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THE PECULIARITIES OF THE ENGLISH LITERARY LANGUAGE AND FEATURES OF ITS TEACHING STANDARDS

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ABSTRACT

We know that English is one of the second most spoken languages in the world. The number of learners of this language is growing day by day. In almost every corner of the world, many speak and understand English. English is also the number one digital language of communication. Therefore, it is very important to teach English to the younger generation for our country to be among other countries in this period of rapid development.

KEYWORDS

Reading exercises, listening exercises, interactive games, language learning process.

INTRODUCTION

Teaching English is very important today. It is good that language teaching starts at an early age. However, to learn a language, you first need to have some understanding of the language in the native language. A child of 6-7 years of age, on the other

hand, does not yet have a sufficient understanding of his native language, and in these periods it is carried out only by teaching the simplest words, that is, by increasing the vocabulary. A young child edits a word in an imitation of the rules of pronunciation in English and tries to repeat it. Because language is not just a process that is learned, it is mastered. Because no one is born knowing a language from the mother's womb,

but under the influence of the environment, the language opens up with the language heard and the language develops [1-3]. That's why the earliest ways to learn a language are by listening, repeating, and engaging small speech units in dialogues. The environment is the most important thing in language learning, for example, children of a family whose parents speak Russian at home learn Russian (without any grammar rules). Therefore, creating such an environment (at least only in lessons) in teaching English is the most important thing that is required of a teacher. If the process is carried out with conversations, authentic, that is, reading exercises with real-life examples, listening exercises, and interactive games, firstly, the process of language learning will be faster, and secondly, more effective. In particular, if the teacher does not work with one textbook, but conducts the educational process with a variety of materials from different sources, the student will have sufficient skills in the standard view of English but also regional options [4-9].

Various problems can arise in the process of language teaching. These can be seen in the learner's age, mental ability, interest, the potential for language learning, and of course in the influence of the mother tongue. Because Uzbek and English belong to different language families in terms of their origin, a learner whose mother tongue is Uzbek may be distracted by lexical, grammatical, and phonetic differences between the two languages in the early stages of language learning. Because of the structure of speech in the Uzbek language, the place of phrases in sentences, and parts of speech, the rules of the law of our language are completely different. That is why the pedagogical and methodological skills of a language teacher are the most important thing in leading a learner to the goal of language learning. Some wonder if I can learn. This can be done by

making the language learning process more interesting and preventing such problems [8 - 13].

The work aims to identify and comparatively study the specific features of the norm of teaching English and the interregional variant of literary English based on empirical materials specific to the English language currently used in different regions, to develop appropriate guidelines for language teaching methods.

Literature review

Many scholars have researched the subject of the English literary language, the peculiarities of the norm of its teaching, and the interregional variant of literary English. Among them are A.A.Abduazizov, A.A.Garntseva, T.A.Rastorgueva, I.P. Ivanova, L.P.Chaxoyan, O.V.Aleksandrova, A.D.Shveitser, I.V.Arnold, T.M.Belyaeva, I.A.Potapova, M.M.Makovskiy, G.B.Antrushina; Of the English linguists Becks, Tony, Richard J.. Watts, Blake, Burrridge, Bernd Kortmann, Crowley, Crystal, Durkin, Laura, JS Wells, Hickey, Raymond, Peter Trudgill, Collins. American scientists Harder, S. Jane, Thomas Sheridan, W.3 ^ rap, Jeremy, Hudson, Binder, David, Tungsten, and Walt are also among the researchers who have worked on this topic [12-15].

Materials and methods

The methods of comparative-typological, structural-semantic, lingvopragmatic, lingvostylistic, lingvocognitive, lingvoculturological, contextual, deductive, inductive and statistical analysis were used as methods of scientific analysis of the research. In the process of language learning, it was noted that explanations should also be given about the literary variants of the language. Analyzes show that the differences in language options, especially between

American and British English, can give many learners the misconception that one of the two words is a mistake. That is why a list of the most commonly used American and British English words should be given in the process of developing vocabulary resources. After all, let the reader understand that such differences are not errors, but different variants of the language. However, it is preferable to do more independent reading exercises to become more aware of the literary language options. Watching a variety of movies, English-language magazines and newspapers

will also help you become more aware of the language options. There are also cases where it is difficult to understand the differences between the two language variants without that context [15 - 19].

Problems are very common in similar speech units. This is because most Britons do not express their opinions directly so as not to be rude in speech. And as a result, it can be difficult for a representative of another nation to understand. Through this guide, you can find out in what sense a sentence is used. The following is a list of examples from this guidebook.

