



**MODERN METHODOLOGICAL REQUIREMENTS FOR THE
SELECTION AND COMPOSITION OF TEXTS ON COUNTRY
SCIENCE IN THE PROCESS OF HIGH CLASS ENGLISH
LANGUAGE TEACHING**

Soliev Umidjon Yulchivoevich

Namangan State Institute of Foreign Languages

ABSTRACT

This article is dedicated to the modern methodological requirements for the selection and composition of texts related to country studies in the process of teaching English language of the upper class, and the importance of the selection and composition of texts for language learning in language learning is widely covered. It is recommended to teach reading of modern, interesting and informative texts on country studies in English language teaching.

To enable students to expand their general worldview, to develop speaking, listening comprehension, reading and writing types of the language, which are considered communicative competences related to English, to form their psychological abilities such as attention, memory, perception and logical thinking. It is mentioned that the role of use is incomparable.

KEYWORDS

English language teaching, country studies texts, text selection and composition, language and country studies, language and culture studies, speaking, listening comprehension, reading, writing.

INTRODUCTION

In the age of modern development, the development of science and technology, the expansion of international relations, and the possibility of obtaining new worldly information are expanding even more. Therefore, the need to know English and use it as a means of communication in the human world is increasing day by day.

At present, instead of "English language" as a subject, teaching "English language and culture" has been reflected in the curriculum, as mentioned in the above chapter. It can be seen that the main purpose of teaching English in upper grades is to familiarize secondary school students with materials such as the history, culture and customs of the countries where the language is being studied, to exchange information between nations, and to establish intercultural communication between peoples. In the teaching of English in higher grades, teaching to read contemporary, interesting and informative texts on country studies - to expand students' general worldview, to develop speaking, listening comprehension, reading and writing types of the language, which are considered to be communicative

competences related to the English language, their attention, memory, perception and logic enables the formation of psychological abilities such as thinking. In this case, the role of using the texts on country studies given in high-grade English language textbooks is incomparable.

At this point, in our research, we found it permissible to give opinions and comments on the foundations of country studies of the English language subject taught in secondary general education schools. Currently, in the English language teaching methodology, the fields of country studies, linguo-country studies and linguo-cultural studies (linguistics) are one of the widely studied issues.

"Fundamentals of national studies" of the English language means introducing high school students to materials about the history, geography, economy and other areas of the country whose language is being studied. The field of country studies of the English language is focused on the analysis of extralinguistic information and fully covers the facts of the language.

"Linguistics" refers to the development of information exchange skills by teaching students the national language and culture of the country whose language is being studied and preparing them for natural communication using the English language. Its difference from country studies is that, on the one hand, linguo-country studies provides information not only about the history, state structure, and national culture of the country whose language is being studied, but on the other hand, in the process of reading texts, the national specific words in the language - realias, non-alternative language units, phraseology, aphoristics, etc. being able to translate teaches the use of speech culture in speech communication.

The object of linguological studies consists of language and speech units, and the problems of language and culture were studied by researchers E.M. Vereshchagin and V.G. Kostomarov. In G.D. Tomakhin's studies, the question of nation and culture was studied.

The concept of linguocultural science in research is a field that connects the concepts of culture, nation, national culture, language, national language, and mentality.

Lingvokulturology is a new independent science that has emerged between linguistics and cultural studies, and studies the history of the emergence of people's culture, aspects of its reflection in language. The development of cultural studies can be divided into two periods. The first period is the period of emergence and development of linguistic culture as a science. This is mainly reflected in the researches of V. Humboldt, Ya. Grimm, A. A. Potebnya, E. Sepir. The second period is the development of linguistic and cultural studies as an independent science. It can be observed that the term "Lingvokulturology" was mentioned for the first time in the scientific works of scientists such as V.V. Vorobev, V.N. Teliya and V.A. Maslova.

Speech topics are one of the most under-studied and under-researched areas in English language teaching methodology. Nevertheless, a system of appropriate subjects in English is recommended in the curriculum for upper secondary school students.

According to the requirements of the foreign language curriculum, high school students are required to acquire communication skills in the social-household, artistic, political, cultural, and educational spheres [2]. Communication can take place not only in speaking and listening comprehension, but also in reading and writing activities, which are considered components of written communication. In the English language teaching methodology, topics for speaking, listening comprehension and reading are selected for upper classes of secondary general education schools. The topics for speaking and listening comprehension, which are considered oral speech activities, are mainly divided into three

names: (1) About myself, (2) Uzbekistan is my country, (3) Countries where the language is being studied (English Speaking) Countries) topics.

The above three types of topics include the following sub-topics:

Time - hours, days of the week, months, dates, seasons.

Family - About myself, family members, relatives, My home/house.

Nature - Weather (Temperature), four seasons of the year (seasons of the year), the main phenomena of nature (Nature).

Independent of Uzbekistan - National symbols: Emblem of Uzbekistan, Anthem, Flag, Independence Day, Constitution Day, State System structure)

life of English Speaking countries - English speaking countries. Great Britain, USA, Canada, Australia.

