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SELECTION OF THE MOST EFFECTIVE METHODS AND TECHNIQUES OF TEACHING PHONETICS, GRAMMAR AND SPELLING

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Abstract: This article deals the effectiveness of methods and ways of teaching a foreign language at the initial stage of student learning. The aim of the work is to analyze the effectiveness of modern methods of teaching a foreign language, which would help to overcome difficulties in learning a foreign language. Managing the motivation for learning a foreign language is one of the central problems of teaching methods at education.

Key words: teacher, learning and teaching, effectiveness of modern methods, foreign language speech communication, process of language teaching, foreign language.

A foreign language as a subject has a number of specific features, one of which is mastering a foreign language by teaching the ability to communicate in a foreign language. Unfortunately, at the moment, teaching foreign languages is mainly artificial and educational in nature due to the lack of a “natural need” for learners to communicate in a foreign language. In this regard, the teacher is faced with the task of creating an environment for foreign language speech communication in the process of language teaching, as close as possible to natural conditions.

In modern conditions, a foreign language is seen as a means of communication and involvement in the culture of another people. This is gradually becoming the dominant strategy for teaching a foreign language in primary school. Particular attention is paid to teaching a foreign language to students in primary school, because in childhood the tendency to learn languages is much greater. Recently, in pedagogy, as in many other fields of science there is a restructuring of practice and methods of

work at school, and the main problem is to maintain student interest in learning in general and foreign languages in particular.

Today, when the processes of global social transformation cover more and more different spheres of society, European educational space has set a benchmark for entering the world educational space. To this end, the modernization of educational activities in the context of globalization and integration is actively carried out, the ultimate goal of which is to create a single European educational space.

All this requires the search for and development of new educational technologies, progressive ideas, forms and methods of teaching. We are talking about fundamentally new ideas, concepts, technologies, at the center of which is the personality of the learner, with his needs, interests, life problems. Awareness of the scientific and pedagogical community of the need to correct the traditional disciplinary didactic model of learning, which has limited capabilities in the formation of interdependent systemic knowledge in pupils, opens new opportunities for the introduction of learning technology that ensures guaranteed results. [1, p. 26]

Project work - a type of work (mostly in groups), the purpose of which is to prepare the final product in English - album, presentation of information and more. The purpose of this type of work is to give the student the opportunity to perform independent work based on knowledge of the language and skills and abilities acquired during a certain period of studying the topic. Project work is ideal for multi-level groups, as each task can be completed by students with different levels of training. In the process of project activities, students actually communicate with each other and with the world around them in English. The practical purpose of a particular project work can be based on improving various skills. Some works require more oral practice, others are more focused on developing writing skills, while others require the use of certain artistic abilities. Some tasks are more suitable for individual work, others - for work in pairs or small groups. It is very important to

help students choose the task and methods of its implementation so that they feel as comfortable as possible.

During the project-based classes, students wrote about themselves - their family, their home, their interests and preferences. While working on the project, the students conducted a small research work on a topic that interests them. Students take an active position during project work.

Students always want to hear feedback about their project from the teacher. It is extremely important that students' work is evaluated not only in terms of linguistic correctness. Teachers need to note how creative and original the work is and how much effort has been put into doing it.

It is important that teachers do not correct mistakes in the final version of the project. To do this, ask students to prepare and show a draft of the project first. Thus, errors will be found and the final version of the project will not be corrected.

Sample assignments for project work that have recently been most memorable for me and my students:

- “A weather book”. Students make cards, where they draw a schematic representation of different types of weather, put these cards in envelopes, which are pasted on special notebooks or notebooks – “weather books”. During the lesson, we orally find out what the weather is like outside with the help of cards (students lay out the appropriate cards on the desk and the teacher on the board) and record the description of the weather in the “books”.
- “Learning to learn” projects with practical ideas and tips for working on the language (learning words, rules, working with dictionaries and manuals, reading original literature, preparing for exams, etc.). The results of such work are made out in the form of bright monuments.

- Questionnaires, interviews, research on the topic being studied. The result of such work is made out in the form of tables with conclusions and posters) (survey, quiz).
- Audio tour of the city (creating a script, recording on tape the text of the tour, listening to the tape by classmates).
- Project works related to the topics “Me, my family, my friends”, “Student and his environment”, “Appearance”:
 - a. a story about yourself with support (for students), where the support is made in the form of hexagons folded into a kind of “flower”, where on each “petal” the student must reveal a question (his name, age, place of residence, school, school friends, pets, preferences, etc.);
 - b. “Family trees”;
 - c. “Stars talking” - biographical information about the celebrity (the work is made in the form of an abstract or poster, the student must be ready to answer questions from classmates, to participate in a kind of interview).

Project work for older students with a higher level of language skills on the topic of “Biography” can be “A life story”, “Personal details”, “Personality Questionnaire” and more.

- Quite interesting project works that have the form of advertising posters (party planning, advertising clubs or clubs of interest, advertising posters for movies, etc.).
- Different types of project work on the topic “Food and products” (“Healthy food”, “Plan lunch”, “My favorite recipe”, etc.).

My opinion about the project methodology - trust your students, give them a creative approach to language learning. And you will not get tired of being surprised by new and new ideas and small “masterpieces”. In addition, many project works can be used over time to illustrate a topic.

The communicative method of teaching is the most effective because it provides effective, personality-oriented learning of foreign language communication. The role of the simulation process is not as great as it seems at first. Children consciously approach the study of a foreign language. Children are encouraged to do so by stories about the culture of the country whose language is being studied. When learning a foreign language, children first of all want to learn to speak. Even the minimum number of speech units they learn in the first lessons already allows them to feel the communicative function of language, which immediately has a positive effect on learning motivation, without which it is impossible to master a foreign language. Modern methodology helps to implement the main task - the practical application of students' acquired skills in a communicative situation, based on their own experience, personal opinion, prior knowledge and imagination, modeling their behavior according to the situation.

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