

METHODS OF TEACHING FOREIGN LANGUAGES

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Abstract

This article talks about the methodology of teaching foreign languages in Uzbekistan. The author, relying on philological data and written sources, studied the existing peculiarities on the subject, which made clarifications on the basis of existing scientific literature.

Keywords: Methodology, innovation, foreign language, communication, skills, competencies, didactics, intercultural communication.

Introduction

The development of education in the current period has brought a new direction innovative pedagogy. Innovation means "introduction (distribution)" in English. American researcher of the socio-psychological aspect of the introduction of new Language learning is one of the most important areas of human society. Language, which is a means of communication, can be practiced in a natural environment, whether in the family, in the community, or in an organized manner. Knowledge of linguistic phenomena is taught theoretically. Knowledge of languages, especially multilingualism, is especially important in today's world of international relations. Pupils and students studying in our country usually learn three languages. These languages are referred to by special names. These are: native language, second

language, and foreign language. Mother tongue is the first language that plays a special role in the formation of thinking. When it comes to the second language, it is considered the language of the brothers and sisters of other nationalities. A foreign language is the language of a foreign country. Western European languages (English, Spanish, German, French) and Eastern languages (Arabic, Turkish, Persian, Chinese, Indian) are taught in our country. These languages are included in the curricula of educational institutions. The process of teaching three languages is different. The mother tongue and the second language are learned in a natural environment, and the foreign language is learned in an artificial environment. Communication in a foreign language takes place mainly in the classroom under the guidance of a teacher. There are significant differences between the three languages in certain aspects of learning and teaching a foreign language. This, in turn, requires the use of appropriate foreign language teaching technology. By carefully mastering the achievements of the methodical science, the foreign language teacher acquires a clear understanding of the norms of language experience of the student and further improves it. Effective teaching of foreign languages requires knowledge of its methods. The study and teaching of foreign languages largely depends on the theoretical development of the issues of foreign language teaching methodology and the creative application of the theory in practice.

Each science has its own set of concepts. Among the basic concepts adopted in the methodology of teaching a foreign language are: education system, teaching method, teaching principle, teaching aid, methodical method. A foreign language teaching method is a set of teacher and student activities that achieve the practical, general, educational and developmental goals of foreign language teaching. The term method is used to mean "a set of teaching methods" and "a direction of teaching". The first is used in the theory of education in the sense of process methods, and the second sense can be found in works on the history of teaching methods. For example, the translation method of foreign language teaching, the correct method, the comparative method, the traditional method, the intensive method, and so on. Natural and social

phenomena are interconnected and evolving. Since the sciences are the reflection of objective reality, none of them exists in isolation from the others. The event and the subject can be the source of research in many disciplines at the same time, for example, the study of the social phenomenon of "language" from its point of view linguistics (psychology), psychology (didactics). The term "foreign language methodology" evokes in the human mind the association of "connection": first, a set of methods and methodological approaches to language teaching, or scientific knowledge of teaching methods, and finally, independent pedagogical science comes to mind. Foreign language teaching methods have developed in harmony with didactics. We all know that the teaching theories of all disciplines are

based on the science of didactics, from which they draw scientific nourishment. Foreign language teaching is also based on didactics. General theory of didactic education, methodology is considered as the science of teaching a particular subject, lingvodidactics is considered as a general theory of teaching languages, linguomethodics is considered as a science of teaching a specific language. The new interpretation of the goal of foreign language teaching is mainly based on the results of pragmatic linguistic research. This branch of linguistics interprets language as a field of human activity, not a system of linguistic forms. A new set of findings in the field of foreign language education that has been accumulated since the early

1970s has led to a heated debate in the field of educational goal setting. New curricula have been adopted that define the main directions of foreign language teaching, such as "teaching students to communicate" and "Befaeigung zur Kommunikatsion" (communicative competence). In the 1970s, the "communicative method" proved its worth in several stages after a series of attempts. At the same time, the science of

methodology developed. We cannot learn any foreign language without studying its methods. The method of "communicative didactics" is also important in foreign language teaching methods. Communicative didactics combines the following.

