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ORAL APPROACH IN THE THEORY OF TEACHING FOREIGN LANGUAGES

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ABSTRACT

Interest in teaching languages to leaners has been steadily growing in recent years. The capacity of speaking two or more languages is now the norm rather than the exception. For example, today English is offered in primary and even pre-school education in Uzbekistan. Thus, the concern on how to teach foreign languages has been at the center of discussion in the world of education since the origins of teaching. Many theories about learning and teaching of languages have been proposed from historical and contemporary perspectives so far and many changes in language teaching methods have occurred as well as changes in the kind of learners' need.

Keywords: oral approach, foreign language, education, linguistics, psychology, anthropology, sociology.

INTRODUCTION

Development in other field such as linguistics, psychology, anthropology and sociology have been the source of many methods and approaches which searched continuously the most effective method for students to learn a new language. The study of these theories is called today applied linguistics.

Approaches are language teaching philosophies that might be interpreted and applied in a variety of different ways in the classroom. Both methods and approaches are linked, in turn, to a set of design features, which describes the underlying nature of language teaching methodology, for instance, learning objectives, syllabus specifications, types of activities, roles of teachers, learners, materials, procedures of contemporary second and foreign language teaching.

The relationship between method and approach is transparent and obvious. Within the study of language various methods resulted from different approaches as a response to many historical issues and circumstances. Since ancient times, linguist specialist looked for the ways to improve the quality of language teaching, elaborating principles and theories that became effective from the nineteenth century on. Within a theory of language, there are minimum three different theoretical views

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that provide modern approaches and methods in teaching foreign languages. The first, the structural view, is the most long-established of the three. According to this theory, language is a system of structurally related elements for the coding of meaning, and is defined in terms of phonological and grammatical units, grammatical operations and lexical items. Some methods have embodied this particular view of language over the years.

The second theoretical view is functional. In the realm of the functional view, language is seen as a vehicle for the expression of functional meaning. The fundamental tenet within this view is the notion of communication within the theory that puts an emphasis on the semantic and communicative dimension rather than just on grammatical characteristics of language. Content is also designed by categories of meaning and function rather than by elements of structure and grammar.

The third, the interactional view, sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Its main tenet is the creation and maintenance of social relations focusing on the patterns of moves, acts, negotiation, and interaction found in conversational exchanges.

LITERATURE REVIEW

Speaking about the difficulties of teaching a foreign language, one cannot but consider the concept of language. I. A. Zimnaya offers the following definition of language: language is "a complex systemic level education, through which the conceptual (verbal) thinking of a person is formed and the development of all his higher mental functions is mediated and which is the main means of human communication."

According to V. Humboldt's definition, language is “the soul of a nation, it captures its entire “national” character”. Being a socio-historical product, the language thereby also realizes the connection between different generations who speak this language. Language is the most alive, the most abundant and strong connection, uniting the outdated, living and future generations of the people into one great, historical living whole.

A foreign language as an academic discipline is very different from other subjects of the school curriculum, and thus, obviously, students have some difficulties in studying this subject.

According to I.A. Winter: “A foreign language, like any language system, is a socio-historical product, which reflects the history of a people, its culture, a system of

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social relations, traditions, etc. Language exists, lives and develops in the public consciousness, in the consciousness of the people who speak it ... It also has the power to isolate and unite peoples, by itself giving a single national character to human communities, even when they are heterogeneous in origin.

A foreign language is characterized by a number of distinctive features from the native language. It differs in: direction of the path of mastery, as noted by L.S. Vygotsky: directions of the path of mastering native and foreign languages: for the native language as "bottom-up", while for a foreign language the path "top-down" is characteristic. “We can say that the acquisition of a foreign language is in the opposite direction to the development of the native language. A child learns his native language unconsciously and unintentionally, and a foreign language - starting with awareness and intention".

METHODOLOGY

There are 4 main approaches in the methodology of teaching foreign languages: communicative, activity-oriented, cultural, personality-oriented. Each of these approaches to solving issues related to teaching speaking puts in the first place one of the aspects of modern education: the focus of the learning process on communication, activities in the learning process, focus on the formation of a linguistic personality, orientation in the learning process to the personality of the student.

Communicative approach.

So the main goal of the communicative learning approach is communication. The learning process is as close as possible to natural communication, aimed at personal interaction, in which different methods of communication are used. Speaking is viewed as a way of implementing communicative intentions through language, therefore, the process of teaching speaking is considered as a communicatively directed process involved in interaction with the world. (E.I. Passov).

Personality-oriented direction.

Within the framework of this direction, the emphasis in teaching is placed on the personality as a subject of educational activity.

Cultural direction.

Within the framework of this direction, the emphasis is placed on the cultural component of education. It is based on an understanding of the social and cultural nature of the language. Language is considered from the point of view of its social

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nature, connection with society, on the one hand, and connection with personality, on the other hand.

Activity direction.

It is characterized by an orientation in training towards the activities of the subjects of training. At the center of learning is the student - his motives, goals, psychological capabilities, etc. Activity - the content of the educational process. Speaking is viewed as an oral way of working.

