

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ФАНЛАР
АКАДЕМИЯСИ МИНТАҚАВИЙ БЎЛИМИ
ХОРАЗМ МАЪМУН АКАДЕМИЯСИ**

**ХОРАЗМ МАЪМУН
АКАДЕМИЯСИ
АХБОРОТНОМАСИ**

Ахборотнома ОАК Раёсатининг 2016-йил 29-декабрдаги 223/4-сон қарори билан биология, қишлоқ хўжалиги, тарих, иқтисодиёт, филология ва архитектура фанлари бўйича докторлик диссертациялари асосий илмий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган

2023-3/3

Вестник Хорезмской академии Маъмуна

Издается с 2006 года

Хива-2023

Бош муҳаррир:*Абдуллаев Икрам Искандарович, б.ф.д., проф.***Бош муҳаррир ўринбосари:***Ҳасанов Шодлик Бекпўлатович, к.ф.н., к.и.х.***Таҳрир хайати:**

<i>Абдуллаев Икрам Искандарович, б.ф.д., проф.</i>	<i>Пазилов Абдуваеит, б.ф.д., проф.</i>
<i>Абдуллаева Муборак Махмусовна, б.ф.д., проф.</i>	<i>Рахимов Рахим Атажанович, т.ф.д., проф.</i>
<i>Абдуҳалимов Баҳром Абдурахимович,</i>	<i>Рахимов Матназар Шомуротович, б.ф.д.,</i>
<i>т.ф.д., проф.</i>	<i>проф.</i>
<i>Агзамова Гулчеҳра Азизовна, т.ф.д., проф.</i>	<i>Рўзметов Бахтияр, и.ф.д., проф.</i>
<i>Аимбетов Нағмет Каллиевич, и.ф.д., акад.</i>	<i>Садуллаев Азимбой, ф-м.ф.д., акад.</i>
<i>Аметов Якуб Идрисович, д.б.н., проф.</i>	<i>Салаев Санъатбек Комилович, и.ф.д., проф.</i>
<i>Бабаджанов Хушнўт, ф.ф.н., проф.</i>	<i>Сапарбаева Гуландам Машаритовна, ф.ф.ф.д.</i>
<i>Бекчанов Дағрон Жуманазарович, к.ф.д.</i>	<i>Сапаров Каландар Абдуллаевич, б.ф.д., проф.</i>
<i>Буриев Хасан Чўтбаевич, б.ф.д., проф.</i>	<i>Сафаров Алишер Каримджанович, б.ф.д., доц.</i>
<i>Ганджаева Лола Атаназаровна, б.ф.д., к.и.х.</i>	<i>Сирожов Ойбек Очилович, с.ф.д., проф.</i>
<i>Давлетов Санжар Ражабович, тар.ф.д.</i>	<i>Сотилов Гўйитназар, к/х.ф.д., проф.</i>
<i>Дурдиева Гаўҳар Салаевна, арх.ф.д.</i>	<i>Тожибаев Комилжон Шаробитдинович,</i>
<i>Ибрагимов Бахтиёр Тўлаганович, к.ф.д., акад.</i>	<i>б.ф.д., академик</i>
<i>Жуманиёзов Зоҳид Отабоевич, ф.ф.н., доц.</i>	<i>Холлиев Аскар Эргашевич, б.ф.д., проф.</i>
<i>Жуманов Мурат Арпбаевич, д.б.н., проф.</i>	<i>Холматов Бахтиёр Рустамович, б.ф.д.</i>
<i>Кадирова Шахноза Абдухалиловна, к.ф.д., проф.</i>	<i>Чўпонов Отаназар Отожонович, ф.ф.д., доц.</i>
<i>Каримов Улўзбек Темирбаевич, DSc</i>	<i>Шакарбоев Эркин Бердикулович, б.ф.д., проф.</i>
<i>Қурбанова Саида Бекчановна, ф.ф.н., доц.</i>	<i>Эрматова Жамила Исмаиловна, ф.ф.н., доц.</i>
<i>Қўтлиев Учқун Отобоевич, ф-м.ф.д.</i>	<i>Элчанов Рузўмбой Абдуллаевич, б.ф.д., доц.</i>
<i>Ламерс Жон, к/х.ф.д., проф.</i>	<i>Ўразбоев Гаўрат Ўразалиевич, ф-м.ф.д.</i>
<i>Майкл С. Энжел, б.ф.д., проф.</i>	<i>Ўрозбоев Абдулла Дурдиевич, ф.ф.д.</i>
<i>Махмудов Рауфжон Баходирович, ф.ф.д., к.и.х.</i>	<i>Ҳажиева Мақсуда Султоновна, фал.ф.д.</i>
<i>Мирзаев Сирожиддин Зайниевич, ф-м.ф.д., проф.</i>	<i>Ҳасанов Шодлик Бекпўлатович, к.ф.н., к.и.х.</i>
<i>Мирзаева Гўлнара Саидарифовна, б.ф.д.</i>	<i>Худайбергана Дурдона Сидиқовна, ф.ф.д.</i>

