

LEARNING PERFECT ENGLISH REQUIRES THE ACCURACY OF VOCABULARY, GRAMMAR AND PRONUNCIATION.

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Annotation: Learning perfect English requires the correct of vocabulary, grammar, and pronunciation. It can say that accuracy is the ability to produce sentence using correct grammar and vocabulary. Teacher who concentrate on accuracy help their students to produce grammatically correct written and spoken English. Fluency can be thought of the ability to keep going when speaking spontaneously. When fluently speaking students should be able to get the message across with whatever resources and abilities they have got, regardless of the grammatical and other mistakes.

Key words: Skimming , scanning, reading skills, vocabulary, grammar, pronunciation, fluency, foreign language learners techniques, strategies, specific information, ability

Аннотация: Изучение английского языка в совершенстве требует точности словарного запаса, грамматики и произношения. Можно сказать, что точность — это способность составлять предложения, используя правильную грамматику и словарный запас. Учителя, которые концентрируются на точности, помогают своим ученикам производить грамматически правильный письменный и устный английский язык. Беглость можно рассматривать как способность продолжать говорить спонтанно. При беглой речи учащиеся должны быть в состоянии передать сообщение любыми ресурсами и способностями, которые у них есть, независимо от грамматических и других ошибок.

Ключевые слова: сканирование, навыки чтения, словарный запас, грамматика, произношение, беглость, методы изучения иностранного языка, стратегии, конкретная информация, способности.

Annotatsiya: Ingliz tilini mukammal o'rganish lug'at so'z boyligini boyitishni, grammatika va to'g'ri talaffuzni talab etadi va o'z ichiga oladi. Aytishimiz mumkinki, aniqlik bu - grammatika va lug'atdan foydalangan holda jumlar tuzish qobiliyatidir. Aniqlikka e'tibor qaratadigan o'qituvchilar o'z o'quvchilariga grammatik jihatdan to'g'ri yozma va og'zaki ingliz tilini yaratishga yordam beradi. Ravonlikni o'z-o'zidan gapirishni davom ettirish qobiliyati deb hisoblash mumkin. Ravonlik bilan o'quvchilar grammatik yoki boshqa xatolardan qat'i nazar, o'zlarida mavjud bo'lgan resurslar va qobiliyatlar bilan xabarni etkazishlari kerak.

Kalit so'zlar: skanerlash, o'qish malakasi, lug'at, grammatika, talaffuz, ravonlik, chet tilini o'rganish usullari, strategiyalar, aniq ma'lumotlar, qobiliyatlar.

Brown defines distinction between accuracy and fluency. Accurate means clear, articulate, grammatically and phonologically correct. While, fluent means flowing naturally. He also says that fluency may be an initial goal in language teaching but accuracy is gained to some extent by allowing learners to focus on the elements of phonology, grammar, and discourse in their spoken output. Speaking seems one of the most important in language learning: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak. Teaching speaking is not an easy job. Some teachers get very involved with their students during a speaking activity and want to join in too. There is nothing wrong with teacher getting involved of course provided they don't star to dominate. One major emphasis should be the development of students' analytical and critical reading skills. Because of the immense variety of subject matter to be found in the newspaper, each student may find something to hold his interest. A directed-reading lesson might focus on encouraging receptivity, guiding silent reading, guiding skill development, guiding

silent and oral rereading, and various continuing activities. Other lessons might focus on using the newspaper to teach comprehension, to analyze propaganda, to develop vocabulary and word identification skills, or to develop appropriate reading rates. Considering reading as part of the total language process, the newspaper may also be used for listening, speaking, and writing activities. Gist is the overall meaning, the core idea, of a spoken or written discourse. When taking a quick look at a written text to establish its genre and the main message its writer means to get across, we're reading for gist. This is also known as skimming. Teachers may capitalize on the popularity and availability of the newspaper to increase the reading abilities of students. Vocabulary, word attack, and comprehension skills can be learned through the newspaper from primary grades through high school. A text can provide readers with lots of clues that help readers quickly establish what it's about. These needn't be just the words. A quick glance at the arrangement – densely written columns, for example – can tell us we're looking at a newspaper article, even when it's been reproduced in an exam paper. We also look for visuals or any other discrete discourse features to help us make informed predictions. As we begin skimming a text, we focus on the content words – the nouns, verbs and adjectives – rather than the grammatical words (it, the, on, etc.,) that provide structure rather than meaning. For example: The cafe is open until late on Fridays. Reading for gist is all about getting the ideas of the text by skimming it rapidly and ignoring the grammatical words. Another reading skill often mentioned alongside skimming is scanning. Scanning is our quest for more specific information, such as numbers, names or other easily identifiable data within a text. We do this when, for example, we consult a bus timetable for a specific time or destination. Why is reading for gist important? Skimming and scanning are reading skills most learners use extensively in their mother tongue. We might therefore expect the skills to be transferable ones – and indeed they are. Nevertheless, teachers of English can help learners improve their abilities in these areas. This is not to undermine its importance. In fact, this initial step is particularly useful and defines whether this or that part of a text deserves our attention. Those taking an International English Language Testing System (IELTS) test will know that to complete the 'heading-paragraph matching' task, they needn't read the whole text carefully. Indeed, if they did so, it would deprive them of valuable time and render the whole reading paper unmanageable. As mentioned earlier, skimming should be nothing new to foreign language learners. Ideally, they would simply treat English texts in the same way they treat those in their native language. But this is a very optimistic scenario and in reality, many learners come to class with a certain degree of prejudice. Presented with an English text, they believe they need to read and pay attention to each and every detail to understand it. Speaking is the skill by which they are most frequently judged, and through which they make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. By giving learner's speaking practice and oral exam the researcher recognizes that there is a difference between knowledge about language and skill in using it. Both can be understood and memorized, but only skill can be imitated and practiced. He clarifies that skill can be seen from two basic ways. The first is motor receptive skill that involves perceiving, recalling and articulating in the correct order sounds and structures of the language. The second is interaction skill involving making decision about communication, such as what to say, how to say it, and whether to develop it, in accordance with one's intention while maintaining the desired relation with other.

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