Features of teaching in schools with advanced language learning

As you know, in modern education there are a large number of schools with a focus on in-depth study of a foreign language. The main features of such schools are an increase in the number of teaching hours for a given subject, the use of effective language teaching methods, as well as the integration of language learning into the general educational process.

In schools of this type, one or another of the above approaches is often used in the methodology of teaching a foreign language. And also the inclusion of elements of language teaching at different stages of training in subjects such as: foreign literature, world art culture, economics, the basics of music education, geography, etc.

As additional and optional subjects can be presented: regional studies in English, rhetoric in English, technical translation in English, business English.

This kind of approach in education allows students to immerse themselves more deeply in the language environment, provides the opportunity for diversified communication. As a result, in practice, it often turns out that graduates of linguistic schools have more developed skills in a foreign language, which are formed at a high level and have long-term stability.

Language is the main means of human communication. A foreign language, as an academic discipline, differs from other disciplines, thereby causing students to learn difficulties. It is characterized by a number of distinctive features from the native language. The assimilation of a foreign language follows the direct opposite path of the development of the native language. One of the features of mastering a foreign language is its one-sided use in communication.

Language is a means of forming and then a form of existence and expression of thoughts about objective reality, the laws of which are the subject of other disciplines. Also, one of the features of a foreign language is the specific ratio of knowledge and skills.

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At the middle stage of teaching a foreign language, adolescents who are trained have a number of difficulties associated primarily with restructuring memory, changing the motivation of the main types of activity. But apart from this, a feature of adolescence is the willingness and ability to many different types of education. Accordingly, the communicative abilities of students develop, and their intellectual activity increases.

One of the reasons for the difficulties in teaching a foreign language is the difference in linguistic structures in comparison with the native language. In oral speech, as in the object of training, 2 subjects of training can be distinguished: listening and speaking. It has been established that the understanding of oral speech occurs as a result of the perception of speech and its comprehension. Both types of speech are characterized by the presence of complex mental activity. Listening and speaking contribute to each other's development in the learning process. To understand, you need to speak. Understanding is formed in the process of speaking, and speaking in the process of understanding.

RESULTS AND DISCUSSION

Let us consider the role and place of oral speech as a means of teaching with an oral basis of teaching, with oral advance, with an oral presentation of educational material, i.e. with those different approaches to teaching students a foreign language (and in particular, specific educational material) currently used in school.

With an oral basis of teaching, when an oral introductory course is conducted and a rather large gap is observed between oral and written speech in relation to the material being assimilated, the role of oral speech (which follows from the name of the oral basis) is extremely large: it is used as a teaching tool in acquaintance with educational material and training, as well as a means of communication in the implementation of the application method. When working with the material being studied, the teacher uses all methods: familiarization, training and application without visual reinforcement in the form of a printed (written) text, i.e. without resorting to reading and writing. However, these methods in relation to specific material are not always used vertically in the lesson mode. Usually, the assimilation of the material is carried out in several lessons, in the mode of different lessons, as if horizontally. For example, in one lesson, students are introduced to a new structural group. The teacher, with the help of certain methodological techniques, introduces a structure group for listening only and establishes whether the students understood or did not understand the introduced material. In case of insufficient understanding, the

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procedure is repeated. In the second lesson, the teacher returns to this structural group, and the students not only perceive it by ear, but also train in reproducing this structural group in a given lexical content. Their attention is directed to the correct pronunciation of each phrase; in this case, the correctness of reproduction is controlled. In the same or in the next lesson, exercises are performed to replace words in the learned phrases of the structural group and other transformations are carried out within the training. In subsequent lessons, the structure group is included in the speech. Students perform speech exercises: they name objects or actions, ask different types of questions in connection with communication situations and answer them. In other words, students apply the acquired skills in listening, speaking and speaking. Learning material acquired through oral speech and for use in oral speech is then included in written speech, i.e. reading and writing, using familiarization methods (with a graphic form of words and a graphic representation of sentences of a structural group) and training in reading and writing them, so that the acquired material can be used in independent reading and writing.

With an oral lead (when the gap between oral and written speech is one or two lessons), the teacher organizes familiarization with new language material in speech units and oral training. Training is organized as follows. If grammatical material is new to students, it is offered in speech samples or typical sentences correlated with situations in which this grammatical phenomenon is used. At the same time, the teacher emphasizes with intonation what is to be learned, and also uses contrasting pairs. For example, students should learn to use the past tense in speech. The speech patterns (typical sentences) used for acquaintance should contain everything in order to serve as models for revealing the form, meaning and use of this temporal category. The teacher pronounced sentences with a verb in the past tense, correlating them with situations in which they can be used, and thus provides an understanding of what is being said. Translation is used if necessary. Then the teacher pronounces the same sentences again, highlighting the verb and adverbial words using intonation. Then you can pronounce only the verb and adverbial words or sentences with a verb in the present and past tense (contrasting bets) with the corresponding adverbial words. Thus, orally, without resorting to writing on the board and to the textbook, the teacher acquaints students with the form (sound, grammatical), meaning and use of the grammatical phenomenon in the language being studied, after which he organizes training, which is also carried out orally.