Хоразм Маъмун академияси ахборотномаси: илмий журнал.-№3/3 (99), Хоразм Маъмун академияси, 2023 й. – 165 б. – Босма нашрнинг электрон варианты - <http://mamun.uz/uz/page/56>

ISSN 2091-573 X

Муассис: Ўзбекистон Республикаси Фанлар академияси минтақавий бўлими – Хоразм Маъмун академияси

© Хоразм Маъмун академияси ноширлик бўлими, 2023

Saidova M.U., Abdurakhmonova M.O. The factors in planning speaking activities in foreign language classes	113
Saidova M.U., Boboeva Z. The significance of communicative approach in teaching students of different ages	116
Saidova M.U., Saidkulova D.E. Til tizimlarini o'qitishda kommunikativ yondashuv	120
Sindorov R.U. Chet tili o'qitish metodikasida lingvomadaniyatshunoslikka oid til birliklaridan samarali foydalanish	125
Sobirova G.R. Talabalarning kasbiy auditiv layoqatini rivojlantirish bo'yicha xorij tajribalari	128
Sultanov B., Rustamova D. Boshlang'ich sinflarda asosiy miqdorlarni o'rgatishda ko'rgazmalilikning ahamiyati	130
Tosheva M.Yu. O'smirlarda stressga barqarorlikni ta'minlashning psixologik omillari	133
Turgunova M.T. The role of using authentic materials in efl teaching and learning	135
Xakimova D.M. Uzluksiz kasbiy ta'lim jarayonida o'qituvchi innovatsion salohiyatini rivojlantirishning psixologik-pedagogik ahamiyati	137
Zakirova Kh.A. Teaching language skills through authentic pictures in ESP classes	141
Алленова И.В. Цифровые технологии в организации самостоятельной работы студентов при обучении русскому языку в ВУЗе	144
Икрамова М.Х. Бўлажак технология фани ўқитувчиларини касбий компетенциясини ривожлантириш микдорий характеристикаси	146
Маруфов Э.У. Мустақил таълимда инглиз тили амалий фонетикасини ўрганишда ностандарт тестлардан фойдаланиш	149
Ташева У.Т. Особенности внедрения информационных технологий в организацию самостоятельной работы студентов при обучении русскому языку	152
Турсунбоева М.А. Нофилологик факультет талабаларининг чет тилда касбий коммуникатив компетенциясини шакллантириш муаммолари	154
Хамдамова В.А., Башнинова С.Н., Кокорева О. Масофадан ўқитиш таълим тизимида фаолият кўрсатувчи ўқитувчилар касбий сифатлари	157
Чориева Ф.Т. Лингводидактикада компетенция ва компетентлик категорияларини татбиқ этилишининг мазмуний тавсифи	159
Шарипова И.А. STEAM-образование как инновационная технология для обучения иностранным языкам	162

Besides, nowadays we cannot imagine our classes without modern technologies. This factor also contributes for teaching effectively and helps learners to stay interested in the subject. Digital literacy – speaking development apps: being able to use Flipgrid, Vocaroo, VOICE (Vienna-Oxford International Corpus of English), designing your tasks in google applications, wordwall.net programmes in different templates with some visual colourful aids, using Plickers for checking students' comprehension, padlet, nearpod - is one of the demands of 21st century. Teachers need to know how to use various activities in the classroom, also teachers should know how to find out new ways of delivering information. A variety of factors can create a desire to learn. One of the teacher's main aims should be to assist students to sustain their motivation. It means if the teacher wants to engage all learners to the activity the teacher should provoke their participation.

