

## PEDAGOGICAL PRODUCTIVITY IN UZBEK AND ENGLISH LANGUAGES TEACHING

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**Abstract.** The assessment becomes a good method for providing the effectiveness in language. Teaching productive skills involve the following steps: Provide a model of the target genre we want our students to produce. Work on the model; focus on the meaning and form. The teacher should guide the learners to analyze the text so that they can discover by themselves its linguistic and formal features. Speaking and writing are known as the productive skills as they both require some form of language output, while reading and listening are known as the receptive skills. Alternatively, you may also find the productive skills referred to as the active skills and the receptive skills referred to as the passive skills in all languages including Uzbek and English languages. While acquiring languages, the more you use your brain to learn new skills, the more your brain's functions work. Learning a new language pushes your brain to get familiar with new grammar and vocabulary rules. It allows you to train your memory to remember new words, make connections between them, and use them in contextual situations.

**Key words:** Pedagogical productivity, teaching materials. modern technology, experienced language instructors, comparative typologies between languages.

**Introduction:** The research grew out of a concern about what progress in developing language skills students make and how they evaluate achievements of themselves. The last two decades have witnessed a notable shift from structural teaching in language. In addition, language teachers have to be experienced enough for all conditions. Actually, we are living in modern technology century, and everything including language teaching methods also changed absolutely. For teaching in productive ways, teachers need:

- Excellent English pronunciation, vocabulary and grammar skills.
- Confidence and skills to give motivating and interesting lessons to your students.
- Develop their own teaching materials.
- Assessment. ...
- Reflecting on their own practice and micro teaching...
- Mastery of their subject.

**Purpose of the research:** With the changes in education the nature of teaching languages has developed. The main reason for the research is that, to enhance the way of teaching methods of languages with examples of English and Uzbek languages

### **Methods:**

What is the Best Language Teaching Method?

The Direct Method. The Direct Method is also known as the Oral or Natural method. The Grammar-Translation Method. This method grew from the traditional method of teaching Latin and Greek. The Audio-Lingual Method. This self-teaching method is also known as the Aural-Oral method. Comparing the Language Training method. Moreover, turn to the difference between two languages (UZBEK and ENGLISH):

English is an analytical language from the point of grammatical structure. It means English is rich in grammatical inflections and have strict order of words in sentences. Uzbek is an agglutinative language. It is also rich in grammatical inflections however, each inflection can express only one category.

Comparative typology is a branch of linguistics comparing languages in order to establish their similarities and differences. Its object is not singular and individual cases of similarity and difference but those which are common for large groups of language elements. Comparative typology classifies languages according to their structure. Although languages may differ in their material (i.e. have no words of the same root, or common morphemes) their structure (i.e. relations between the

elements, functions of the elements) may be similar. •English - Indo European Family - Germanic - Analytic - SVO •Uzbek - Turkic family - Southeastern - Uighur-chagatay - Agglutinative

**Result:** The result of the students English and Uzbek language learning will be remarkable, if teacher organise with unique style of teaching. For instance, language learning is a process of transmission. Teacher transmits knowledge. Learner is recipient. Knowledge goes from instructor's brain into student's brain. This teacher-centered model views the teacher as active and the student as fundamentally passive. The teacher is responsible for transmitting all of the information to the students. The teacher talks; the students listen and absorb (or take a nap). The teacher-centered model may be attractive to new language instructors for several reasons: It is the method by which they were taught, so it's familiar. It makes sense: The teacher should be the focus of the classroom, since the teacher knows the language and the students do not. It requires relatively little preparation: All the teacher needs to do is present the material outlined in the appropriate chapter of the book

(turn the pages). It requires relatively little thought about students or student activities: All the students simply listen to the same (teacher) presentation, then do related exercises. However, experienced language instructors who reflect on their teaching practice have observed that the teacher-centered model has two major drawbacks: It involves only a minority of students in actual language learning. It gives students knowledge about the language, but does not necessarily enable them to use it for purposes that interest them. To overcome these drawbacks, language teaching professionals in Uzbekistan and elsewhere have adopted a different model of teaching and learning.

**Conclusion:** Like most people who become language teachers, they have a love for their language and the desire to help students experience the joy of learning a new language and culture. In achieving this goal, it is important to remember that language learning is not simply a cognitive endeavor and that your students will have a variety of possibly strong emotions about language learning. They will enter your

classroom with different motivations, beliefs about language learning, and anxiety levels. This module has suggested that in order to help language learners be as successful as possible, teachers must help their students feel comfortable using their new language skills, identify and maintain positive learning motivations, and develop realistic beliefs about language learning.

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