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INNOVATIONS IN THE PROCESS OF TEACHING WITH THE ENGLISH ALPHABET AND THE STUDY OF INDIVIDUAL GRAMMATICAL PHENOMENA

Abstract: *In the conditions of intensive intercultural communication in the modern world, it is necessary to raise the process of teaching English as a foreign language to a higher level. For this, it is necessary to intensify the process of teaching English. As a result of the analysis of English grammar, the author of this article revealed a pattern of complication of the grammar of the English language and, on its basis, developed the optimal sequence for presenting grammatical material. The studied grammar is immediately fixed in colloquial practice, that is, the inseparability of theory and practice is realized.*

Key words: *English language, English grammar, English phonetics, English transcription.*

Language: English

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Introduction

The basis of learning any language is the study of its grammar. Simply put, grammar is the rules for constructing a phrase that is understandable to the interlocutor. In fact, people who speak at the level of “you don’t understand me” often consider themselves to know a foreign language. In this phrase it is impossible to understand who does not understand whom. The author of this article, as a result of a scientific analysis of the grammar of the English language [1], developed the optimal sequence for presenting the grammatical material of the English language according to the principle from “simple to complex” [2]. Starting point: What minimum knowledge of grammar is required to write the simplest English sentence? Next comes the step-by-step complication of grammar. All grammatical nuances are explained (which makes them easier to remember).

This sequence underlies the English Textbook written by the author of the article [3; 4]. The principle from “simple to complex” is maintained in the textbook when presenting grammatical material, vocabulary, phonetics, and transcription. The vocabulary of the textbook is selected from the

frequency dictionary of the English language, i.e. it uses the most frequently used words of the English language.

All grammatical nuances are immediately fixed in conversational practice.

Features of working with the alphabet

Since the textbook is designed for people who study English from scratch, it begins with the English alphabet, for which we have developed the original table (see table).

The table consists of columns. The columns give an image of a printed English letter. They also indicate the pronunciation of vowels for open and closed syllables. For the sound [x], the similar Tatar sound ə is given. When studying the English alphabet, the correct pronunciation of English sounds is necessarily practiced.

The study of the alphabet begins with the fourth column. The group in chorus after the teacher repeats the names of the letters, looking at their Uzbek spelling, and at each sound the teacher immediately explains how the pronunciation of the sound differs in English and Uzbek. Then they repeat the names of the letters in the same chorus, looking at the third column, that is, at the English transcription. The teacher, if he

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hears an incorrect pronunciation, corrects and asks to repeat the correct version. Then they repeat aloud after the teacher, looking at the first column. After that, each student independently reads the entire alphabet aloud. This is very important from a psychological point of view. Many students, after unsuccessful studies at school, consider themselves unable to learn English, are shy, emotionally clamped. Some students are silent even when working in chorus. The teacher has to try to make them work, just to pronounce the English sounds. Moreover, the teacher immediately gently corrects their incorrect pronunciation. Students see that the teacher is really engaged in each of them, everyone wants to help. This contrasts sharply with what sometimes happens at school, when the teacher deals only with the successful students and does not pay attention to the rest. Next, homework is given - to learn the alphabet by heart. Students are warned that everyone will be interviewed. The rating scale is as follows: the entire alphabet is pronounced correctly - "excellent".

One letter is forgotten or there are irregularities in pronunciation - "good". Forgotten two letters - "satisfactory". In other cases, the student must retake the alphabet. Some students at the very first lesson after repeatedly reading the alphabet ask permission to take it for evaluation. This is encouraged. Students who do not know the alphabet see how the survey will be conducted, adapt and calm down. This, at the very first lesson, lays the basic principle of teaching: at each lesson, each student will be asked to complete their homework, and each assignment will be evaluated. The score is logged. It should be noted that the teacher enters only positive grades in the journal. Unsatisfactory marks are not given. There is just an empty cell that the student needs to fill in with a positive assessment.

The survey of each student at each lesson reflects the principle of individualization of learning, which is implemented in our classes and is our innovative development in the teaching methodology for group classes.

Then the pronunciation of the letters in the fifth and sixth columns is explained. Students repeat the sounds aloud again, looking at the transcription marks. It should be noted here that after school, some students continue to confuse the spelling of the letters b and d. These letters need to focus on. It is explained that gradually students will have to learn all the transcription signs. This is necessary for the correct reading of words when using dictionaries. Experience shows that a student with an incorrect pronunciation of an English word and the transcription of the word writes incorrectly. Not everyone understands the word correctly. 80% of information is perceived visually. Transcription reflects sound in writing. Very often, it is the transcription icon that helps to work out the correct pronunciation. Some students pronounce where and there in exactly the same way. Many students confuse the sounds [f] and [T]. To memorize words, their spelling and transcription, dictations are practiced in the vocabulary of each lesson. Moreover, the words are dictated in Uzbek, and students write English words in spelling and transcription.

The structure of each lesson in the textbook

Each lesson begins with an exercise in phonetics, and only those phonetic phenomena that are found in the vocabulary of this lesson are considered. This is also an innovation. Usually in textbooks, phonetic exercises are in no way connected with the vocabulary of the lesson being studied. The exercise gives a) a letter or letter combination, b) a sound designation in English and Uzbek transcription for this letter or letter combination, and c) a number of words for practicing this pronunciation, for example: a [x] - fat, van, sand, lad, lamp, stamp, bad, plan, bat, bag, hat, hand.

