

LANGUAGE TEACHING APPROACHES AND METHODS IN
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Abstract: *Language teaching is a complex and multifaceted process that involves not only the study of the theoretical foundations of language, but also its application in practice. In order for the process of teaching the language in secondary schools to be successful, it is very important to correctly choose approaches and methods. The effectiveness of language teaching will largely depend on the age, level, abilities and characteristics of the learning environment of the student. Therefore, teachers strive to use flexible approaches in the process of teaching a language. Such approaches, in addition to improving the effectiveness of language learning, also arouse the taste and interest of the student.*

Keywords: *language, communication, grammar, abilities, pedagogical skills, theoretical-practical knowledge, lessons, interactive tools.*

Traditional approaches to Language Teaching have been practiced for many years. These approaches are primarily aimed at teaching grammar and increasing vocabulary. In traditional methods, classes take place more in the Teacher Center, where the teacher provides theoretical knowledge, while students try to remember them. The main disadvantage of this method is the emphasis on learning language in theory rather than using it in real communication. At the same time, the traditional approach allows students to deeply master grammatical laws, especially useful in generating understanding of the complex structures of language. Nowadays, a communicative approach is widely used in Language Teaching. This approach sees language learning as a means of communication, not just as it consists of vocabulary and grammar. In a communicative approach, the learning process is based on interactive, active and Inter-student cooperation. This allows students to practice the language through various games, role-playing, group work, and conversations. The



teacher is not a language teacher, but in the role of a guide, educator and partner. This method helps students learn the language in a natural, free and fun environment, while they also develop independent thinking and communication skills.[1]

Interactive methods also play an important role in the process of teaching the language. In order to ensure the active participation of students in the classes, questions and answers, discussion of problem situations, exercises aimed at solving problems in the team are used. This approach brings to the surface the skills of students to develop critical thinking, to prove their thoughts with evidence. Interactive methods also increase confidence among students, train them to listen to each other, and improve communication skills. Thus, the process of teaching language becomes not only a process of acquiring knowledge, but also a process of growth as an individual. The use of visual aids in Language Teaching increases the interest of language learners and promotes better understanding of subjects. Visual media are image, video, audio materials, graphics, and interactive applications. They not only attract attention, but also increase the level of understanding for students with different learning styles. For example, for students who study visually, pictorial materials allow for better education, while those who learn by hearing acquire better through audio materials. Therefore, the effective use of various visual aids in teaching the language in secondary schools is considered very important. Language Teaching using technology has also become common in recent years. Computer and internet resources, multimedia courses, online platforms and special programs provide many opportunities for language learners. For example, online interactive exercises, video lessons, language teaching applications will help students to independently study the topic. Also, through international cooperation platforms, students are able to have practical communication with native speakers of foreign languages. These approaches provide an individual approach and diversity in Language Teaching and train students in the effective use of modern language learning technologies.[2]

Multilingualism and intercultural approaches also play an important role in Language Teaching. In the process of world globalization, the need to communicate



with different cultures and languages increases. In the process of teaching language in schools, taking into account intercultural differences, introducing students to the culture of different nationalities and peoples turns students into open-minded, unhappy people. At the same time, the multilingualism approach increases interest in language learning by helping them learn other languages. This approach teaches to view language as a phenomenon that reflects national and cultural values, rather than just a set of grammars or dictionaries. A cooperative approach is also widely used in teaching language in secondary schools. In this method, students are divided into small groups, together they solve issues, work on projects. Cooperative methods teach cooperation with others through conversation and character, as well as increasing the experience of mutual support and exchange of ideas in the process. Through such activities, students develop communication and friendship skills, as well as learn the principles of personal responsibility and teamwork.[3]

Methods of an individual approach are also extremely necessary in Language Teaching. Due to each student's different ability, pace and style of learning, educators develop individual learning plans and tasks. This will help the student to concentrate, increase his interest and overcome his shortcomings. The Individual approach, in turn, serves to develop independent work activities, and also makes the learning process convenient and effective for the student. Also important are the methods of assessment during language training. Continuous monitoring of students' knowledge and skills, their analysis, and results-based feedback play an important role in improving the effectiveness of Language Teaching. Assessment takes formative and summative forms, and how well the student has mastered the language, his ability in communication is constantly controlled. As a result of this process, conditions are created for self-assessment, work on oneself and continuing learning.[4]

Conclusion:

As a result, the content and forms of the language teaching process, i.e. approaches, methods and technologies, complement each other, making language teaching at school effective and fun. The role of educators is to use these



opportunities wisely to arouse interest in language learning, taking into account the individual characteristics of each child, and to direct them through language to a deep understanding of global and national cultures. Thus, teaching the language in secondary schools serves not only to give knowledge, but also to form the student as a person.

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