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SCIENTIFIC AND METHODOLOGICAL BASIS FOR PREPARING EDUCATIONAL MATERIAL IN ENGLISH FOR SPEECH DEVELOPMENT

Annotation

This article discusses issues of methodological organization of work on teaching English as a foreign language and methodological assistance in the preparation of educational material in the organization of the educational process in the absence of a language environment.

Key words: Educational material, verbal communication, language environment, the communicative orientation of teaching, linguistic forms, non-philology students.

НАУЧНО-МЕТОДИЧЕСКАЯ ОСНОВА ПОДГОТОВКИ УЧЕБНОГО МАТЕРИАЛА ПО АНГЛИСКОМУ ЯЗЫКУ ДЛЯ РАЗВИТИЯ РЕЧИ

Аннотация

В данной статье рассматриваются вопросы методической организации работы по обучению английскому языку как иностранному и методической помощи в подготовке учебного материала при организации учебного процесса в условиях отсутствия языковой среды.

Ключевые слова: Учебный материал, речевое общение, языковая среда, коммуникативная направленность обучения, языковые формы.

INGLIZ TILIDA NUTQNI RIVOJLANTIRISH UCHUN O'QUV-MATERIALLAR TAYYORLASHNING ILMIY-METODOLOGIK ASOSLARI

Annotatsiya

Ushbu maqolada ingliz tilini chet tili sifatida o'qitish bo'yicha ishlarni uslubiy tashkil etish va til muhiti mavjud bo'lmaganda o'quv jarayonini tashkil etishda o'quv materialini tayyorlashda uslubiy yordam ko'rsatish masalalari muhokama qilinadi.

Kalit so'zlar: O'quv materiali, og'zaki muloqot, til muhiti, o'qitishning kommunikativ yo'nalishi, til shakllari.

Introduction. In the field of teaching English as a foreign language, the most pressing problem is solving the issue of providing students with educational material in English. Let us dwell in more detail on the issue of preparing educational material in English for non-philological profiles. This is a difficult question, since in the group the audience is mainly non-philologists. For non-philology students, English language is not a major subject, it is not an object of specialization, but is only a means of acquiring it.

It follows that language teaching should introduce them to communication as early as possible and familiarize them with the specifics of spoken language. And teachers are faced with the question: what kind of professional communication will we introduce the non-philology listener to? Indeed, in one group you can meet students with different professional orientations: lawyer, economist, physicist, mathematician, philologist, historian and simply a lover of English culture, literature and language.

I believe that the methodological development of educational materials in the English language, first of all, should reflect the communicative orientation of teaching. The object of study should be speech activity, while language itself is perceived as the objective basis of speech activity. Students must acquire the ability to participate in language communication in English, especially in the main types of speech activities of language communication, meaning listening, reading, speaking and writing. The objective basis of this communication is the sublanguage of the studied area, represented by a certain topic, certain situations and a certain set of linguistic means. To begin work on educational material, first and foremost, authors must determine: what is a prerequisite for correctly determining the content of the educational manual? The basis for correctly determining the content of educational material is:

- 1) selection and systematization of topics
- 2) speech situations typical for this topic
- 3) types of language messages
- 4) types of corresponding linguistic means.

Preparing educational material in English for a foreign audience (EFLL) also has its own difficulties. We must always remember that the English language discipline must be considered as a practical one, and its theoretical aspect is subordinated to practical goals. In other words, the main goal is to activate verbal communication skills orally based on the material studied. To achieve this goal, additional difficulties are created, first of all, by the lack of a language environment, as well as the fact that the most teachers give lectures to students in native language, and this is quite normal. Thus, the student can practically use his knowledge in oral conversation only in English lessons.

Educational material is also the basis for organizing all work with students. As mentioned above, the number of students in foreign audiences is very different, so the teacher should always ask himself two questions when preparing educational material.

1. Are we teaching students the language as a whole?
2. Is it possible, having mastered only a certain style of speech, to use the language in other areas of communication?