Table 1. The sentence can be used in different senses (guidebook)

<i>The British say</i>	<i>What does a foreigner understand</i>	<i>What the British actually mean</i>
That was very brave of you!	She thinks I am very courageous	You are insane!
Very interesting!	She seems to like the idea!	How boring!
Not bad for a first attempt!	She thinks it is quite good!	I hate it!
Ok! I will bear it in mind	She will probably do it!	I have forgotten it already!
I am sure it is all my fault!	She is accepting the responsibility!	It is definitely your fault!
You must come over the dinner sometime!	I have been invited for dinner!	This is not an invitation.
I was a bit disappointed with the result!	It doesn't really matter.	I am very angry.
I hear what you are saying	She accepts my point of view.	I disagree and don't want to discuss it further
Ah huh(boshni ha alomati kabi qimirlatish)	She agrees with me!	I am listening but don't agree.
Oh, by the way, did you finish the work?	This is not important.	This is very important.

As can be seen from these examples, it is not always easy to know what the interlocutor means when speaking in English. The British, very polite, always speak politely. However, examples in the sense of irony remind the speaker to be careful when entering into a conversation [20].

The term Received Pronunciation is used in the British version of English, General American English is used for the American English version, and Educated Australian is used for the Australian version. One or more dialects in the country are considered the most acceptable and correct by the intelligentsia of the national society. The term literary pronunciation is commonly used by Russian and Ukrainian linguists, while the term normative pronunciation is used by British and American linguists. The term normative pronunciation was coined by linguist V. Yu. Parashchuk comments: We can interpret the standard term of language users as follows: a dialect that is absolutely correct and deemed appropriate for use in the formal relations of society. Now English has its regional dialects. In the UK there is a group of Scottish dialects, northern, southern, and central dialects, in the USA there is a group of Eastern, Mediterranean (central), southeastern, middle, and western dialects. Owners of the same dialect are connected by social and geographical commonality; sometimes have a general phonological character along with phonetic and lexical peculiarities [20-24].

If we look at the example of English, it should be noted that the oral form of the language has diversity and diversity of pronunciation. Such variants of language are shaped by communities at the level of an entire nation, from small groups. Thus national variants of the language are created. In interpreting the concept of national options, we rely on A.D. Schweitzer's concepts. According to him, national

languages are a historical category that characterizes the formation of the nation, and the development of economic and political factors [25].

In other words, the national language is the language of the nation, its standard form, and the language of the nation's literature. National options vary due to several internal and external factors. Behind any innovation is, of course, pronunciation. Thus the national variants of the English language differ from each other mainly in sound, accent, and intonation. It is known that in the territory of some states more than once, in most cases two languages are used. An example of this is the state of Canada - English and French are the main languages of the society. This is called bilingualism by linguists. (A state with a single national language is called monolingualism.) In this case, linguistic confusion occurs as a result of the interaction of two languages (or dialects) in certain situations [26].

Each national variant is divided into territorial and regional dialects. Dialects differ from each other in pronunciation, grammar, and vocabulary. "Accent" only means a difference in pronunciation. Therefore, local accents embody some common features in pronunciation and at the same time belong to territorial and areal accent groups. For example, the Yorkshire, Lancashire and Cheshire accents in the UK make up the Northern Accent group. For certain geographical, economic, political, and cultural reasons, one of the dialects of a country is the standard language of the nation, and its pronunciation or accent is the accepted standard pronunciation.

In particular, the London dialect became the standard pronunciation (RP - Received Pronunciation) for Britain [24-28].

However, the country does not have a common standard pronunciation form. It varies as a result of interactions with other languages, as well as several geographical, psychological, social, and political influences. For example, in England itself, "conservative, general, advanced forms of accepted pronunciation" differ [24-27].

Every society, from small groups to an entire nation, has its social dialect, as well as its social accent. British linguists suggest dividing society into the following groups: upper group, upper-middle group, middle group, lower-middle group, upper working group, middle working group, lower working group.

Groups are also divided into different large and small social classes (professional, educational, cultural, young gender, etc.). As a result, each social class has its own dialect and accent. D.A. Shahbagova interprets such social dialects as "variants spoken by a socially limited number of people" [30].

It has been proven that language tools are chosen consciously or unconsciously based on the speaker's understanding of the situation. Individual characteristics, cultural values, gender, and age differences of language users are also important. The individual speech of users of a language in a society is called an idiolect. Schweizer distinguishes two features of language based on social conditions - stratification, i.e., the state of language's dependence on social structure, and situational, i.e., the state in which language use is related to social content [25].

