

THE IMPORTANCE OF WORLD EXPERIENCE IN LEARNING ENGLISH

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ABSTRACT

In this article, while studying the importance of world experience in learning English and the role of English as a world language, it is worth mentioning that there are several variants of English today, especially if we distinguish two of them: the British and American variants. This article emphasizes the importance of English as a global language, since most of the world's communication is carried out in English. In particular, this article provides information about the widespread use of English as the main language of communication in scientific discoveries and technology, education, labor, trade and commerce, the Internet, travel and tourism, the press and the media.

Keywords: *scientific discovery, technology, education, labor, trade, commerce, the Internet, travel, tourism, press, media.*

ANNOTATSIYA

Ushbu maqolamizda ingliz tilini o'rganishda dunyo tajribasining ahamiyati hamda Ingliz tilining dunyo tili sifatida tutgan rolini o'rganar ekanmiz, hozirgi kunda ingliz tilining bir nechta variantlari mavjudligini aytib o'tish joizdir, ayniqsa ularning orasida ikkitasini ajratib o'tadigan bo'lsak, bular: Britaniya va Amerika variantlari hisoblanadi. Ushbu maqolada ingliz tilining global til sifatidagi muhimligini ta'kidlaydi, chunki dunyodagi aloqalarning aksariyati ingliz tilida amalga oshiriladi. Jumladan, ushbu maqola ingliz tilini asosiy muloqot tili sifatida ilmiy kashfiyotlar va texnologiya, ta'lim, mehnat, savdotijorat, internet, sayohat va turizm, matbuot va ommaviy axborot vositalarida kengroq foydalanishi haqida ma'lumot beradi.

Kalit so'zlar: *ilmiy kashfiyot, texnologiya, ta'lim, mehnat, savdo, tijorat, internet, sayohat, turizm, matbuot, ommaviy axborot vositalari.*

INTRODUCTION

The study of word combinations in world linguistics has long been a subject of wide discussion. In today's linguistics, within the framework of a specific study of the conceptualization of the world in the minds of language users and linguistic realization, consistent research is being conducted in structural-semantic, communicative-pragmatic, comparative-typological directions of units belonging to a certain thematic area. In particular, the opinions expressed so far about the nature, categorical signs and linguistic properties of prepositional word combinations that occupy a place in the system of syntactic constructions are diverse, sometimes extremely contradictory, so the theory of word combinations in science has not gained a unified and completeness. Since the independence of the Republic of Uzbekistan, its relations with foreign countries have increased even more. Such contacts with foreigners on all fronts, in turn, strengthen their needs for a highly qualified specialist-personnel, who are perfectly familiar with foreign language. In this regard, our countryman Sh. Mirziyoyev decree on measures to bring the activity of popularizing the study of foreign languages to a qualitatively new level in the Republic of Uzbekistan, in order to achieve the true prosperity of foreign language disciplines, it is necessary to open the door to the outside world widely. Due to the increasingly large-scale integration of the Independent Republic of Uzbekistan into the world community, teaching and learning foreign languages at the qualitative stage of continuing education is gaining special importance. The excellent acquisition of English, German and other Western and Eastern languages became a priority socio-political and economic issue of this day. In recent years, as our first president Islam Karimov, who is interested in teaching chettilis, said, "at present, great importance is attached to teaching foreign languages in our country. This, of course, is not for nothing either. Today, there is no need to assess the importance of excellent knowledge of foreign languages for our people, who are building their great future in cooperation, in harmony with our foreign partners, for our countries, where the world community seeks to occupy a worthy place." As a logical continuation of these ideas. Today, the importance of learning English is growing in demand in our country than in previous years.

DISCUSSION AND RESULTS

English specialists are bringing to life a new methodology and methods of learning English. This will certainly further increase the effectiveness of teaching foreign languages. Analysis of the main forms and problems of the meaning of qualitative inflections in English. Language is a means of communication between humans. The theoretical problems of form and meaning in nature have kept linguists,

philosophers and figures of Science in the spotlight from the times when philosophers such as Aristotle, Plato lived to the present day. English is a verbose language. The use of ambiguous words in a text serves to increase the impressiveness of the text, not to mention their use. All people living on earth are not only witnesses to the fact that the fertile world is changing very quickly, but also direct participants in such complex and continuous processes as the development and progress of World Culture, Science and technology. At the same time, it was noted that within the framework of the implementation of the law of the Republic of Uzbekistan “on education” and the National Program of training of personnel, a system was created aimed at the formation of a harmoniously matured, educated, modern-minded young generation and further integration of the Republic into the world community. In the years of independence, more than 51.7 thousand foreign language teachers were trained, multimedia textbooks on English, German and French were prepared for classes 5-9 of secondary schools, electronic resources for Learning English in primary classes, more than 5 thousand lingafon cabinets were equipped in secondary schools, vocational colleges and academic lyceums. At the same time, the analysis of the current system of organizing the study of foreign languages shows that educational standards, curricula and textbooks do not fully meet the requirements of the time, in particular, the demand for the use of advanced information and media technologies. Education is mainly conducted in traditional styles. The organization of continuous learning of foreign languages at all stages of the educational system, as well as the development of teachers' skills and the provision of modern educational and methodological materials, will be further improved.