- Open and flexible course concept;
- Topic and content are important;
- The main form of work in the classroom: conversation and group work;
- Special attention should be paid to the activation of students and the creative and free use of language;
- Strong emphasis on exercise based on the principle of understanding and expression;
- Visualization (visual support) plays an important role in revealing meaning, defining the scope of movement and organizing the exercise;
- To study everyday speech in real life situations (practice dialogue);
- It is important to use the language orally and at the same time understand the original texts. Communicative didactics prioritizes the use of natural speech situations as listening comprehension material, such as advertisements in transportation, train stations, radio and television commercials, telephone conversations, and so on. The goals of

listening and understanding information have changed. Telling and controlling what he heard was also different. Based on the purpose, this method distinguishes the following types of listening comprehension:

- Understand the main content of a text in a broad sense, without paying attention to certain details; Method This method is used when specific information is important, such as the need for weather for a particular location, the announcement of train arrivals and departures, and so on.

It is precisely this knowledge that we retain in our minds, the study of information related to communicative didactics, that, from the concept of ‘communication’, is semantically linked to the term ‘intercultural communication’. The term intercultural communication is now widely used in foreign language teaching methods. This is exactly the concept we can use in different contexts. In fact Intercultural dialogue is a dialogue between people of different cultures about their social background, mentality, national character, lifestyle, customs, value system, and so on. In this process, students

should be educated and developed in the spirit of respect, tolerance for the culture of the country being studied, and a correct understanding of the culture of another country. Every foreign language lesson is a crossroads of cultures, a practice of intercultural communication. Because every word in a foreign language in this process reflects a foreign life and culture. The task of teachers is to develop the ability of students to communicate, to communicate. This requires the development of textbooks that teach

people to communicate effectively and new teaching methods aimed at developing four speaking activities in a foreign language. The formula for intercultural communication is patience. Socio-cultural errors are

required in intercultural communication. For example, in German, "Tee oder Kaffee?" that is, we answer the question "tea or coffee" in our native language - "Tee", "tea", but in German such an answer is incorrect. In German, the answer is "Bitte, Tee," meaning "Please, tea." Words connect people through communication. Applying new material to all types of speaking activities at the same time builds skills and competencies. In this process, the quality and effectiveness of education will increase if the means of communication, demonstration, types of modern technology, methods, the principle of consistency are provided.

Not only subject, pedagogical and psychological knowledge, but also another special feature - communication skills and abilities are necessary for the successful work of a teacher. From infancy a person begins to acquire communication skills. But not everyone is able to communicate well when they grow up. The pedagogical profession is one of the "human-to-human" professions, and therefore the ability to communicate is one of the leading, professionally important skills for a teacher. Depending on the teacher's communication and interaction with students, children's interest in the subject, and, consequently, learning motives are formed. The method of pedagogical communication affects the culture of interpersonal skills, the effectiveness of subject knowledge, skills of students, creates a unique moral and psychological climate in the educational process. Communication is an important condition for the

socialization of the individual. Here it is important to know what pedagogical communication really is.

Conclusion learning a foreign language is a multifaceted doctrine, in the process of which a person undergoes complex psychological changes. In particular, there is a process of comparing a native language with a foreign language. Different teaching methods and technologies are used in this process. With the help of modern pedagogical technologies, comparative teaching of a foreign language with the native language gives effective results. Teaching a foreign language requires knowledge of its methods. Methods and technologies play an important role in learning a foreign language. There are different methods of methodical science in the organization of the lesson. The most widely used methods of foreign language teaching are: the method of communicative didactics, the method of organizing intercultural communication and

the method of organizing exercises. The three methods are closely related and complementary. Because the science of methodology is related to the science of didactics, the method of communicative didactics emerges when learning a foreign language is based on communicativeness.

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