

THE IMPORTANCE OF NOMINALS IN UZBEK AND ENGLISH LESSONS**Fazilov Odil Yuldashevich**

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Annotation: this article provides scientific information about nominal forms, methods and means of the Uzbek and English language.

Keywords: Uzbek, English, technology, methodology, teacher, speech, educational weapons, goals and objectives, Information, Innovation.

The use of objects such as colored stones, animal bones, while teaching the children of our ancestors to account, as early as ancient times, is an excellent example from the history of mankind. From the tools of ancient “account teaching” to the invention of technical means of teaching (gramplastinka was released at the beginning of XX of the century), a human child was educated, learned, brought up in millennia. The 20th century is called the time of the technical revolution.

The era of the use of sound recording instruments (phonographs) also began when teaching foreign languages. The last century is historically significant with the technical development of the educational process. The means of teaching a foreign language include all educational tools that are used in the interest of organizing the educational process. In every activity as if it were a weapon of work (mas. farmer-hoe, sickle; worker — hammer; adib — paper, pen), student and teacher are also provided with appropriate educational tools (teaching tools). Since such as pencils, pens, notebooks, erasers, scratches apply to most educational subjects, a foreign language is not included in the list of educational tools.

From the point of view of a systematic-structural approach to things and phenomena in Science, Foreign Language Teaching is a three — component educational concept: teacher — organizer of teaching, means of teaching, student-educator. According to this didactic theory, educational tools are an educational bridge between a teacher and a student, in which the educational process finds its performance. A foreign language teacher is required to have a deep knowledge of the instructions for the use of educational tools in the course of teaching students. That is why there is a need for an educational classification of teaching tools.

The methodological classification of tools used in the realization of Foreign Language Teaching goals is as follows:

- 1) Basic and additional (auxiliary) types of training weapons according to the task they perform;
- 2) teaching aids used by teachers or students, depending on who they are intended for;
- 3) in relation to the path to which information comes (analyzer) - in the names of hearing, vision, hearing;
- 4) taking into account the participation of technology, traditional (notechnical) and modern (technical) so-called training weapons;
- 5) From the point of view of production — there are mass and local training weapons. The main educational weapons, which are named in scientific sources, include a program, a textbook (reader's book and teacher's book, reading book). Other tools in the composition of the methodical

complement are auxiliary. Such a conditional division of units means does not justify itself much in school life. Some Māori agree that the use of additional mediation is not mandatory. It is also necessary to make the same excuse that a complex of additional tools for Uzbek schools has not yet been developed. Consequently, it seems more desirable to keep all the necessary educational manuals with the names of the main and auxiliary. There is no end to the methodological discussion on the means intended for teachers and students either.

Because the curriculum and teacher's book, which will be directly in the teacher, indirectly implies students. Or a student's book, a reading book, a school dictionary, which is given directly to language learners, is always taken into account by the teacher. The means at the disposal of the teacher, which the student uses in the classroom and in extracurricular activities — such as sound recording, pictures, diafilm, diapositive, kinolavha—are not unilaterally associated with the name of the teacher or student, since they are intended for the student and are used at the discretion of the teacher. Auditory, visual, and auditory cues in names derived from analyzer involvement are part of traditional training weapons.

So these are beyond the scope of basic weapons, are subordinate concepts of technical and non-technical. Within the technical and non-technical types, all educational tools are listed. In these, both those that imply the work of analyzers and those that are considered basic and auxiliary means are found. Except for the means intended for the teacher. Mass training is understood as tools that are prepared in a printing house or factory (factory), distributed on a Republican scale (basic and auxiliary). “While the local term“ refers to weapons developed in a school or district/urban area, including those made by student/teacher power, (handmade) prepared table, painting, toy etc.

The conclusion is that foreign language teaching tools are classified in the following order: basic and auxiliary training tools, which include technical (modern) and non-technical (historical or traditional), and of these both have audiovisual tools of hearing, vision and hearing — learning (OAV).

Hearing, vision, and hearing aids, in turn, are further subdivided into smaller, categories. Materials published from textbooks and manuals on the issues of Foreign Language Teaching Methodology, to scientific articles, methodological letter, Development and recommendation, are called methodological literature. Such methodological resources intended for a teacher are prepared taking into account educational tools. Each of the types of training tools to be included is covered by a short description-description in the following "basic and auxiliary tools" topics. In addition to the comments made, it should be noted that the teaching tools do not apply in one norm from the first school year to the last year. Some of them are used more, the rest are used more sparingly.

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