



The Main Tools of Teaching a Foreign Language

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Abstract: *The implementation of the developed experiences of pedagogy and the achievements in education is one of the important conditions of today. This article provides information about the tools used in teaching a foreign language.*

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It is known from the history of mankind that in ancient times, our ancestors used things like colored stones and animal bones to teach their children to count. From the ancient "calculation teaching" tools to the invention of teaching techniques (the gramophone was released at the beginning of the 20th century), the human child was educated, learned, and educated for thousands of years. The 20th century is called the time of technical revolution. The era of using sound recording devices (phonographs) also began in the teaching of foreign languages. The past century is historically significant with the technicalization of the educational process. Foreign language teaching tools include all educational tools used in the interest of organizing the educational process. Just as every worker has a working tool (for example, a farmer - a hoe, a scythe; a worker - a hammer; a writer - paper, a pencil), the student and teacher also have appropriate educational tools (Education tools) are provided. Since pencils, pens, notebooks, erasers, and rulers apply to most educational subjects, foreign languages are not included in the list of educational tools. From the point of view of systematic-structural approach to things and events in science, foreign language teaching is a three-component educational concept: the teacher is the organizer of teaching, teaching tools, the student is the recipient of education. According to this didactic theory, educational tools are an educational bridge between the teacher and the student, in which the learning process finds its fulfillment. A foreign language teacher is required to have a deep knowledge of the guidelines for the proper use of educational tools while teaching students. That is why there is a need for educational classification of teaching tools. The methodical classification of the tools used in the realization of foreign language teaching goals is as follows: 1) types of basic and additional (auxiliary) educational tools according to their function; 2) educational tools used by teachers or students, depending on who they are intended for; 3) in relation to the path (analyzer) where information comes from - in the names of hearing, seeing, hearing; 4) so-called traditional (non-technical) and modern (technical) educational tools, taking into account the participation of technology; 5) from the point of view of production - there are mass and local educational tools. The main educational tools named in scientific sources include the program, textbook (student's book and teacher's book, reading book). Other tools in the teaching-methodical set are auxiliary. Such a conditional division of teaching tools does not justify itself in school life. Some educators believe that the use of

additional tools is not mandatory. In addition, this is probably the reason why the set of additional tools for Uzbek schools has not yet been developed. Therefore, it seems better to keep all necessary training manuals under the main and auxiliary titles. There is no end to the methodical discussion regarding the tools intended for teachers and students. Because the curriculum and the teacher's book, which are directly with the teacher, indirectly refer to the students. Or the student's book, study book, school dictionary, which is given directly to language learners, is always taken into account by the teacher. The tools at the teacher's disposal, which the student uses in class and extracurricular activities - audio recording, pictures, slides, slides, filmstrips, etc. It is used at the discretion of the teacher. Auditory, visual and audio-visual aids with names derived from the participation of analyzers are part of traditional educational tools. So, these are beyond the scope of basic weapons, technical and non-technical subordinate concepts. All educational tools are listed in technical and non-technical types. In these, there are also those who provide for the work of analyzers, as well as calculations of the main and auxiliary tools. Except for tools intended for teachers. Mass educational tools mean (main and auxiliary) tools that are made in a printing house or a factory (factory) and are distributed on the scale of the republic. The term "local" refers to the tools developed in the school or district/city area, including those made by the student/teacher, for example, a table, picture, toy, etc. made by hand. The conclusion is that foreign language teaching tools are classified in the following order: basic and auxiliary learning tools, which include technical (modern) and non-technical (historical or traditional) and both hearing, seeing and hearing. rish — there are audio-visual teaching aids. Hearing, seeing and audio-visual means, in turn, are divided into smaller categories. From textbooks and manuals to scientific articles, methodical letters, developments and recommendations, published materials are called methodical literature. Such methodical resources intended for teachers are prepared taking into account educational tools.

Each type included in the teaching tools is covered with a brief description in the following "Main and auxiliary tools" topics. In addition to the above considerations, it should be noted that teaching tools are not used uniformly from the first year to the last year. Some of them are used more, others less often. The program is used by the teacher during the entire course, the student's book is used for each class, and the teacher's book is also used by classes. The basic reading book and dictionary are not necessary in the first and second year. Photo albums, wall hangings, and didactic handouts are especially useful for beginners. Foreign language newspapers, reference books, supplementary reading books are used in upper classes. Depending on the stage of the lesson, teaching tools differ. The handout is designed to repeat and reinforce learning units, the flannelgraph is designed to reveal the meaning of new words, and the reference books are designed to repeat grammatical events. The classification of teaching tools is presented in the table.

Curriculum and textbook are the main tools of foreign language teaching. The program is a state document drawn up by Methodists approved by the Ministry of Public Education of the Republic. The textbook is also an educational tool approved by the Ministry, but published on behalf of the authors. In recent years, the meaning of the term "textbook" has expanded somewhat. The textbook includes three books: 1. Student's book; 2. Teacher's book; 3. Reading book. They are not parts of the textbook, but direct components. Program. The full title of the document is adopted as "Program on foreign languages (English, Spanish, German, French) for secondary schools". goals and objectives of teaching, general instructions are given about the forms of organization of the educational process (lessons, extracurricular activities, independent activities).

