

TYPICAL COMPONENTS OF LINGUISTIC MATERIALS IN TEACHING THE LANGUAGE

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Abstract. *This article describes the characteristics of typical components of linguistic materials in language teaching. Regional geography is a science that is close to the methodology of teaching foreign languages and studies the general patterns of development of a country or large regions. Ideas were put forward that linguistics and local studies should be interpreted as a field of methodology related to the methods and means of introducing students to the study of the events of the country of the language being studied in this process.*

Keywords: *Methodology, foreign languages, interest, integrate, linguistic, history, geography, ethnography.*

By teaching a foreign language in all faculties where a foreign language is not the main specialty, it is possible to maintain and even increase the interest of students in this subject. One of the important aspects that should be considered in foreign language classes with an integrated teaching method is the use of materials with linguistic and regional characteristics. In our opinion, the use of the integrated teaching method proposed by us for teaching foreign languages to students of non-language majors is widely used in the study of many subjects. Regional geography is a science that is close to the methodology of teaching foreign languages and studies the general patterns of development of a country or large regions. Regional geography is the socio-economic status of the people whose language is being studied, its history, geography, ethnography and spiritual wealth, the morals, customs, traditions and language characteristics characteristic of these people. gives an idea about Various information about a particular country learned in the process of teaching a foreign language is usually called regional geography. In different countries, this subject is called differently: in England, the term "lingua cultural studies" is used - "linguistic studies", in American universities language and regional courses (language and field), in Germany - " Sprachkulturelle Studien " - cultural studies. Linguistics and regional studies (Latin lingua - language + country studies) is a specific aspect of teaching a subject in the course of a practical course in a foreign language and its teaching methodology. Initially, Linguistics and regional studies was interpreted as a field of methodology related to studying the methods and means of students' acquaintance, the events of the country of the language being studied in the process. knowing a foreign language. In the 1990s, the content of linguistics and regional studies was clarified, it was the selection and presentation of information about the national-cultural features of the spoken language of a linguist in order to ensure the communicative competence of foreigners studying the Russian language. began to be interpreted as a methodical science that implements its practice The problems of linguistics and regional studies include two areas of questions: A) linguistic (language analysis to determine national-cultural semantics); B) methodological (methods of

introducing, combining and activating units specific to reading the texts of the language and country being studied); here, the tasks of teaching the language are inextricably linked with the tasks of studying the country. Acquaintance with the culture of the country of the studied language has been one of the main tasks in the process of learning a foreign (second, foreign) language since ancient times. Since the end of the fourteenth century, all over the world, along with oral communication, familiarity with the realities of the country of the language being studied has been promoted in language teaching. In the process of integral teaching of foreign languages, the introduction of elements of linguistic and regional studies can play a big role in increasing the motivation of language learning. The use of linguistics and regionally specific materials in foreign language classes is one of the integrated methods of teaching when students learn a language and have a broad knowledge of the country they are studying. Today, texts with a regional geographical character are taking more and more place in the process of teaching foreign languages. By combining foreign language and linguistic and regional studies, students can learn about the reality of the language being studied, geography, education, culture, and more. In addition, you can use linguistic and regional materials about neighboring countries or developed countries of the world, which will undoubtedly expand the worldview of students in the field of regional studies, because they will be able to compare the daily life, life and culture of other countries with their own. In countries where the language studied by students is a second language or a language of international communication between people, the use of linguistic and regional materials is acceptable. Also, the main objects of foreign language classes using linguistic and regional material are "speech, non-verbal means of communication, linguistic aphorisms and phraseology, which are considered in terms of reflecting the culture and experience of people who speak this language in the classrooms".

Linguistic regional study materials used in English classes should be carefully selected by the teacher. It is a competent selection of linguistic and regional teaching materials, which is one of the important factors of teaching foreign languages. Solving this problem largely depends on the teacher, the ability to effectively implement the selected and developed material in the classroom. Assignments of linguistic and regional nature used in English language classes should be: 1) authentic (representing speech works created in real communication situations); 2) typical (standardized speech compositions that are regularly repeated in repetitive communication situations); 3) relevant (reflecting the modern stage of socio-speech interaction of communicants). The task of the teacher is to create real situations in the classroom, within the framework of which the studied lexical and grammatical materials are developed, which ensures the authenticity of communication. The communicative nature of speech is determined in specific speech situations, as they reflect the world and the interlocutors' (communicators') relationship with each other and the circumstances around them. "Real educational materials (newspapers, magazines, booklets, calendars, audio recordings, video recordings, etc.) containing information about various areas of life and activities in the language being studied. creates the illusion of being and provides additional information about its culture. Linguistics and materials of a regional nature create an internal need for students to independently familiarize themselves with regional and linguistic and regional materials. And that is why linguistics and regional studies should help to stimulate

interest and increase interest in language learning, because it includes four aspects: a) learning a foreign language; b) information is provided about various spheres of life and spheres of activity of the studied country; c) students are educated; d) information about the country of the language being studied is compared with the home country. Learning foreign languages and at the same time getting information about each country will give students an advantage in the future when conducting conversations with foreign colleagues, observing the norms and etiquette of a particular country. Learning a foreign language requires everyone to know the customs and culture, history and mentality of this country, because it is this knowledge that helps a person to speak correctly, competently and clearly, observing the rules of etiquette of this language. If the most important factors in the classroom are the behavior and attitude of the teacher, we must also think about external problems: problems at home or attention seeking. Since young students are very sensitive to injustice and peer pressure, the teacher must strictly observe classroom discipline and avoid physical violence or threats. It is well known that visual means are a means of knowing the ancient world from linguistic symbolism. In the teaching of any subject, teachers must visualize the subject. by dramatizing its meaning through large color pictures, posters, pictures or flashcards, dolls, toys and real objects or through mime, facial expressions or gestures. The benefits of using visual aids in the classroom are countless because students learn best by seeing and doing. First, flash cards are a simple, versatile, but infrequently used resource. Flash cards are a really handy resource and can be useful at every stage of the lesson. They are a great way to introduce, practice and practice vocabulary. For preschoolers, flash cards can be used in conjunction with word cards. These are simply cards that represent the written word. In order not to interfere with correct pronunciation, word cards should be introduced well after picture cards.

Therefore, the scientific aspect of the methodological basis being correct is a necessary condition for technologies. It is the didactic basis of pedagogical technology determines compliance with the rules and principles of education. Didactic requirements are educational ensures theoretically correct performance of tasks.

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