Conclusion. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. This paper reviewed the factors that affect students' English speaking performance. The mentioned factors in this paper have an important role in developing learners' speaking skill. Thus, at present, teaching foreign languages, in particular speaking, is considered as teaching communicative activity, the ability to communicate. In this regard, there should be a search for innovative forms and methods of teaching for development of professionally oriented education students, improving the quality of foreign language classes, increasing their effectiveness. As we are living in modern, communicative and technological era, the teachers should possess a knowledge of twenty first century skills as critical thinking, social intelligence, creativity, information literacy and digital literacy that effects organizing meaningful, interactive speaking classes.

REFERENCES:

1. Jeremy Harmer *How to teach English* Pearson Education Limited 2007 p:30;37;
2. Keith S. Folse *The art of teaching speaking* by the University of Michigan 2006 p:10;26
3. Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge
4. Scott Thornbury *How to teach speaking* Pearson Education Limited 2005
5. www.longman.com

UDC 378: 811.112.2

THE SIGNIFICANCE OF COMMUNICATIVE APPROACH IN TEACHING STUDENTS OF DIFFERENT AGES

M.U.Saidova, PhD, Bukhara State University, Bukhara
Z.Boboeva, Master's Student, Bukhara State University, Bukhara

Annotatsiya. Ushbu maqola har xil yoshdagi talabalarga ingliz tilini o'rgatishda kommunikativ yondashuvning ahamiyatini ochib berishga qaratilgan. Uning nazariy qismida talabalar va o'qituvchining dars davomida ushbu yondashuvdan qanday foydalanishi mumkinligi haqida muhim ma'lumotlar mavjud. Maqolada o'quvchilarning nutqiy ko'nikmalarini rivojlantirishdars jarayonida qo'llanilishi mumkin bo'lgan usullar haqida ham ma'lumotlar keltirilgan. Bundan tashqari, o'quvchilarning tanqidiy fikrlash ko'nikmalarini oshirish, o'z fikrini mustaqil bayon etishda kommunikativ yondashuvning o'rni beqiyosdir. Tadqiqotimizning asosiy maqsadi ham kommunikativ yondashuv orqali talabaning nutq qobiliyatini rivojlantirishdan iboratdir. Maqola analitik metod asosida tuzilgan bo'lib, dastlab o'quvchilarning yoshga bog'liq qobiliyatlari o'rganilib, keyin yechimi berilgan. Tadqiqot davomida turli yoshdagi o'quvchilar tanlab olinib, ularning imkoniyatlariga ko'ra kommunikativ yondashuvga asoslangan o'yinlar orqali til o'rgatish yo'lga qo'yilgan. Tadqiqot natijalari metodologiyada samarali o'qitish uchun katta asos bo'lib xizmat qiladi.

Kalit so'zlar: metodologiya, kommunikativ yondashuv, texnikalar, muloqotga yo'naltirilgan o'qitish, tarbiyaviy o'yinlar, nutq shakllari, yosh guruhlari, tanqidiy fikrlash.

Аннотация. Данная статья посвящена освещению важности обучения английскому языку учащихся разного возраста с использованием коммуникативного подхода. Ее теоретическая часть содержит значительные данные об использовании этого подхода учениками и учителем во время урока. В статье также представлена информация о методах,

которые могут быть использованы в процессе обучения для улучшения навыков говорения учащихся. Кроме того, раскрывается важность коммуникативного подхода для улучшения навыков критического мышления и самостоятельного выражения своего мнения. Основной целью нашего исследования является развитие у учащихся навыков говорения посредством коммуникативного подхода. В основу статьи положен аналитический метод, впервые изучены возрастные способности учащихся и дано решение. В ходе исследования были отобраны учащиеся разного возраста и обучение языку проводилось на основе коммуникативно-ориентированных игр в соответствии с их способностями. Результаты исследования станут отличным фундаментом для эффективного обучения методике.

Ключевые слова: методология, коммуникативный подход, методики, коммуникативно-ориентированное обучение, обучающие игры, формы речи, возрастные группы, критическое мышление.

Abstract. This article is devoted to highlight the importance of teaching English to students of different ages using a communicative approach. Its theoretical part contains important information on the use of this approach by students and the teacher during the lesson. The article also provides information about the methods that can be used in the teaching process to improve students' speaking skills. In addition, the importance of communicative approach in improving students' critical thinking skills and expressing their opinion independently is revealed. The main goal of our research is to develop the student's speaking skills through a communicative approach. The article is based on the analytical method, and the students' age-related abilities have been first studied and a solution have been given. During the research, students of different ages have been selected and language has been taught on the basis of communicative-based games according to their abilities. The results of the research will be a great foundation for effective teaching in the methodology.

