

METHODS AND COMPONENTS OF TEACHING UZBEK LANGUAGE TO THE FOREIGN STUDENTS

FAYZIEVA DILOVAR UTKUROVNA

Uzbek Language Teacher, The Department of Uzbek Language and Literature,
Samarkand State Medical Institute

ABSTRACT:

The article reveals some interesting ways to teach Uzbek as a foreign language a modern education system should shape an integrated environment such as knowledge, skills, and independent experience activities and personal responsibility of language learners. into active search, critically reflect, apply in practice.

KEYWORDS: communication, integration, effective collaboration, active teaching methods, independent activity;

INTRODUCTION:

The main problem of the teacher is search methods of developing educational competencies for students learning the language as a condition of quality assurance of the program..For the teacher, the transition from one knowledge transfer to another creating conditions for active knowledge and practical experience of students. For students - passive pass assimilate information. Much different throughout the long history of mankind teaching methods have been developed. First of all borrowed from foreign language teaching methodology

Programs designed to teach so-called "dead languages" - Latin and Greek, in which almost all education the process came down to reading and translating. That was it method founded by formed by the enlighteners of the late 18th century In the mid-20th century under the name "grammar translation method."

The next method is the "Quiet Way" (the method of silence) appeared in the mid-60s on the principle of teaching foreign language - knowledge of the language was originally bedridden with everyone who wants to learn it, and with most the main thing is not to disturb the listener and not acquaintance with the teacher's point of view. After this technique the teacher doesn't say anything at first. Pronunciation training at minimal levels, the teacher manipulates characters, advances the student towards the intended goal, forcing him recall past material. What are the benefits this is the way perhaps this is the level of knowledge the teacher's language practically does not change the level of knowledge of the student's language and Eventually the student learns language is better than a teacher. Also in the study the process forces the student to express their thoughts freely enough. It should be noted that this method is very good for amateur's high tech. Foreign language teachers have been buying for a long time great independence in the selection of textbooks and creative understanding of methods, content and methods fulfillment of application requirements.

Familiar the existence of different methods in the modern process teaching a foreign language, however, should be emphasized leading positions are occupied by methods and technologies based on a person-centered approach you need:

➤ Create an environment where the student feels convenient and free;

- To stimulate the student's interest, to develop it desire to use a foreign language in practice and as a necessity of learning, it makes it a real achievement success in mastering the subject;
- The overall affects the student's personality, engaging her feelings, emotions, and feelings study the process.
- Activate the student primarily character in the educational process;
- Create situations that the teacher does not central figure; the student should know this learning a foreign language is more dependent rather than methods in terms of his personality and interests and teacher-installed textbooks;
- Various provide different forms of work: individual, group, collective, full incentive activities students, their independence and creativity.

Communication in the process is generally accepted foreign language teaching can be "one-sided" and "Versatile." In the first case, we mean organization the learning process, in which "the teacher asks, that is. Encourages the student to engage in speaking activities - the student responds. "This process" is stimulating - answer" scheme. Such an educational paradigm characterized by the widespread use of forms called frontal the work.

As for the Many channel connection, it's typical for him work is a group that every student has access to prove oneself as an independent and full member of a particular thing activity. An annual "multi-faceted" communication model the class has a complex structure of relationships and the relationship between the participants in the process. Student Team Learning (STL, teamwork) is the teacher explains the new material and then offers it to the students groups (groups do not compete with each other to unite .Several small groups of students were formed, they a clear task, the necessary support.

Mission accomplished divided into parts (each does its part) or "top" (each) the next task is performed by the next student). Besides, the performance of any task is explained aloud under the guidance of the student and the whole group. Success or the failure of the whole group depends on the person responsibility of each member. Students follow each other to help each other. Teacher after all group assignments or organizes a general discussion of cases on this matter assignment to different groups (if there is a task the same for all groups) or viewing the task by each if the tasks are different, group them.

When the teacher he makes sure that all students learn the material test to try to understand and master a new material. Students take the test separately on the street Group. Grades for individual work are summed up by group, and give an overall grade. So strong and weak the student can bring the same ideas into the group. Don't compete weak with the weak, but first with yourself results.

The language component includes linguistic material (strictly)selected phonetic, grammatical, lexical minimum), speech material (samples of speech words of different lengths, situational thematically defined) and socio-cultural. In speaking in a foreign language teaching methodology the language takes the form of a school unit. As a training department a compositional group that combines different statements nature can move.

The content of learning foreign languages under the influence of a field of linguistics such as sociolinguistics, studying the relationship between language and culture, language and society. Therefore, it is necessary to train foreign language not only as a new code, but also as a source information and the national culture of the people that language has two main functions: communicative and total.

The psychological component is the formation of these skills and competencies.

Ability to use target language for communicative goals. In foreign language teaching, educational (cognitive) activity the student learns during the activity language, its speech mechanisms are formed and he uses language during communicative activity.

Knowing a foreign language is knowing this system speech skills. Methodical component – teaching students with a rational perception of learning to learn new things forming language and their skills for them use them to communicate practically (orally and in writing).

Communicative language teaching - involves the use of the studied language both in tasks and for communication with the teacher / within the group. It includes a large number of interactive exercises - role-playing games, polls, work in pairs, etc. Immersion in the language (Language immersion) - the method is applied at the beginning, provoking bilingualism by teaching the subjects of the program in a non-native language. Moreover, even reading in the native language is given later than reading in the studied language. Silent Way - The teacher here is more listening than talking.

Teaching pronunciation at lower levels, the teacher uses various color tables on which each color or symbol indicates a specific sound. Thus, new words are learned. Natural Approach - The emphasis is on the fact that the student can not learn everything. Each subsequent portion

of the material must necessarily be based on already completed and at the same time be easily digestible. Total Physical Response Method - Implies that students first passively perceive the material without using it. At the next stage, they must physically respond to certain words, for example, to action verbs. And only after passing the first two stages, students begin to practice the language themselves.

Teaching Proficiency through Reading and Storytelling - the method is an offshoot of the physical response method. It consists in the teacher telling short stories, saturated with new words and a further series of questions for students, requiring simple, but emotionally colored answers from them.

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