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Умурзакова Д.И., Махмудов Ш.И. Роль кружков в изучении иностранных языков

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The role of clubs in learning foreign languages

Эта статья о методах изучения иностранных языков, особенно английского языка. Поскольку английский сегодня более широко разговорный и письменный, чем любой другой язык никогда не был. Он стал языком планеты, первым по-настоящему глобальный язык

Ключевые слова: поколение, занятость, ассимилировать, аранжировка, фаршированная солнце

This article is about the learning methods of foreign languages, especially English. Because English today is more widely spoken and written, than any other language has ever been. It has become the language of the planet, the first truly global language

Key words: generation, employment, assimilate, arrangement, stuffed sun

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Our Independent Republic of Uzbekistan pays much attention to the positive development of young people and their preparation for employment. We teachers try to do our best to educate our young generation and to bring them up in the spirit democratic ideals and internationalism. It is the youth who will take the world's future in their hands. That's why it is necessary for them to develop their own interests and goals and to recognize and understand the problems of today.

Nowadays not only students but very little children try to learn foreign languages. Most of them try to learn English. Because English today is more widely spoken and written, than any other language has ever been. It has become the language of the planet, the first truly global language. English is the medium for 80per cent of the information stored in the world's computers. Native language is our own language; we can speak and don't meditate on it. When person knows language very well, he could give easiness not only ideas, but emotions. The great German poet Goethe said "He, who knows no foreign language, doesn't know his own one".

Practice, which we have got, when assimilate native language, allowed to take them rather fast and with a result. We all began to speak easiness in native language

at the age of 6-7 and we absolutely do not know grammar rules. The creators of the course pay attention in it. That is why learning English is modern method of speech includes learning English without grammar, but with construction of sentences and their ideas in a suitable models. By the way, they are not much in English, only 70-80% so, you do not spend your time in analyze the theory; simply you learn alive English language.

As an English teacher, I'm often asked my opinion of the English skills of Uzbek students. This is what we call a loaded question, that is the person asking it wants to hear the good things and may not want to hear the negative. One of the difficulties all teachers face is that a classroom is not designed for "Natural" communication. The classroom is a place where is given and received. The teacher is the center and the only focal point. The students sit either side by or with their backs to each other. This arrangement isolates the student from the teacher and his or her group mates. The desks and textbooks emphasize further the separation from teacher and student. And while the students may take every opportunity they can to communicate with their desk mates, it's rarely in English or about the subject at hand. When they make comments to the class as a whole, they often feel that they are "being graded" or that there is a "right" or "wrong" answer to every question.

My response is quite typical. I have heard many of my colleagues give the same answer: while Uzbek students have an extremely well-developed knowledge of English grammar and large English vocabularies, they are often unable to express their own ideas in English. Learning foreign languages is very important nowadays. Students not only must learn language in class time but they have to learn it in their free time in English speaking clubs.

English speaking club – is a glorious possibility to talk, to meet with interesting people, to get a great quantity of speech practice and maintain the knowledge in an excellent form. Applied at, courses are used Colloquial Methods of learning English language. Choosing of this method especially dictate from life and themes with condition, which it consider to us. But now, when English language is standing the part of culture, demanded not perfect knowledge of English language, namely property in a level of carrier language. That's why, it is necessary to use more modern method of speech "English is as native language" learning foreign languages are very useful and very important.

One of the main agreements of assurance learning language is appearance that, the people who know foreign language very well, need constant practice, bailing the fluently oral speech and regular pronunciation. When the students have joined in club and sit in the circle, I tell them that were going to have a conversation, but there are certain rules. I tell them that many American Indian tribes have a tradition off sitting in a circle around a comfier to have discussion. Any person in the circle has the right to speak, but only while holding a torch which is passed from Indian to Indian.

Since for obvious reasons we cannot have torches in the classroom, we have a "spotlight" instead, the "spotlight" can be a stick or a small flashlight, anything that you can throw easily around the circle to the student whose turn it is to speak. In my classes, I use a bright yellow stuffed sun. The toy helps the pupil feel at ease when speaking to the whole group. Moreover, the other students know that they have to be given the toy in order to speak. Another rule is that no student can correct the grammar or

pronunciation of another student during the activity. This rule applies to the teacher as well. English teachers have to learn to suppress their natural tendency to correct the pupil's errors during activities such as this. Communicative exercises are not the time to make corrections. Rather they provide a chance for your students to speak. While speaking freely they should not feel like their answers are being evaluated, so the teacher must also learn to "act naturally" in the circle.

When I have explained the role of how to use "spotlight", I then ask a question which is usually related to a theme we are studying in class. If you are trying this activity for the first time you might try start with the question "What is your earliest memory?" This question can be used with any level from advanced to beginners.

It is good way to revise the past simple. I give each student the chance to answer the question, but ask the pupils randomly, rather than in a clockwise or counter clockwise order. I find that the students are forced to listen more attentively when they don't know whose term will be next. After you have tired a "spotlight" discussion with a group you can use this activity in many other ways. I have used it to discuss my students' reactions to their home readings. Sometimes I write questions on slips of paper and the students pull them randomly out of a hat. And I have even used it simply as a way to get my students to tell me about their families or what their plans are for the future.

You may be concerned that this activity would cause discipline problems or be impossible with active or rowdy classes. I have found, however, that it has the opposite effect. Even my most energetic, poorly behaved groups seem to calm down once we sit in the circle and talk. In fact, "spotlight" discussions can create an atmosphere in groups that you rarely feel in a classroom. As the students share their feelings with you and their group mates, you establish an atmosphere of trust.

After a few tries, you may notice a greater closeness within the group. Your students will notice the difference as well. When I have had my students evaluate my classes, I have been surprised to find that my group favorite activity is not any of the games we play but our "in the spotlight" talks. The reason for this success, I feel lies not in the fact that the activity is unusual, although your students may never have done anything like it before. The students may be intrigued by the exotic "American Indian" rules for the game, but that also is not enough to make it worthwhile. The activity is successful because it feels literally close to home.

When my English Language groups sit in a close-knit circle and discuss some issue, suddenly it does not seem like we are a classroom. It feels more like sitting around a table with a cup of tea. In this respect, this conversational arrangement is an extension of the wonderful Uzbek tradition of the "dasturhon atrofida" or table discussion where any family member, friend or guest free to express him (her) self. We have some rules that no student can correct the grammar or pronunciation of another student during activity. This rule applies to the teacher as well.

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