



The Methodology of Teaching Countable / Uncountable Nouns at the Secondary Stages of Training

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Annotation: *The principal objective of this article is to find the problems in learning countable nouns and uncountable nouns. The article studies the classification of uncountable English nouns. The topic is described largely both in grammar manuals and research works. However, it may be presented in more details. In the typological perspective English is not just an analytical language. It certainly demonstrates some features of an isolating language.*

Keywords: *learning countable nouns and uncountable nouns, middle-level students, grammar manuals.*

In the traditional methodology of teaching grammar of a foreign language, two approaches have been formed:

– Implicit – occurs without explaining the rules; – explicit – there is an explanation of grammatical rules. Within the framework of each of these approaches, two methods have been formed.

Undoubtedly, each of the approaches has its pros and cons. At the present stage of training in grammar, both implicit and explicit approaches are rarely used in their "pure form", and based on this, there was a need for a differentiated approach [1]. By a differentiated approach, we mean the combination of two traditionally established approaches in teaching grammar, and we also suggest taking into account the individual psychological characteristics of students. Mastering grammar is a rather complicated process, especially for an unformed personality. In our case, these are middle-level students who are teenagers (10-14 years old). On at this stage, there is a need to change the methods of education, approaches to learning in accordance with the conditions that will contribute to creating a situation of success in all spheres of life. Based on this, we believe that it is necessary to focus on the individual psychological characteristics of a teenage student. Speaking about taking into account the individual psychological characteristics of students, we mean taking into account temperament, cognitive style, as well as the type of memory [2].

Let's consider one of the methods related to the differentiated approach – reflexive activity. Turning to reflexive activity contributes to the formation of creative skills and cognitive independence of the student. At the middle stage of training, a reflexive diary is the most effective technique that helps to improve students' knowledge. This type of work has certain advantages and disadvantages. Using this methodology, students acquire the skills of determining the purpose of activity, assessing the real the level of knowledge and own achievements, planning work on learning a foreign language.

This type of work also contributes to the repetition of the completed course. Among the disadvantages, the following are distinguished: the skeptical attitude of students to this type of work, the appearance of a feeling of fatigue in the process of filling out the diary and the lack of clear criteria for its evaluation [3].



G.P. Shchedrovitsky identifies five main stages of mastering reflexive activity: research situations, identification of difficulties in activity, identification of the causes of difficulties, criticism of the old norm, development of a new situation [4].

According to this methodology, an experiment was conducted among 6th grade students. At the stage of the presentation of new grammatical material, students were asked to pay attention to a slide showing the cases of the use of the grammatical rule being studied, to independently deduce the grammatical rule. For the presentation of this grammatical phenomenon, an inductive method, since the complexity of the grammatical material allowed it to be done. After that, the students were asked to fix the rule in a notebook. Then we moved on to the simulation exercises.

As it was revealed in the UMK Upstream on this topic, there are no such exercises; as a result, it became necessary to turn to additional sources. The students were offered a video fragment showing the application of the grammatical topic being studied. The first time a task was given to view and listen to the video fragment, the second time the video stopped and the students need to repeat the words of the announcer. Thus, at this stage, different channels of perception of the material were involved: visual, auditory, motor.

In addition, melancholic and phlegmatic students were given a little more time to think, if necessary. At the stage of training and automation of grammatical material, students were offered various substitution and transformation exercises. Exercises were used not only from the UMK, but also from additional sources, which made it possible to diversify the tasks; various forms of work (individual, paired, group) were used in the learning process. Applied grammar games, interactive games that allowed students to maintain interest, activity and motivation during training. Gradation of exercises by complexity was used in homework. So, for example, they were offered to perform tasks of increased complexity on additional evaluation. Thus, a differentiated approach is one of the tools for teaching English, and in particular, the topics of countable and uncountable nouns.

Next, it is proposed to consider an implicit approach, the methodology of which includes teaching grammar through fairy tales. The development of grammatical fairy tales, unlike lexical ones, is a more difficult task. Here it is necessary to present complex grammatical material in a simple and accessible form, from this we started when creating a fairy tale «Countable and Uncountable». «Countable and uncountable nouns». In the distant land of the English noun lived two kings. One was called Countable, and the other was Unaccountable, and that was their difference, that the subordinates of the king of the Countable could be counted (a book, pineapple, a dog ...), and the subordinates of the other king (bread, milk, chocolate ...) could not. Although they lived in the same country, they did not love each other. The King of Uncountable was always envious of his neighbor that he had an account for everything, and there is always peace and order in his kingdom. His subordinates constantly plundered the treasury, since nothing could be counted anyway. But the king had an Uncountable daughter, a beauty unseen in the whole wide world, and the son of the king of the Countable saw her one day. The world lit up with light at the same moment before him, and spring bloomed in his soul, the prince fell in love without memory. Contrary to all the persuasions of his father, the prince went to the king Unaccountable to ask for his daughter's hand in marriage. I didn't want my beloved Uncountable daughter to marry the son of his enemy, and then he decided to go for a trick, putting forward a condition to the prince: - I have long wished to restore order in my kingdom, and for this I need to be able to count my people, if you decide this bad luck, then I will give my daughter for you! - By all means, I will find a solution!

– the young man answered. And from that moment, day after day, the prince in love could neither sleep nor eat, but only thought how he could fulfill the condition put forward by the cunning king. And this decision came at all unexpectedly, in a dream. The same morning, the happy prince



rushed to the neighboring kingdom, and when he arrived, this is what he said to the king Unaccountable:

- Your Grace, I have found a solution! - Did you find it?– the king was stunned, he did not expect such an outcome, but he was terribly interested in what the prince had come up with. - Well, I'm listening to you.
- In order to count your submitted, you can use special counting words, for example, a slice of bread, a glass of milk, and a bar of chocolate.... - Brilliant! - exclaimed the king! - Brilliant! The king liked the proposed solution. He gave, as promised, his daughter as a bride to the prince. Soon the young people got married and threw a feast for the whole world, and a strong peace was established between the two kings and in the country of the English noun.

Thus, a fairy tale is an ancient folklore genre, an effective way of teaching children, which is why many teachers use fairy tales on their lessons. The fabulous form of work contributes to the development of cognitive abilities of students, the formation of classroom skills, helps to enrich the vocabulary, stimulates interest and motivation to learn the language, as well as psychologically beneficial effects on students.

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