Food - types of food, food shopping, eating at home/office, making food.

Home/house - Home, yard, house, rooms, furniture.

Clothes - Types of Clothes and their purchase (Clothes Shopping)

Town/city/village/country - My village or city (my village/town/city). Sightseeing of town/city.

Hobby - Interests (Hobby). friendship

Holidays - Holidays in Uzbekistan and English Speaking countries. Independence Day, Knowledge Day, Teacher's Day, New Year, Navruz, Memory Day, etc. k.

Geography - Capital and cities of the Republic of Uzbekistan (Capital and cities of Uzbekistan), capitals of English-speaking countries, their attractions (Capital and sightseeing of English Speaking countries). City transport (Transport of Cities)

Traveling - Means of travel (Bus, train, seaport, airport (Traveling by bus/train/sea plane/air).

Sport (Sport) - Sports in Uzbekistan and English Speaking Countries. Sports competitions (Sport Competitions). Health and sport (Health and sport) .

In secondary schools, the range of topics taught in English expands from grade to grade, as the content of speech topics deepens and the volume of language material increases.

A comparative study of materials about our homeland and English-speaking countries is achieved in speech topics that determine the scope of communication. For example, 1. Family: Uzbekistan, Great Britain and the USA (Family: Uzbekistan, Great Britain and the USA), 2. (Independence: Uzbekistan and the USA .).

From the above, it can be concluded that "composition and selection" of texts related to country studies in higher classes is considered one of the urgent issues in foreign language teaching methodology. It has been shown that reading texts related to country studies is one of the main programmatic requirements in upper grades of secondary general education schools, academic lyceums and vocational colleges and has the status of a practical goal in teaching English.

The study of methodological research shows that there are differences between the concepts of text "composition and selection". In our research, we will briefly touch upon the methodical activity of composing and selecting texts.

The semantic scope of the methodological concept of "composition" in methodical research is the cause of various controversies today. The concept of "composition" refers to the texts composed by the teacher or textbook authors within the framework of oral speech topics based on the language material learned in English speaking and listening comprehension activities. In this regard, in the

methodology, the concepts of "structured" and "selected" text differ from each other. Both types of texts serve as reading material in English language teaching.

Taking into account that the texts from the English language textbooks are not authentic, it is necessary to select texts in English for high school students and apply them to the educational process.

In methodical literature, "selection" refers to the process and product of sorting the texts, whose content is formed by the writer, adapted in terms of language and volume by the English language teacher or the author of the textbook to the conditions of the upper class. The original text or an adapted copy is recommended for reading in English language textbooks.

It is known that role-playing the content of the text read in English, expressing the thoughts of the characters in the text in their own words encourages independent thinking and the ability to express one's opinion freely. Therefore, reading is an important tool of education. The following methodological requirements are followed when selecting texts on country studies in English: (1) the selected texts on country studies correspond to the age characteristics of students; (2) the texts recommended to students serve to form their general level; (3) that the presented texts reflect rich information about the political and social structure, national culture, and customs of the country whose language is being studied; (4) it is necessary to pay attention to the fact that the norms of the English language are reflected in the selection of texts, and that they are in a scientific-journalistic style.

Methodological concepts such as "selection source", "selection criteria", "selection unit" have been studied in methodological literature when selecting texts related to country studies.

Understanding, language material is divided into active and passive minima. Active knowledge of the language means perfect knowledge of all the main types of speech activity - speaking, listening, reading and writing. Passive knowledge of the language is the ability to understand spoken and written text.

Selection criteria are measurements and indicators that help determine the value of a text. It has been studied in research that the following methodological criteria are the basis for choosing texts recommended for reading in English language textbooks: calculation criteria, methodological criteria, linguistic criteria.

Linguistic criteria for the selection of texts are based on the combination of words in the texts, the possibility of word formation, polysemy, stylistically unrestricted, demarcation (isolation) of synonyms, and participation in sentence formation.

According to the combination criterion, it is assumed that the word selected in the texts can be combined with others as much as possible, and in the word formation criterion, more new units are created from them.

Used Literature :

1. Manukhina Yu.V. Formirovanie sotsiolingvisticheskoy kompetentsii v protsse ovladeniya formulami rechevogo etika: dis. ... candy. ped. Nauk: 13.00.02 / Yu.V. Manukhina. - M., 2006. - 266 p.
2. Jalolov J.J. Methodology of foreign language teaching. Textbook for students of higher educational institutions (faculties) of foreign languages revised and updated 2nd edition. - Tashkent: Reader, 2012. -432 p.
3. Saydaliev S. S. Essays on foreign language teaching methodology. -Namangan: NamDU, 2000. -210 p.
4. Salanovych 11.A. Obuchenie chteniyu inoyazychnyx tekstov lingvostra-novedcheskogo sodержaniya //Inostrannye zhyzyki v shkole. - Moscow, 1999. - #1.-S. 18-21.