The program pages open with a "Broadcast Letter". It provides a methodical guide to the realization of the practical, educational, educational and developmental goals of language teaching in the educational process. Educational tasks (intermediate goals) set for each class and educational stage are explained. Teaching according to the principle of oral speech development is explained. It is

recommended to use technical means of education in lessons and extracurricular activities. The importance of intersubject relations is emphasized. The necessity of communication between mother tongue, second language and foreign language, on the one hand, and communication between foreign language and history, geography, literature and even natural sciences, on the other hand, is emphasized. Based on the curriculum, the lesson hours allocated to the foreign language course are indicated. They are distributed by classes. The number of hours per week, as well as per year, varies for various organizational reasons. The content of foreign language education also takes place in the broadcast letter. At the end of the secondary school course, the teaching content required to be mastered is listed in a summarized form: indicators of acquisition of types of speech activities (skills and competences), speech topics, language material. A brief analysis of these will be expanded by classes in the main part of the program and clearly stated. Indicators of types of speech activity, speech topics and language material are listed class by class. The language material contains a list of lexical, grammatical and pronunciation phenomena (lexical only in quantity), language techniques - reading and writing, and typical and ready-made sentences. The appendix of the program may include audiovisual tools, recommendations for monitoring skills and competencies, and a list of some literature. So, the program is made up of three parts (a letter of invitation, the main part - a pure program and an application), which describes the educational goals and content. Teaching methods are not covered in it (methodical recommendations are included in the "Teacher's Book"). The program is used as a guide for creating textbooks and organizing educational activities. The teacher executes the program, and the student learns it. Preparation of programs for Uzbek schools has its own history. In 1968, the program project (in Russian) was announced for the first time. The project was discussed and debated, introduced in schools from the 1970-1971 school year, and until 1999, the textbooks created on the basis of this program were used in practice. In 1999, a new curriculum was approved, and new textbooks were gradually created based on it. Currently, modern changes are being made to the contents of the program and textbooks. (Until 1968, Uzbek schools used localized copies of programs designed for Russia.)

Textbook. Textbook is a collection of general term, student, teacher and reading books. When it comes to the student's book (an important component of the textbook), its content, structure and decoration are analyzed. Exercises form the basis of the student's book. Various applications can be given in the book. (The material about the exercises is given at the beginning of this book.) The exercise includes language material, topic, text, language technique, language abstraction and visual decorations. Visual decoration material cannot be separated from the exercise. The rule (mavhumot) is studied in connection with the language event in this exercise. The exercise has a requirement and material. The requirement is 100% in practice, and the material can be open or confidential. Examples of confidential material of the exercise: "Look at the picture and speak in a foreign language", where speech is meant. Or "Make sentences using comparative and accusative degrees of quality", in which it is recommended to use lexical-grammatical units from language experience, taking into account that the language unit has been studied before, etc. The student's book is still considered a textbook. The methodical term ("darslik") is composed of the Arabic "dars" core and the Turkish suffix "-lik". The student's book contains a set of lessons from the first hour to the last. Classes are divided into quarters.

In the first sense, a foreign language textbook (student's and teacher's books), in turn, is divided into two concepts: 1) one-hour study material and 2) a group of two or more added lessons (paragraph). The term "lesson" is expressed in foreign languages by the words lección (Spanish), leçon (French), Lektion (German), lesson (English), урок (Russian). However, in German, this word means a group of lessons, and an hour's worth of lesson material is called Stunde. Each lesson includes two categories - classroom and home exercises. Class exercises are performed in the form of four speaking activities as much as possible, and almost all homework exercises are intended for written performance. At the beginning of the school year (in the first week of September), the teacher is

recommended to "organize a trip" to the students based on the textbook. During the introductory period, the main part and the details of the application will be explained. The ways of using the book are explained. Students should learn the concept represented by numbers, letters, and types of printed letters. Detailed information about the instructions for the lesson can be obtained from the teacher's book. Teacher's book. The language learner works on the basis of the reviewed student's book, and the teacher's book is intended to organize the management of the student's activities by the teacher. Teacher's books (in English) are also published as part of the 5th-9th grade textbook for schools where education is conducted in all languages. A teacher's book usually consists of two or three sections. First of all, the student's book is scientifically based, secondly, methodological developments of lessons are included, and finally, quarterly and annual plans, lists of language materials can be attached.

Methodological recommendations for taking lessons are given as advice. In practice, it is up to the teacher to partially revise the amount and quality of exercises in the lesson due to the differences in the students' mastery levels. The change made by the teacher is not related to the addition of new units of language material, but to the replacement of the methods of teaching the presented language phenomena.

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