



FORMS AND METHODS OF THE COUNTRY STUDY MATERIALS' USED AT THE ENGLISH LESSONS

Usmanova Khumora Ahmadjanovna

Uzbekistan State Institute of Art and Culture

Senior Teacher of the chair of Languages and Literature

Ergasheva Zilola Saydullevna

Uzbekistan State Institute of Art and Culture

Teacher of the Chair of Languages and Literature

ABSTRACT	KEYWORDS
Various forms and methods of work with the country study material at the English lessons are considered in this article. In the opinion of this article author, when conducting English lessons, the following should be used: texts oriented to country studies through language, authentic letters, and proverbs, idiomatic expressions. The above listed forms of introducing the materials on country study and country studies through language have a beneficial effect on the foreign culture understanding by students and facilitate in their involvement in dialogue between cultures and develop the general learning skills of students.	Country study, country study through language, competence in cultural linguistics, authentic letters, geographic letters and calendars, proverbs, idiomatic expressions, communicative, information

Introduction

The modern technique of training in foreign languages proclaimed in quality defining personal and activity orientation contents and process of training in a foreign language. Such orientation assumes search and creation of optimal conditions for linguistic cognitive activity of the personality.

Result such activity the linguoculturological competence in studied is foreign language. Competence – set of knowledge, abilities, formed in the course of training in a foreign language (1, page 28).

Training in communicative behavior has to be carried out to a dress with training in actually language skills of foreign language skills in receptive and productive aspects. Communicative and sociocultural development of pupils is carried out due to the correct realization language learning through study of a country's approach at lessons. Such approach provides assimilation of language in close connection with the culture of the countries of the learned language, which includes informative data on history, literature, country archeology, her customs, traditions, household features.

The main objective of training in a foreign language consists in development the identity of the pupil capable and the person interested to participate in cross-cultural communications.

Proceeding from goals in contents to training to regional geography at lessons of English the following joins components: language learning through study of a country's including knowledge, understanding realities (the words designating objects of national culture) and their ability to use and also background lexicon, phraseological units, proverbs as source of national cultural information; knowledge of regional geographic subjects, connected with the general knowledge of the country; text material which is contained in textbooks and a training material on regional geography it is also general an educational component. (1, 87)

The teacher's task according to realities of time consists in providing conditions for familiarizing of pupils with foreign-language culture and them to preparation for participation in transfer of spiritual wealth of the people of the country target language, in particular in enrichment of the subjects offered for studying on regional geography that everything worked for cross-cultural communication.

Within education there is only a training type out of language environment. In the conditions of lack of the real language environment, compressed framework of a lesson and lack of regional geographic material the teacher faces with objective difficulties in the solution of a difficult task of formation versatile sociocultural competence of pupils, therefore presence in this or that type of components of attributes of the language environment of the country target language at lessons it is necessary. On efficiency of formation sociocultural competence, the personality has significant effect teachers, his style, experience and ability to build the relations with a class in time occupations and after hours.

Work with language learning through study of a country's texts

As we already spoke, the quality of training in many respects depends on ability teachers to pick up language learning through study of a country's and regional geographic material. Texts of regional geographic character figure prominently in process training in a foreign language. The contents of such texts have to be significant for pupils to have for them novelty.

Textbooks of English contain material of regional geographic character which allows to provide realization of sociocultural component, offering information on Great Britain and English-speaking the countries, developing abilities of pupils to represent the country in comparison with other countries. Students learn to build speech and nonverbal behavior with accounting of features of culture of a target language when understanding uniform systems of ethnic values of the people. The training material is represented and it is fulfilled in the tasks modulating situations of real daily applications of language. According to us, regional geographic material in textbooks not there is enough for fuller understanding of history, culture, life, etc. the studied country. Therefore, it is necessary to enter additional texts. The picked-up relevant and interesting materials about life in these countries, informative texts, photos and illustrations do them fine addition to traditional school textbooks on the one hand. With another – the system of additional texts is designed to expand and deepen the language learning through study of a country's information obtained by students at lessons English. (2, 300 p)

Forms of control can be in the form of question-answer work on contents of the text, stay in the text of offers which can serve as confirmation of illustrations, short retelling of the text, in the form of any conversation of the teacher and the pupil in the read text, justifications by the pupil of the point of view. Sometimes depending on problems of a lesson it is possible to combine traditional and nonconventional forms of control. As a rule, at the end of texts tasks of lexical and grammatical character are given, for example, when studying the text about the royal family the training in oral

speech of phrases with use of possessive case, in others – definition in texts of the English equivalents, drawing up questions with use of new lexical units, etc. is supposed. (2, 355 p)

Work with authentic letters

In work with letters the following problems are solved:

- to teach it is correct to make out the letter in English, it is correct to sign an envelope.
- to teach to understand and to correctly comprehend contents of texts.
- to teach to express the opinion on the basis of information which is contained in the text, to conduct a conversation, to argue the point of view.
- to learn to apply the gained knowledge in writing in situations, close to real. Authentic letters differ from usual texts the simple daily language. At the same time to students interestingly literally all: from the image on marks, envelopes and cards, finishing with handwriting, not to mention contents. The authenticity of correspondence is a powerful tool of motivation of students in their aspiration to seize skills of writing of letters.