Keywords: methodology, communicative approach, techniques, communication-oriented teaching, educating games, forms of speech, age groups, critical thinking.

Introduction. The communicative approach means that teaching and learning language effectively comes through communicating. When learners are required to make real communication, their natural tactics for language acquirement will be used, and this will make them acquire to use the language. The main aims of this approach are to understand speech in a real situation and teach how to express one's opinion correctly. Therefore, for each topic, a separate situation is given, and in this situation, it is required to solve the problem by using communication skills.

Speaking skills are can be formed in a practical way within certain speech topics. Lessons based on the communicative approach are not limited. Both oral and written forms of the language are used during the lessons. According to the existing tradition, in the process of teaching mother tongue, written texts take the main place, and special attention is not paid to oral speech. However, a person's primary language skill is oral speech. The development of oral speech serves as a basis for the development of other forms of language. A lot of work with written speech does not lead to the development of oral speech by itself, because although written speech and oral speech are united at one point in terms of content, the process of their realization is supported by the operation of different mechanisms in human mind. . Therefore, it is necessary to pay special attention to each of them. In order to develop oral communication skills various forms of speech are should be used and put into a practice during the lesson. They can be monologue, dialogue, conversation, debate and role-plays.

Materials and methods. New tactical principles contributed to the growth of communicative language education. Situational language education, which was far more clinical in character and depended less on direct contact, was the main approach used prior to the development of this method of teaching. Because of Chomsky's theories about the nature of language, proficient linguists in Britain expressed their dissatisfaction with the quality of situational language training. Chomsky could not describe the variability that may be found in actual communication while presenting the organizing principles of language. Additionally, linguists like Henry Widdowson and Christopher Candlin saw that the traditional model of language learning was ineffective during the teaching process.

The term "communicative competence," developed in 1966 by the linguist and anthropologist Dell Hymes, redefined what it meant to "know" a language. In addition to having a clear understanding of language's structural components, speakers also need to be able to use those components correctly across a variety of speech domains. Hymes remarked "There are rules of use without which the rules of grammar would be useless. [1]"

Chomsky's vision of the ideal native speaker's linguistic proficiency served as the inspiration for the concept of communicative competence. Hymes failed to give the communicative method a proper framework, but other writers, like Michael Canale, have linked the idea to teaching languages. Three components—grammatical, sociolinguistic, and strategic competence—were used by Canale and Swain to define communicative competence. The approach now incorporates discourse competence, which also includes coherence and cohesion.

In the mid-1990s, language teaching was influenced by the Dogme 95 manifesto through the Dogme language teaching movement. It was stated that published materials may not be useful for using communicative approach. As such, the aim of the Dogme approach for language teaching is to pay attention on real conversations about practical subjects in which communication is on the top of learning. The main idea behind the Dogme approach is that communicating can direct us to explanation that leads to continue further learning. That approach is the opposition of situational language teaching, which emphasizes learning by texts and consolidates grammar during the communication.

Scientific research has been carried out in the field of methodology, and the main positive aspects of the communicative approach have been revealed. Information related to this field has been studied and it clearly states that the factor that develops this approach is communication.

Methodologists strongly claim that in order to improve speaking skills of students of different ages, it is necessary to divide them into separate groups and use appropriate activities according to the level of speakers. For example, for young students, it is necessary to show a collection of different pictures and memorize the words related to it and use them as much as possible.

In addition, exercises such as collecting various new information from students about their partners also serve to increase the conversation between them. During the conversation, both parties try to give their answers and contribute to making the conversation meaningful.

Results and discussion. In the process of language teaching, a teacher has to teach students of different ages. In such cases, plans or methods designed for grown-up people may be difficult for younger people or vice versa, the techniques used for younger students can be easier for adults. In order to prevent such situations, a teacher should sort communication-related activities according to the levels of students and use them in the process of language learning.

One of the main tasks facing language educators is to ensure that their prepared lesson plans and language teaching activities are suitable for students' abilities and age. There are clear differences in teaching an additional language to young children as compared to teenagers and adults. Obviously, young children are always full of energy and have short attention spans, so lessons need to be fast-paced and consist of interesting games and activities. Teaching adults seems as no less complicated but requires detailed knowledge base and it often takes longer for students to comprehend key concepts. In the following paragraph we divide learner into 4 subgroups according to their age. Now we focus on four main groups of learners:

- Preschool learners (from 3 - 5 years of age);
- Elementary / Primary School learners (6 - 12 years);
- High School Learners (13 - 17 years);
- Adult Learners (18+ years).