Literature review. It is precisely this aspect of the educational process that receives little attention, it is the main drawback. Underestimating the emotional side of a lesson turns learning into a dry and boring process. The specifics of the process of teaching a foreign language constantly require particularly lively contact between the teacher and the audience. A

variety of methods for presenting material and periodic release of the atmosphere eliminate possible passivity and boredom. For the perception of the educational process, the emotional atmosphere in the classroom is extremely important. The teacher must take care not only of his teaching methods, but also of creating a good mood as a prerequisite. That is, the process of presentation of material by the teacher and the assimilation of it by students cannot in any way be considered mechanical or neutral. A textbook or educational material written without taking into account all the above requirements will not only be ineffective, but may even alienate people from the English language who want to get practical benefits as soon as possible. First of all, the methodology is related to pedagogy and didactics, since they have a common object, considering education and upbringing in the process of teaching schoolchildren under different conditions. Pedagogy studies the most general patterns and formulates general principles of activities for teaching and educating the younger generation. At the level of didactics, which identifies learning as its object, this is the unity of teaching and learning as an activity for transmitting the content of education. Finally, at the level of methodology, it is a set of forms for implementing teaching and learning activities based on the material of a specific academic subject, in our case a foreign language. From the above it follows that the most essential connections of the methodology are connections with pedagogy and didactics.

Therefore, teaching foreign languages has always used didactic principles that reflect the general principles of learning. At the same time, as already noted, didactic patterns are taken into account in a transformed form, depending on the specifics of a particular subject, and at different stages of development in different ways.

Thus, the methodology of teaching foreign languages should be considered as a theoretical and applied science, developing at the intersection of a number of other sciences and relying on their laws, but also developing its own laws, specific specifically for teaching foreign languages [9]

In general, many studies have proven that cooperation between an English teacher and teachers of other disciplines benefits the student. For collaboration to be effective, a reasonable balance between subjects and the depth of integration of English into the study is important.[5] There must also be a clear correspondence of language elements to the student's level of knowledge [6]

The gradual integration of program language skills as students are ready has proven itself to be successful, starting with classes that do not require cognitive cognition [7] Communication between students plays a significant role; excellent results were shown by a class where teachers acted more as guides or companions in a student-centered class [8] The introduction mentions the problem of students' reluctance to expand English-language communications, which can be easily solved with the help of virtual technologies and since the student interacts with native speakers directly with speech recognition machines, which eliminates the fear of communication without fear of making mistakes, the student learns the material more easily. [3] The first starting successes activate subconscious patterns sequences and the desire to move on [2]

Another problem associated with the lack of technological elements of training is the lack of personalization of lessons, which reduces the effectiveness of teaching regarding English, it has been noted that the student learns the material more effectively if the level of teaching corresponds to his personal level 2In the last decades of the last century, linguodidactics developed as a relatively independent field of knowledge, and it seems necessary to identify its relationship with the methodology of teaching foreign languages. [4]

Expanding the arsenal of techniques by activating additional channels of student perception increases their interest and relieves fears; non-verbal communication through image and price analysis stimulates more lively communication with the teacher [1]

Analysis and results. We all know that in the varieties of literary English language the system of word meanings, the actual compatibility of lexemes, the environment of syntactic structures, the system of forms within the grammatical category, the stylistic possibilities of linguistic means and much more are manifested differently. All this suggests that when compiling educational material in the English language, it is necessary to find reasonable proportions in the use of material. Quantity does not determine quality. And in order to cope with the above tasks, which must be taken into account when preparing educational material on the English language, it is appropriate to say something about the author. The author must first of all correctly determine the topic of future work. Its quality will largely depend on how correctly the material is selected, how methodically appropriate it is presented, how correctly the lexical and grammatical material is selected, and how correctly the system of exercises is constructed. Only taking into account all these requirements when compiling educational material will contribute to the activation of students' speech and practical knowledge of the language. One thing is clear here: in order to prepare educational material taking into account the above requirements, you must first of all be a qualified English language specialist, as well as know the basics of methodological and didactic principles in teaching, and know psychology. When determining the topic of educational material, an equally difficult question arises: how should the problem of selecting texts be solved. First of all, it must be said that the text itself is and should be the object of study. It has now become almost traditional to divide the text into four main types:

- narration

-description

- reasoning

-proof

The basis for this difference is, the logical structure of the text, represented by a certain set of grammatical means. Analysis of the text itself notes the connection between logical construction and the choice of grammatical means. When determining educational material and selecting texts for a foreign audience, it is necessary to involve the students themselves, i.e. we need to hear from students. Only then can the teacher take into account the interests of the students. If they have some knowledge of the English language, then in this case, to some extent, it is possible to determine the knowledge of grammatical material, as well as the vocabulary of the listeners. In a foreign audience, it is especially important to methodically correctly organize the material: texts should be selected according to the thematic principle, as this primarily contributes to the accumulation of vocabulary. The grammatical material here can be presented freely, since the texts vary in grammatical content. The sequence of presentation of grammatical material in this case also determines the text itself. And because of this, grammar is worked out "as it occurs" in the text, which does not contribute to consistency in the presentation of grammatical phenomena.

Basic requirements for the text:

- 1) the text must arouse the interest of students;

- 2) the text must have a certain communicative value;
- 3) the text must reflect the main stylistic features of the language;
- 4) the text must contain basic information, style, and logical clarity.

Each teacher in the learning process must teach students to distinguish between types of texts, recognize its structure, and see the connection between linguistic forms and semantic categories. All this affects the depth of understanding and reproduction. We would like to especially focus on monologue speech. In a foreign audience, students should first of all be taught to develop the skills of constructing a coherent monologue statement. The ability to construct a monologue statement is necessary so that students can participate in conversations, discussions, etc. That is, the communicative tasks facing students can be realized mainly at the level of monologue utterance. Studying the features of language syntax is a central task in determining the content of training. Therefore, all educational material is presented on a syntactic basis. This allows us to comprehend the language and its system through the basic communicative unit - the sentence. And teachers should structure their classes in such a way that students have a need (or need) for an extended monologue. Or, to put it another way, statements at the sentence level must move to a larger unit - the text. It is necessary to always remember that when perceiving someone else's foreign language utterance and formalizing your own, in addition to knowledge of vocabulary and grammatical rules, you should understand the program for constructing a speech utterance and comprehend its structural and semantic organization. The ability to create and implement such programs must be specially taught. Educational material should be presented in such a way as to teach students from the first lessons the ability to construct their own statements by analogy with the proposed educational text. The content of texts, its linguistic design and structural composition act as a kind of guidelines for students to construct their own statements. An important role in the educational material is played by the system of exercises. In our opinion, the methodological organization of speech material in exercises should imitate these basic processes of linguistic communication and speech actions. All the educational material in the textbook allows you to structure teaching at each stage of classes in such a way that students move from performing exercises to performing a significant number of speech exercises, from the formation of speech skills to the development of speech skills, from speech prepared in form and content to unprepared speech. Even the preparatory exercises in the materials must be given the maximum possible speech focus, making them conditional speech. All work on educational material must be structured in such a way as to include texts and exercises that would evoke in students their own needs for using language as a means of cognition and communication. No matter what material the Russian language is studied in English, no matter what methodological and didactic principles the textbook is built on, it is necessary that the teacher does not become a tutor, but can teach students to find meanings, connections, relationships necessary and sufficient for understanding and reproducing the proposed information.

Conclusion and recommendations. In conclusion, I would like to note that for the successful organization of classes, it is not enough to have only good educational materials prepared taking into account all scientific requirements. The personality of the teacher plays an equally important role in the organization of classes. Every teacher should know the basic principles of the scientific organization of mutual understanding between teacher and students. There is no doubt that the pedagogical effect and the final result of learning are determined by the nature of the relationship between students and the teacher. And this essential point should be taken into account by teachers when organizing all educational work. The main components of pedagogical activity, on the basis of which mutual contact is carried out, are considered to be three connecting links: 1) information contact (contact based on educational content); 2) psychological contact; 3) contact arising on the basis of joint activities. In the educational process when learning foreign languages, the emotional side plays a huge role.

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