



MODERN PROBLEMS OF LINGUISTICS AND METHODS OF TEACHING ENGLISH

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Abstract. It is a well-known fact that an indispensable condition for the implementation of any communicative act must be a mutual knowledge of realities by the speaker and the hearer, which is the basis of language communication. These values have received in linguistics the name of background knowledge. A word reflecting an object or phenomenon of the reality of a particular society not only means it, but also creates some background associated with this word.

Key words: foreign language, method, knowledge, skills, translation, problem.

Introduction. At present, the need to learn English in its actual functioning in various spheres of human activity has become generally accepted. In our college, English is taught throughout all the years of study, in all specialties; electrical engineering, programming and management, and the main task of training is the mastery of students' communication skills in English. If we consider the first two specialties, then much attention is paid to teaching students to "communicate" with technology, and managers, in turn, can not do without communication with people. Therefore, in the last year of training, the emphasis is on business English, where the communicative method of instruction is the main one. However, here we are faced with a number of communicative problems of linguistics. The experience of teaching shows that even at advanced stages of training students admit a significant number of errors both in the performance of exercises and in the use of substantive constructions in conversational practice. Incorrect use of these structures in the composition of a complex sentence leads to a violation of the logic of the utterance and, as a consequence, to nonfulfillment of the tasks of communication. In this regard, we see the need for more detailed equipping of this topic and the development of relevant recommendations. Another obstacle on the way to solving the communicative problem of linguistics is the correct perception of the said form, that is, the perception of what has been said by ear. The next problem is the translation of the form into a common meaning. At this stage, it is important that the listener knows at least one, the most common meaning of the word, which was told to others.



Therefore, when teaching English as a means of communication, it is important to make it clear to students that a person perceives what is said through their individual and cultural prism, and therefore, it is necessary, as accurately as possible, to convey all the meanings that the word carries within itself. The transition from cultural to individual values is manifested in the projection of cultural values through the prism of some of their own properties, attitudes. This is the barrier in communication, which is called psychological, and is the most difficult to overcome in communication between individuals, because for all people the mechanism of "encryption" and "decryption" is different and depends on various reasons, one of which is the different psychology of people. Therefore, the urgency of the communicative problem has now acquired an unprecedented poignancy. This problem is also connected with one of the problems of the theory of translation, namely with the methods of transfer of the equivalent vocabulary, i.e. vocabulary, which has no analogues in a different culture. It, in turn, creates a great obstacle in communication between people of different cultures. The solution to this problem we see in the expansion of background knowledge of students. Background vocabulary are words or expressions that have additional content and accompanying semantic or stylistic nuances that overlap with its basic meaning, known to the speaker and listener belonging to a given language culture. Therefore, an important stage in teaching communication is to familiarize students with the realities, traditions and customs of English-speaking countries. The use of the linguistic and cultural aspect contributes to the formation of the motivation of the teaching, which is very important in the conditions of studying in the college because foreign language communication is not supported by the language environment. When learning a language, simultaneously with the condition of each lexeme, the lexical concept associated with it is formed. If the lexeme is acquired and articulated correctly, this does not yet indicate that the lexical concept has been completed. In the educational process, it should be borne in mind that the word is simultaneously a sign of reality and a unit of language.

Therefore, non-equivalent and background vocabulary needs comment, requires special attention of the teacher. Equivalent vocabulary is the property of culture. If we compare two national cultures, then we can conclude that they never completely coincide. This follows from the fact that each language consists of national and international elements, and for each culture, the totality of these elements will be different. We introduce students to language units that most clearly reflect the national characteristics of the culture of the native speaker of the language and



among its existence. In addition, the content of the national culture also includes the social component, on the basis of which knowledge about the realities and rights of the countries of the studied language, knowledge and skills of communicative behavior in acts of speech communication, skills and abilities of verbal and non-verbal behavior are formed.

Due to the fact that students do not have the opportunity to communicate directly with the native speaker of the language being studied, the teacher needs to explain and explain certain characteristics of the culture of native speakers, we often face the problem of students' lack of understanding of the characteristics and culture of the native speaker. In this regard, we are trying to select the language material reflecting the culture of the country of the studied language, the so-called realities. In realities, the closeness between language and culture is most clearly manifested. A distinctive feature of reality from other words of the language is the nature of its subject content, i.e. the close connection of the designated reality of the object or phenomenon with the national, on the one hand, and the historical interval of time-on the other hand. Reality as a linguistic phenomenon is most closely connected with the culture of the country of the studied language, since it has a national and historical color.