It is necessary to provide students with repeated perception by ear of the assimilated material, its reproduction transformation, which is usually accompanied

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by repetition of the earlier mastering of vocabulary. Consider an example: “Yesterday we went to the cinema (to the theater, to the club, to the forest, to the park, to the stadium, to the library, to the doctor, to the teacher, etc.)”. When reproducing these sentences, the student's attention is directed not to the grammatical form of the walk, but to the transmission of the content (where they went), which ensures involuntary memorization of the grammatical form and the repetition of words and phrases used to designate a place.

With an oral lead, as well as with an oral learning basis, learners acquire grammatical material in the following ways:

1. Students observe a new phenomenon in oral speech, listen in order to understand the meaning of the introduced material. Students' attention is directed to the content of the utterance in which a new grammatical phenomenon is presented. Their task is to understand, comprehend, comprehend the introduced material (this is provided by showing or a brief explanation, or both together), and the teacher's task is to control understanding. The presentation of material in typical communication situations allows for the display. The teacher either creates situations himself, or uses visual aids (pictures, drawings on the blackboard, flannelegraph, filmstrip), accompanying the demonstration with statements and some explanations, observing the reaction of the students. Since familiarization with educational material is of great importance for assimilation, according to psychologists, it should be organized in such a way as to affect the emotional sphere of students, their thinking. After all, guessing (and the show, as a rule, is aimed at making the student guess the meaning of the material being introduced) necessarily involves the implementation of mental operations; "Aha-reaction" - the result of analysis, comparison, generalization, reasoning.

2. Students listen and correctly reproduce the grammatical form, both in isolation and mainly in a typical sentence, focusing on the sample. The teacher controls the correctness of reproduction by each student, while using individual and choral pronunciation.

3, Students listen and repeat speech patterns (typical sentences) many times with different lexical content. The use of the desired word or phrase is provided by a "hint", either by visual means, or by a word, phrase in the native language (see the above example).

4. Students listen and carry out transformations (transformations) in sentences related to changes in the communication participant (person), the number of subjects (number), time, etc. Changes are "prompted", guided by the teacher, or by visual

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means, such as filmstrips, film rings, pictures, real situations in the classroom. For example, students practice using the expression "I have ..., he (she) has ...". In this case, the teacher uses real classroom situations. The student says, "I have a pen." Another student tells the teacher, pointing to a friend: "He has a pen." Then the student informs the class: "I have a book." Her neighbor, gesturing, says to the teacher: "She has a book." Etc. Thus, training in the use of speech patterns is carried out, and previously learned nouns and adjectives are repeated if students expand the speech pattern by adding definitions to the addition: "I have a green pen", "She has an English book", etc.

Performing the training exercises verbally provides students with the opportunity to use the assimilated material in speech and makes reading and writing easier.

If vocabulary is new to students, they learn the form (sound, grammatical), meaning and use of the word in the following ways:

1. They observe while listening to the word in oral speech. They listen, trying to understand the meaning of the word and see how it is combined with other words. As in the case of familiarization with grammatical material, the teacher provides understanding with the help of methodological techniques that reveal the meaning of the word without resorting to the students' native language or using translation, translation-interpretation, when there are either discrepancies in the volume of the meaning of the entered word and its equivalent in the native language. , or a certain specificity in the use of a foreign-language word in comparison with its equivalent in the native language of students.

2. Students listen and repeat many times the words in various combinations with those previously learned, make up phrases. The teacher "prompts" them to use the right word, otherwise the students themselves may make combinations that are impossible for the target language, for example: strong rain instead of heavy rain.

3. Students listen by repeating various speech patterns, grammatical structures. Repetition is provided by creating certain situations.

4. Students use words in teacher-generated situations.

Performing the above exercises verbally prepares students for the application of the acquired vocabulary in speech and creates favorable conditions for learning to read and write.

In case of oral advance, familiarization and training are carried out orally in the mode of one or two lessons. At the same time, the pace of work is very important, the organization of students' attention with the help of specific attitudes to what needs to

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be heard and how to listen, what to say and how to say. In subsequent lessons, students read and write what they have learned orally. They are ready to use the material in oral speech as a means of communication, in reading and writing.

CONCLUSION

Thus, in case of oral advance, oral speech as a teaching tool plays an important role in the implementation of familiarization and training methods. Students become familiar with the teaching material and practice its reproduction by verbally performing various training exercises without relying on the graphical presentation of the teaching material on the board or in the textbook.

In the oral presentation of educational material, oral speech as a teaching tool in its "pure" form (i.e. without visual reinforcement in the form of examples written on the board or data in a textbook) is used to familiarize oneself with the educational material using the techniques described above. The training is carried out on the basis of reading and writing. In this case, oral speech as a teaching tool plays a small role only in the implementation of the method of familiarization with new educational material. After becoming familiar with the form, meaning and use of the introduced language material, for example, words, in speech samples and in isolation, students train in its reproduction and - carry out various transformations by reading aloud and writing.

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