Each of the national variants of English has a regional diversity and dialect. The dialect also includes an accent. Accents are pronunciation patterns that a particular language community uses in the process of interaction. Owners of the same accent are usually 1) connected by common social, and geographical

features and 2) exhibit the same type of phonological features (sometimes with a limited amount of mutual phonetic and lexical differences). Thus, the country-specific pronunciation option includes a national pronunciation standard and regional accents. The accent always indicates from which region the linguist is geographical. All English-speaking nations have a Standard English pronunciation that is exactly what it belongs to. There are several differences between these options, along with a lot in common. The main reason for this is the breadth of language distribution and the diversity of local and ethnic conditions [31-35].

The diversity of English dialects prevalent around the world was largely based on the British and American variants. While the British English variant is based on English used in England, Ireland, Wales, Scotland, Australia, New Zealand, India, Pakistan, Malaysia, Singapore and South Africa, the American (or North American) variant is particularly specific to the United States and Canada. Includes English. However, while certain aspects of the English language used in Canada are very close to the British English variant, conversely, some peculiarities of the English language used in Ireland can also be found in the North American English variant. There is also a significant difference between the standard British English version and the standard Indian English version [35 - 39].

However, it should be noted that although no group composition is fully proportional to each other, it can be seen that several commonalities are based on the British and American variants [39 - 42].

New Zealand and Australian pronunciation types are based on British English variant standards. In Canadian pronunciation standards, however, some features of the American English variant are noticeable. Canadians, like Americans, often use retroflex [r] and

hard [l] and pronounce the sound [æ] instead of [a:]. Some linguists believe that the Canadian pronunciation variant is based on American pronunciation standards. Criteria for teaching English normative pronunciation standards. Today, the processes of globalization and integration taking place all over the world are increasing the need for foreign languages to be learned by the peoples of the world. In the context of expanding international relations and the exchange of scientific and technical information, the translation process is seen as a multifaceted activity designed to overcome not only language but also cultural barriers. On the one hand, translation is a type of communicative activity that performs an important social function between two different languages and different societies. Translation, on the other hand, is a complex multifaceted phenomenon, some aspects of which are the subject of research in various disciplines. In particular, it serves as a means of intercultural communication. The internationalization of the English language greatly contributes to the dissemination of scientific and technical achievements, especially in the development of internal and external relations in developing and other countries. However, despite this, the London-based Economist magazine and the Financial News frequently publish articles about misunderstandings or misunderstandings that take place in official negotiations. Stephen Hagen, the author of Formal Communication across Borders, said one in five British exporters faces linguistic challenges in international relations. He calls his native English, the “two-edged sword,” and emphasizes that it is not only the most common language in official communication in the world but also widely used in all situations of life. A 1996 study by the British government found that the use of the British English variant was higher than that of the International English version, with several

linguistic problems encountered. This is because it is natural for two cultures, one of which is a mother tongue, to misunderstand each other.

The national variants that have emerged based on the American and British variants of English, and the variety of standard forms in them, raise the question of which of these standards is most appropriate for teaching English. Which pronunciation norms allow language learners to communicate freely. In which, of course, language learners must have a good model in order to achieve universality of understanding. It is known that the standard American English version and the standard Australian version are quite different from each other, in turn, both of these options differ from the accepted pronunciation norms. The misunderstandings that can occur in the interaction of different options owners (even users of the language as a native speaker) are higher in the process of communicating with users from English as a second language or as a foreign language. Jenkins argues that the harmonization of the pronunciation of English as a second language variant occurs because of the need to ensure international understanding.

While the main task at the initial stage of the teaching process is to provide basic concepts about the phonetic features, morphological and lexical and syntactic structures of a foreign language, at a later stage it is necessary to expand and deepen those concepts. In this case, any phonetic or grammatical event should be explained as a result of analyzing the lexical unit of the language and comparing it with the events in our native language. Comparing the pronunciation of lexical units is of great importance not only in giving interesting results but also in identifying elements that are foreign to the phonological system of the language.

CONCLUSION

The teaching of English as a state language in the period when it was and is not the state language is closely connected with the development of science and technology all over the world. It is no coincidence that every cadre who considers himself knowledgeable in any field is required to know a foreign language, especially English. The time requires that a language learner, regardless of nationality or region, knows Standard English and takes into account its characteristics. Modern language changes are also changing faster than in the past due to the rapid development of science and technology.

A language learner should be aware of the different aspects of English, especially British and American, to learn the local features of the language from the very beginning of language learning. In our opinion, textbooks and manuals should also include chapters that provide information about the local aspects of the English language. After all, no language consists only of grammatical rules of language; it contains various linguistic ornaments - jargons, dialects, dialectal words, phrases. As mentioned above, features in such a language have an impact on the development, enrichment, and popularity of the language and, of course, create standard language appearances later on. English, which is used as an official language in more than 60 countries that have gained and continue to dominate around the world, also has a place and significance for the future. As the demand for language consumption increases, its interregional differentiation leads to different territorial divisions.

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