Different types of letters are studied: the letter gratitude, the letter invitation, the letter of apology, the cover letter to a parcel, the letter - request for health, etc. The structure of the personal and business letter is without fail studied, examples of introductory phrases, greetings (address), final phrases are learned by heart, the approximate scheme of the sequence of statement of events in the main part of the letter speaks. Though correspondence takes the insignificant place in the maintenance of a training material, but according to us its studying is capable to recover, diversify traditional lessons of English and to maintain the interest of students to its studying.

Work with nonverbal forms, proverbs, idiomatic expressions

Materials of similar orientation not only give a deep idea of language and the culture of the countries of a target language, but also that is more significant, "Do English to the most English". It is no secret that easy even to determine by the used English lexicon in the interlocutor Uzbek the speaking representative. When studying the above-stated material there is the greatest possible approach to a target language, "introduction" in a mentality of British. The fact that we hear, not always what we are told. There is a verbal loss of information therefore nonverbal means of communication which sometimes tell more are so important, than it is possible to put into words (tone, shout, a timbre), including a sign language.

We will give some examples.

Standing with hands on hips - Readiness, aggression

Sitting, legs apart - Open, relaxed

Arms crossed on chest - Defensiveness

Rubbing the eye - Doubt, disbelief

Stroking chin - Trying to make a decision

Some English, Uzbek and Russian proverbs have a general meaning and can literally be translated from one language on another. For example, "There is no smoke without fire" has the Uzbek and Russian equivalent "Smoke without fire doesn't happen".

In other cases, the value of one proverb can be translated different in the ways: "Once bitten, twice shy" can be expressed in Uzbek and Russian "Having burned on milk, you will blow on water" or "Frightened crow of a bush is afraid". (A burnt child dreads the fire, once bitten twice shy)

The cognitive interest of students is attracted by studying of value of some and the same words having different value in British, American and Australian English. For example, Barbie-barbecue, roo-kangaroo, mozzie-mosquito, chook-chicken, tellie-TV.

As it was specified, above, approach to the culture of the country studied language is impossible without acquaintance with its folklore, proverbs, etc. that is an obligatory component of language learning through study of a country's material.

It would be desirable that when studying English to this aspect it was given bigger value.

Work with authentic announcements, newspapers, magazines, cards, household objects, attributes

Presently it is possible to receive enough above-stated objects which can be used as when carrying out lessons of a subject when studying the corresponding subject now, and on class hours, and when carrying out week of English.

All listed forms of introduction of materials of regional geographic contents promote transfer of English-speaking culture to school students, promote their involvement in dialogue of cultures, develop their creative and informative abilities, raise and maintain interest in a learning of foreign language.

In the course of training it is necessary to consider possibilities of students and degree of complexity of a training material. Lessons are under construction so that the student showed the intellectual opportunities, felt interest in improvement of the individual abilities. Training material it is offered on model "passed + given + new".

The analysis of the interesting problems of students of an average and senior link shows that as the main there are four blocks of educational subjects when studying regional geographic material: youth problems; fashion, leisure; education; about and the world around.

Studying of these subjects is directly connected with a content of the lesson which includes the following components:

1. Language learning through study of a country's component:

a) Knowledge, understanding of realities (the words designating objects of the national cultures) and ability to use them and also background lexicon (antonym, homonyms); phrase logical units, proverbs, aphorisms and as source of national and cultural information. As a rule, it is acquaintance lessons with culture on the basis of texts about holidays, symbols, traditions.

b) Knowledge of the regional geographic subjects connected with the general knowledge of England and its stories (English humour, history and traditions of the royal family, famous King Arthur, etc.). One of types of work on the history of England there can be an evening of the English poetry, or performances according to works Mark Twain, Shakespeare.

2. General and educational component:

a) The educational and organizational abilities connected with formation at learning students of ability to work in various modes (the student-teacher; student-student; students-students; group students and others), objectively and it is correct to estimate the activity and activity of the companions. It lessons presentations, projects when the group of students of 3-5 people chooses subject, prepares the message, and then protects it before a class. Obligatory condition is - to ask questions about a subject, to estimate in English.

b) The educational and intellectual abilities connected with formation of ability to compare, compare, analyze, systematize and to generalize the studied material. In this plan works are interesting students on such subjects as "Subculture", "Policy", "Generation gap" in the form of the presentations, reports, an interview, meetings.

c) The educational and communicative abilities which are shown in the cultures of communication i.e. in abilities to listen and hear the partner in communication, to prove the point of view. Lesson forms various: lesson travel, lesson teleconference, lesson magazine, lesson excursion, lesson quiz, etc.

All above-mentioned forms of introduction of materials regional geographic and language learning through study of a country's contents promote transfer to students foreign-language culture, promote their involvement in dialogue of cultures, develop it is general educational abilities of students, their creative and informative abilities, increase interest in a learning of foreign language in general.

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3. Zh. B. Abildinova, Pavlodar State Pedagogical Institute, Candidate of Philological Sciences, Assistant Professor of Foreign Languages Department, abildinova_zhana@mail.ru