In order to introduce advanced teaching methods using modern pedagogical and information and communication technologies, to radically improve the system of teaching the growing young generation to foreign languages, training specialists who can speak these languages freely, and to create conditions and opportunities for their world civilisation achievements and large-scale use of World Information Resources, Development of international cooperation and dialogue, our state.

Currently, state standards for the system of continuing education in our country for foreign languages have been developed, the requirements for the level of training of graduates of all stages of Education have been established. The standards of Uzbekistan's continuing education system were developed with reference to the requirements of the universally recognized Council of Europe “pan-European competencies of knowledge of a foreign language: learning, teaching and evaluation” (CEFR). A panel of experts led by England's Rod Bolbayto and Davies Alan were brought in to ensure that the state's educational standards were thorough in every way.

Considering the fact that in the market of educational technologies there are a lot of offers in teaching English, the question "what method do you teach?" the question becomes more relevant, and it is manifested in an increase in the level of consumers of intellectual products. In our turbulent time, when the education market offers different types of courses in Language Teaching, those who see time as equal to gold and consider developing their work, studies and business, in most cases choose short-term courses of such names as "learning English in two weeks", "effective express method", "English at the level of Ongosti" and others. So to what extent are these teaching methods effective? Do they give the expected result? In the recent past, teaching English was mainly focused on grammar. A great deal of time was devoted to reading and translation of texts, and sometimes to memorizing "topics" as well as dictating, to animate the monotony somewhat, and the process in question required hard work. Today, the main offer in the language market is being formed depending on the consumer's demand.

A mature specialist in the methodology of teaching linguistics and foreign languages S.G.Ter-Minasova believes that "today, Language Teaching has become functionalized and, as a result of increased integration processes, the study of foreign languages, in particular English, has become more relevant. But modern language learners are not interested in the history of the language or its theory. English has become necessary for them to meet their vital needs." Several methods are currently offered to students studying English. One of them is the fundamental method. It requires at least 2-3 years of study, in-depth study of grammar. This method is primarily used in the preparation of professional interpreters, and at the end of their studies, students gain a view of the world through the eyes of a "native speaker", i.e., the owner(bearer) of the language. On its basis, language is studied as a real and complete means of communication. Currently, the fundamental method has not changed its purpose, but many other methods have entered the competitive field precisely with the fundamental method. One of these is the linguosociomadic method. This method assumes the study of language in a social and cultural environment. Its supporters condemn the fact that students target the study of "dead" lexical-grammatical forms to their own advantage. In their opinion, "personality is a product of culture. So language too". In most cases, failure to learn language in accordance with social life causes many mistakes. For example, an English-language student may use the grammatically correct phrase the Queen and Her relatives at first glance, but the difficulty is that the British citizen the Royal Family is meant.

For those who are not fluent in foreign languages, don't you want to go? and Would you like to go? the difference between the phrases is small, but for the British

they are different. In most cases, the conventions have “what other issues interest you?”, into English as “What problems are you interested in?” they translate. But it is worth noting that in English the word “problems” has a negative character, and such a sentence can be called “What issues are you interested in?” is better translated. Linguists believe that 52% of such errors are direct displacement of native language phrases into English, while 44% are marked by insufficient language learner capacity. The most important thing in the process of learning a language is to what extent the information content being transmitted is correct.

The linguosociomadic method covers two types of communication. It is a language and intercultural dialogue. A student of a higher educational institution should not only take the upper stages of studying, writing and translating English, but also learn to see English in the rakursi of other folk culture. It is in these aspects that the English teacher must strengthen the focus in the language teaching process. Therefore, in order to learn the language in depth, to enter into easy communication, it is necessary to teach English, effectively applying the three methods listed above. In our opinion, first it is necessary to teach the student to speak English and at the second stage to think in this language. This is a much more difficult, but feasible process. To do this, the English teacher should enrich the teaching method with a variety of games in addition to the standard approach, communication with comrades, exercises for finding mistakes, comparative analysis of texts.

Today, this is effectively done by the 5-step textbook “Headway”, created by English stylists John and Liz Soarz. This textbook for the study of the English language includes a complete methodological compilation, that is, a textbook for students and a teacher, covers 120 hours of Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate, consisting of audiocassettes. Each lesson in the textbook is made up of several sections. The first covered speaking skills, while the second focused on the formation of language skills (skills development). Later works on texts (scan reading, reading for gist, summary reading, and x.k.), consisting of Q & A, listening to and returning an audiocassette. The peculiarity of “Headway” is that it teaches grammar in two stages: first in the context of the lesson, then in the student's workbook (self-study and revision). In addition to the textbook to improve pronunciation, The Book “Headway Pronunciation” is also included.

Another much more popular way to teach English during the glabbing period is the intensive method also in practice. Its basis is about 25 percent clichés, that is, memorization of the most necessary phrases for communication. Of course, a student who has chosen this method for learning a language may not be able to read Byron's works in the original, but he will be able to enter into communication with his

interlocutor at the right moment. Through this method, the teacher who is taking classes, basically, takes dialogues as weapons. Even through intensive method, it is impossible to learn English in 2 weeks, but diligent, self-employed students can easily master the language in 3 months.

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