Preschool language learners. Teaching young students requires a lot of energy and activeness from the teacher. Because children of this age are more interested in playing and watching TV than in studying. That's why the collected materials should attract the attention of students and can be explained to them in simple words. In some cases, the teacher can use their physical activeness and teach them to speak with different movements. In order to make the process more exciting, they can

organize competitions on how many words they can memorize or say. However, in the end, evaluating the student, and especially giving higher marks, increases children's interest in the language.

Elementary / Primary school learners. Schoolchildren partially vary from kindergarten children. But the difference is that school-aged children participate in the lesson processes by following a certain routine. A more effective method is to organize role-playing with them based on the communication approach. Because they see themselves in different situations and improve their communication skills by playing new kinds of roles. Most learners of this age feel comfortable in the front of their pairs rather than in front of the audience.

As language learners acquire a language, they begin to speak freely on their own and develop the ability to express their thoughts directly. In such cases, the usage of retelling exercises is a great way for them to develop their skills and improve public speaking. Some teachers make language learners work with a group in order to ensure cooperative language learning. Since the main goal of teaching is developing communication, as students learn the language, they do not pay attention to small grammatical or structural errors.

High School learners. Teaching older children is a much more difficult task and working with them requires a lot of responsibility. Many of them have already realized that a second language is necessary for their future and they have to start language learning more seriously. For students of this age simple exercises should not be chosen in order to spark their interests. Educators now have to teach a language not with strict rules, but through communication-related sources. For instance, movies, music, comic shorts or documentary films can be perfect materials for students. If the lesson is structured around a topic, the materials also should be related to that topic so that you can more easily keep them engaged.

Adult learners. To teach communication to adult students, the purpose of language learning is taken into account. Because some adult learners acquire the language for travelling or job prospects. In such situations, a language and communication in their professional life become their foremost goals. Depending on the occupations of adult learners, the teacher can use communication related materials according to their professions and teach through terms, situations, rules or videos related to this field. Due to their work, they can experience several situations in the classroom and have a conversation. The teacher serves as the director of such situations. He writes a scenario and makes such meetings and situations for the student. For those who often go on a business trip, they can create business meetings, presentations or situations at the airport and teach their students how to behave in this position.

Conclusion. In this article, we have analyzed ways of teaching language to students of different ages through communicative approach. The following conclusions have been reached during the research:

- for young children teachers should often use interesting and colorful exercises that attract them. They are often considered to be visual learners, performing body movements and speaking skills at the same time can be perfect ways to facilitate language learning;
- elementary level students should be taught with the help of slightly structured rules. Role-playing can be a big experience for them to test different situations and develop speaking skills;
- The process will be easier if senior students are taught communicative skills through various mass media materials such as movies, music and fun videos;
- for adult learners, they can easily acquire to communicate by creating situations that are mainly related to their professions.

REFERENCES:

1. Canale, M.; Swain, M. "Theoretical bases of communicative approaches to second language teaching and testing" (PDF). *Applied Linguistics* (1): 1–47. doi:10.1093/applin/I.1.1. Archived from the original (PDF) on October 2, 2013. Retrieved September 29, 2013.
2. Hymes, D.H. On communicative competence. London: Penguin, In J.B. Pride & J. Holmes (Eds.), (1980) *Sociolinguistics* (pp. 269–293).;
3. Widdowson, Henry G. "Communication and Community. The Pragmatics of ESP", 1998, *English for Specific Purposes* 17/1 3-14;
4. Canale, M.; Swain, M. "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing", 1980. *Applied Linguistics*. I (1): 1–47. doi:10.1093/applin/i.1.1. ISSN 0142-6001;

5. Swan, Michael. "A critical look at the Communicative Approach ". ELT Journal. 39, 1985 (1): 2–12. doi:10.1093/elt/39.1.2. ISSN 0951-0893.

6. Swan, Michael "A Critical look at the Communicative Approach (2)". ELT Journal. 39, 1985 (2): 76–87. doi:10.1093/elt/39.2.76. ISSN 0951-0893.