Next, the vocabulary of the lesson is introduced. Each lesson provides approximately 25 new words with transcription.

Then students move on to the study of grammar. In accordance with the optimal sequence of teaching English [2], at first all the studied grammatical phenomena are considered in combination with the form of the verb is.

Table 1. English Alphabet

A a	B b	C c	D d	E e	F f	G g	H h	I i
a	bee	cee	dee	e	ef	gee	(h)aitch	i
[eɪ]	[bi:]	[si:]	[di:]	[i:]	[ɛf]	[dʒi:]	[(h)eɪtʃ]	[aɪ]
J j	K k	L l	M m	N n	O o	P p	Q q	R r
jay	kay	el	em	en	o	pee	cue	ar
[dʒeɪ]	[keɪ]	[ɛl]	[ɛm]	[ɛn]	[ou]	[pi:]	[kju:]	[ɑ:/ɑr]
S s	T t	U u	V v	W w	X x	Y y	Z z	
ess	tee	u	vee	double-u	ex	wy(e)	zed/zee	
[ɛs]	[ti:]	[ju:]	[vi:]	[ˈdʌbəlju:]	[ɛks]	[waɪ]	[zɛd/zi:]	

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In each lesson, several grammatical phenomena are studied in turn. At least three exercises are allocated for each grammar rule. The exercises contain only the vocabulary that students already know from previous lessons or that is introduced in this lesson. The same is true for grammar. New grammar rules are based only on the grammar rules already covered before. This is also an innovative methodological development. First, the teacher explains the grammatical phenomenon being studied. Then the students take turns reading aloud words, phrases or sentences in English in the exercise on this grammatical phenomenon. After each exercise in English, there is an exercise in Uzbek. Students must independently translate phrases or sentences from Uzbek into English in writing using this grammatical phenomenon. They use the previous exercise in English as a model. First, such exercises are performed in class. Once the students are comfortable with this task, it is given to them at home.

Then the class checks the correctness of the translation. Students take turns reading the translated sentences. The teacher asks if there are other translations of this sentence. If there are errors in the sentence, the whole group, with the help of the teacher, looks for the correct version of the translation, which is necessarily recorded in the students' notebooks. Thus, the whole exercise is tested. Homework: be able to translate the exercise from Uzbek into English orally, looking at the textbook, without looking at the notebook. At the next lesson, it is checked for each student. Usually the teacher checks no more than five sentences. If three of them are correct, the exercise is valid. The next task is to come up with sentences for this grammatical phenomenon. Usually each student comes up with at least three sentences. Checking is carried out as follows: the student reads his proposal aloud. Another student translates it into Uzbek orally. For students, this is a very unusual job. Practically from the first lessons the work on listening and oral consecutive translation begins. They sometimes ask to read a sentence several times before they understand it.

It must be borne in mind that pronunciation is individual for everyone, and students must learn to recognize a word in any language guise. Therefore, it is very good when native speakers of different languages are taught in a group, although pronunciation usually varies even among native speakers of the same language. At the lesson, one of the students exclaimed: "Wow, how differently everyone pronounces the same word!". After the student understands what words the reader says, he must assemble a sentence from these words, that is, understand the statement and convey it in Uzbek. If a student fails to translate, the whole group helps him. It happens that the reader made mistakes in his sentence. Then the whole group participates in compiling the correct statement in English. This is

very important work. The whole group is thinking about how to say correctly in English what their friend was thinking in Uzbek. At an advanced stage, when interrogative sentences are studied, students, in addition to translation, must also spontaneously answer the question posed. Thus, in class, students take turns reading their sentences, and the rest take turns translating them. This work takes a lot of time, but here students really master colloquial speech. They love this job. They themselves strictly follow the order, do not give in to their turn and are offended if they accidentally let someone through. All classes are held in conversational practice. One of the students at a technical university once exclaimed: "I'm tired! I keep my mouth shut all the time. And on other subjects we are silent. I want to be quiet." The student was dissatisfied, but the teacher took it as a compliment, because he managed to structure the work in such a way that each student works, is busy throughout the lesson. This is how each grammatical phenomenon is worked on. As an example, let's look at the study of interrogative sentences in the second lesson of the textbook:

Conclusion

Thus, at each lesson, students learn phonetics, transcription, new vocabulary and several grammatical rules, which are immediately fixed in conversational practice. In addition, listening and consecutive translation are practiced at each lesson. The following innovative developments of the author, described in this article, contribute to the development of good communication skills of students:

1. Tabular form of the alphabet, combined with a short phonetic guide.
2. The principle from "simple to complex" is maintained in the textbook when presenting grammatical material, vocabulary, phonetics, and transcription.
3. In each lesson, only those phonetic phenomena that are found in the vocabulary of this lesson are considered.
4. Step by step complication of grammar.
5. At least five diverse exercises are allocated for each grammar rule: a) presentation in English, b) translation from Uzbek into English, c) students compiling their sentences in English, d) reading them to the audience and their interpretation by other students (which includes listening), e) when reading interrogative sentences, the student must not only translate it, but also spontaneously answer it.
6. The phonetic, lexical and grammatical material of each new lesson is based solely on the relevant material already passed.
7. Absence of unsatisfactory grades in the journal.
8. Individualization of training in group classes.
9. Interpretation of the Uzbek exercise into English is introduced.

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10. Students are introduced to compiling their proposals in English.

11. Interpretation of sentences read out by students is introduced.

12. Optional material is based solely on the passed lexical and grammatical material.

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