Methods: H.Palmer's method, "Spelling bee", "Creative Problem Solving", "Thinkers' meeting", "Merry Riddles", "When pictures speak", "Pupils and their environmental" method's criteria. "Having another language means being a second spirit"

(Charlemagne)

Materials: It is widely acknowledged that the twenty-first century is an era of growth, development, and creative technologies. It is now being developed in every industry using cutting-edge technology and cutting-edge science. In order for students to learn English in depth and improve their language skills, it is vital to use new and innovative tools, approaches, a range of interactive games, and practical exercises in the classroom system. The integration of cutting-edge technologies into the educational process is intrinsically related to the enhancement of educational content and methodologies in the process of teaching foreign languages to meet specific demands. The primary goal of teaching foreign languages is to build and develop a communicative culture in students, as well as to provide practical instruction in the language. Prof. Azamat Akbarov, a practical linguist, believes that mastering a foreign language is more vital than having a "good impression" biography or a travel equipment. It assists students in becoming sharper, faster decision-makers, as well as improving their ability to lead dialogues. Learning and



speaking a foreign language has also been shown to have psychological benefits. The teacher's job is to create conditions for each student, selecting instructional approaches that allow each student to display their activity and creativity. The main task of teaching Modern English in the twenty-first century is to teach students in schools using modern methods, new information technologies, and modern pedagogical technologies, such as internet resources, in order to independently master a growing student's knowledge, strive to continually deepen in the field of knowledge, and increase his interest. Speech is a means of communication, hence its study falls within the umbrella of Education's general practical aim. In the study of foreign languages, however, today's pupils have a problem with speech. Professor Azamat Akbarov gave the following viewpoint in this situation: "Unfortunately, some of the language education strategies employed nowadays are simply classes that squander students' time." I wanted language teachers to focus on conversational skills and qualifications rather than a deep analysis of the norms of reading literature and mathematics in teaching a foreign language. In such lessons, the main attention is paid to reading and writing, little or no consistent attention is paid to vocabulary and listening comprehension. It is very important that the reader tilni speak muttasil from the time he began to learn." This indicates that providing students with only new material during the session, having them complete written activities in textbooks, and constantly memorizing rules or dictionaries can cause them to lose interest in learning English while also provoking speech issues. Psychologists and educators agree that pupils' thinking can be quickly developed if they are taught to overcome a sufficient quantity of problems during the educational process. As a result, it is preferable to employ speech development-based techniques to address speech-related issues in students. The Harold Palmer approach is used in schools to improve kids' language skills and eradicate language issues. The goal of this approach is to learn the English language in a free and independent manner, that is, to master the skills of listening, understanding, speaking, reading, and writing. Teachers are instructed to work with pupils using the H. Palmer approach, taking into mind the following difficulties in order for students to learn oral speech: 1. Language challenges are classified (pronunciation, spelling, etymological, semantic, syntactic difficulties).

2. Oral speech is taught in two ways: listening, understanding, and speaking.

3. Formation of the wealth of the passive language, and then its active application in reproductive speech.



4. Visuality, translation, interpretation in a foreign language, the use of textual content when opening the meaning of words.

5. Memorization of parts of speech.

6. Selection of words according to certain criteria.

7. Selection of texts on topics, creating a dictionary-minimum and determining the types of reading. Identifying the challenges in language acquisition will, of course, help in overcoming the problems and getting great results.

Results. All such methods provide for cooperation between the teacher and the pupil, active action of the pupil in the educational process. Students' interest and participation in science increases as a result of the employment of current technology in English language teaching. Throughout the lesson, the teacher should show them engaging and instructional movies in English, with a duration of 3 or 5 minutes, depending on the kids' class structure. If these videos are too long, some viewers may become bored or misunderstand parts of the words. As a result, it is preferable that the videos are brief in length. Using movies on the kids in the session can capture their attention to learning, using new themes, facts, writing guidelines, intriguing material, poems, dictionaries, or movies about historical and renowned people, it is possible to produce beneficial outcomes in any method.

Conclusion. Students learn skills such as listening, listening, comprehending, perceiving, remembering, and speaking in particular. We will not be mistaken if we say that in the twenty-first century, as long as the era itself requires innovation and renewal, we will not be erroneous if we say that the transition of teachings to the growing younger generation through new, modern ways is also a requirement of the era. It is vital to provide them with scientific, spiritual-educational, and psychological assistance in order for the readers-young people to evolve into a mature staff in the future. The development of schoolchildren's language abilities has already proven to be a major success in the future. The methods mentioned above, as well as innovative methods and the use of modern information technologies, help to increase their interest in language learning, to attract them to their learning, to be able to solve problems that have arisen in them, to think, to demonstrate their talents, and to develop skills such as reading, speaking, listening, understanding, and writing, to achieve. Students' logical thinking skills improve, their speech becomes fluid, and they develop a speedy and right reaction qualification as a result of the use of new methods. In this regard, it should be noted that, in addition to creative teaching approaches, the introduction of information technology considerably diversifies the information reception and processing process.



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