, fire, good job, taken outside of the situation, are linguistic units. In situations: When I was watching TV somebody cried: fire! I tried hard! – Good job! These elements are speech units. Therefore, outside the speech situation, language is taught, but not speech. Linguistic material is strictly selected phonetic, lexical and grammatical minima. Speech material is situationally conditioned samples of utterances of various lengths. Teaching a foreign language at school should be carried out at the level of a speech sample. Structural linguistics gives the

following definition of a speech pattern – it is a standard of sentences similar in structure and content. The basic unit of speech is the speech pattern.

When teaching a foreign language, you will inevitably face the problem of bilingualism. L.V. Shcherba distinguishes pure and mixed bilingualism. They speak of pure bilingualism when a person in a certain situation uses one language code. Mixed bilingualism is the use of codes of two languages. In this case, there is a mutual influence of the two languages, which is of a complex nature (positive and negative). The negative influence of the native language on the process of mastering a foreign language is called interference. The positive influence of knowledge of the native language on the process of mastering a foreign language S.F. Shatilov called it transference. Intralingual interference is also distinguished

At present, in connection with the development of structural linguistics, modeling issues are of particular importance. In linguistics, two kinds of models are distinguished: non-statistical (or basic) linguistic models and statistical (or stochastic) ones. This is due to two aspects of considering a language in the process of its functioning in speech: firstly, the language can be studied from the point of view of the generation and recognition of a speech utterance, i.e. mechanism of language; secondly, language can be studied as a probabilistic process associated with the frequency of the use of certain linguistic elements in speech products. Basic models are even more important for the methodology, since an infinite number of real-life sentences are formed from basic models. Basic models are usually depicted schematically: $S + P + O$, where S corresponds to the subject, P – to the predicate, O – to the direct object. In the practice of teaching foreign language speech, not the models themselves are used as an abstraction of the structure of a sentence, but specific sentences. So the structure $S + P + O$ can correspond to real sentences.

Didactics among the basic sciences for methodology, a special place belongs. Didactics and methodology have a common object of research - the educational process. The only difference is that didactics studies this process as a whole, and methodology - in relation to a specific academic subject. The nature of the relationship between these sciences can be defined as the relationship of a general theory to a particular form of its implementation on the material of a specific subject. This connection is manifested in the commonality of the main categories that make up the conceptual apparatus of both sciences, and can also be traced in their basic teaching principles. The provisions of didactics serve as the starting point for solving such important issues of building a system of teaching foreign languages as learning goals, learning levels, and the general orientation of learning. Research methods are also common. This does not mean, however, that in relation to didactics, methodology is only an applied discipline, it is an independent pedagogical science. Moreover, the methodology of teaching foreign languages opens up opportunities for expanding the base of didactics, the theoretical provisions of which are developed mainly on the basis of the study of teaching the basics of science, i.e. in the center of attention is the cognitive activity of students. The methodology of teaching foreign languages studies the patterns of communicative and cognitive activity of students. The methodology cannot be regarded simply as an applied part of didactics also because it solves not only the problems of teaching in their pure form, but also the problems of education by means of a foreign language, which is not included in the range of problems studied by didactics. Moreover, the methodology of teaching foreign languages opens up opportunities for expanding the base of didactics, the theoretical provisions of which are developed mainly on the basis of the study of teaching the basics of science, i.e. in the center of attention is the cognitive activity of students. The methodology of teaching foreign languages studies the patterns of communicative and cognitive activity of students. The methodology cannot be regarded simply as an applied part of didactics also because it solves not only the problems of teaching in their pure form, but also the problems of education by means of a foreign language, which is not included in the range of problems studied by didactics. Moreover,

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