UO'K 378.1:811

TIL TIZIMLARINI O'QITISHDA KOMMUNIKATIV YONDASHUV

M.U. Saidova, dots., PhD, Buxoro Davlat Universiteti, Buxoro

D.E. Saidkulova, magistratura talabasi, Buxoro Davlat Universiteti, Buxoro

Annotatsiya. Ushbu maqola tilning o'ziga xos jihatlarini o'rgatish, ma'noni tushuntirish, til qurilishini tushuntirish, amaliyot va nazorat qilinadigan amaliyot, til tizimlarini o'rgatish misollariga bag'ishlanadi. Deduktiv va induktiv yondashuvlar o'rtasidagi farqni, ma'noni tushuntirishning turli usullarini, o'rganilayotgan tilning turli xil amaliyotlarda foydalanilishini, yangi so'zlarni ilk marotaba talabalar e'tiboriga havola etish usullari va yod olish texnikasini tushuntirishga harakat qildik. Bunda Biz asosan Harmerning kitobaridan foydalandik va o'z nuqtai nazarimiz bilan bo'lishdik.

Kalit so'zlar: ingliz tilini o'qitish, til tizimini o'qitish, deduktiv yondashuv, induktiv yondashuv, ma'noni tushuntirish, til qurilishi, grammatika, lug'atni o'rgatish, talaffuzni tushuntirish.

Аннотация. Данная статья посвящена примерам обучения конкретным аспектам языка, объяснению значения, объяснению построения языка, практике и контролируемой практике, а также обучению языковым системам. Мы старались объяснить разницу между дедуктивным и индуктивным подходами, разные способы использования изучаемого языка в разных практиках, способы объяснения смысл новых слов учащимся, приемы запоминания. В основном мы пользовались книгой Хармера и делились своей точкой зрения.

Ключевые слова: обучение английскому языку, обучение языковой системе, дедуктивный подход, индуктивный подход, объяснение смысла, объяснение построения языка, объяснение грамматики, обучение словарному запасу, объяснение произношения.

Abstract. This article focuses on examples of teaching specific aspects of language, explaining meaning, explaining language construction, practice and supervised practice, and teaching language systems. We tried to explain the difference between deductive and inductive approaches, different ways of using the target language in different practices, ways of explaining the meaning of new words to students, memorization techniques. We mainly used Harmer's book and shared our point of view.

Key words: teaching English language, teaching language systems, deductive approach, inductive approach, meaning, language construction, grammar, vocabulary, pronunciation.

Kirish. Ingliz tilini o'qitishda tadqiqot va amaliyot to'rtta alohida bo'lgan ko'nikmalarni aniqladi, ular: tinglab tushunish, gapirish, o'qish va yozish. Oxirgi paytlarda, ko'nikmalarni integratsiyalash urf bo'lmoqda, bunda ko'nikma, masalan, o'qish ko'nikmasi, ikki yoki undan ortiq o'zaro bog'liq mahorat sifatida ko'rib chiqiladi [1]. O'qituvchi boshqa ko'nikmalarni qo'llamasdan, biror ko'nikmani o'rgata olmaydi. Biroq, ko'nikma borasida malakali bo'lish uchun, o'quvchi til qoidalarini hisobga olmasdan turib bu ko'nikmalarni osonlikcha o'zlashtira olmaydi. O'quvchi buning uchun birinchi navbatda til shakllarini o'zlashtirishi kerak va bu shakllar fonologik, grammatik va leksik shakllarni o'z ichiga oladi.

Ba'zi yondashuvlardan qat'iy nazar (direkt metod va tabiiy yondashuv) qaysilar til shakllariga ochiqdan-ochiq etiborni qaratishni taqiqlaydi, hali ham til shakllari yoki tizimlarini o'qitish tilni muvaffaqiyatli o'rganishda muhim bo'lib qolmoqda.

Til inson tomonidan muloqot qilish uchun ishlatiladigan tovushlar, so'zlar, til shakllari tizimi bo'lgani uchun inson tomonidan fikrlar va his-tuyg'ularini ifodalashida ishlatiladi [2], o'qituvchi sifatida tizim nima va qanday ishlashini o'rgatishimiz kerak. Yo'qsa, talabalarning birinchi tili va Ingliz tili tizimlari o'rtasida farqlar mavjud ekan talabalar muvaffaqiyatli muloqot qila olmaydi.

Bundan tashqari, til tizimlari o'quvchilarni azobga qo'ymasligi uchun biz tizimlarni nima va qanday qilib o'rgatish kerakligini bilishimiz kerak. Biz tizimni o'rgatishdan avval ma'lum bir

