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ON THE METHODOLOGY OF TEACHING FOREIGN LANGUAGES

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ABSTRACT

Knowing a foreign language is an important factor in mastering the secrets of any profession, gaining skills and abilities. Knowing a foreign language represents a high-level qualification of a specialist working in any field of the national economy.

KEYWORDS

Innovative, "teacher-student", foreign language methodology, intensive.

INTRODUCTION

Modern educational development has given rise to a new direction of innovative pedagogy. Innovative means "introduction (dissemination) of innovation" in English. The socio-psychological aspect of innovation was developed by the American researcher E. Rogers.

He studied the classification of the participants in the innovation process, their attitude to the innovation, and others. The concepts of novelty and innovation are mutually different in scientific areas. "Innovation" means a tool, new method, methodology, technology.

"Innovation" is a process that develops according to certain stages of education. The development of world science is growing and developing day by day. It was this positive development that had an impact on our country. Advanced innovative technologies are being applied to our world of science. As an implementation of this, the President's naming of this year as the "Year of Youth Support and Public Health" has further increased the responsibility of the youth of our country. It would not be wrong to say that the wide application of advanced, modern innovative technologies in the fields of education has opened the door to many opportunities and goals for young people learning foreign languages. The inclusion of a foreign language as a full-fledged component in the target program of teaching a foreign language ensures that students learn the realities of other national cultures, expand their general worldview, and this has made our society aware of the need to know at least one foreign language for the foreign language being studied. For any professional, knowing a foreign language is very important if he wants to succeed in his field. Therefore, the motivation to study it has increased dramatically. Unfortunately, almost all foreign language textbooks are designed with the average student in mind. This deficiency can and should be covered by the methods, approaches and technologies developed in the teaching methodology of their study and practical application. Taking into account all of the above and understanding the

growing interest of teachers in this topic, we consider the topic of this graduation work to be relevant today. In this graduation thesis, we will talk about and cover issues such as description, analysis, and practical application of modern technologies. Accordingly, the main research subject in our work is modern technologies of foreign language teaching.

Advances and fundamental changes in language learning methods are undoubtedly associated with innovations in the field of individual and group psychology. Now there are significant changes in people's minds and the development of new thinking: there is a need for self-awareness and self-realization, as announced by A. Maslow. The psychological factor of learning foreign languages is taking the leading place. Authenticity of communication, balanced demands and claims, mutual interest, respect for the freedom of other people - these are the unwritten rules of establishing constructive relationships in the "teacher-student" system. The main part of the materials for the analysis and systematization of scientific knowledge in this work was taken from the magazine "Foreign Languages at School" from different years. The works of E.I. Passov and G.N. Kitaygorodskaya.

Modern technologies of teaching foreign languages in high school Person-oriented education - education that ensures the development of the child's personality and self-development, determining his individual

characteristics as a subject of knowledge and objective activity lim. It is based on the recognition of the right of each student to choose his own development path by creating alternative forms of education. based on his experience, gives him the opportunity to know and realize himself in educational activities. he perceives what he receives.

Currently, language learning is considered from the point of view of communicative activity, teaching communication. it makes sense to turn to foreign language study, including individual home study, as one of the important sources of students' cognitive needs and as a means of teaching student-oriented communication. The first distinctive feature of the communicative methodology is that the goal of learning is not foreign language acquisition, but "foreign language culture", which includes cognitive, educational, developmental and educational aspects. These aspects include not only the linguistic and grammatical system of the language, but also its culture, its relationship with the native culture, as well as familiarization and learning with the structure, character, characteristics, similarities and differences of the foreign language. mother tongue. They also include the satisfaction of students' personal cognitive interests in any field of activity. The last factor provides additional motivation to study a foreign language by students who are not interested in it. The second distinctive feature of the communicative methodology

is the acquisition of all aspects of the culture of a foreign language through communication. It was the communicative methodology that first put forward the position that communication should be taught only through communication, which became one of the characteristic features of modern methods. In the methodology of communicative education, communication performs the functions of learning, knowing, developing and educating.

The intensive method of teaching English is especially popular. It will help anyone who feels that time is money and time is money. A high level of stereotyping allows you to study English intensively - this language consists of 25% clichés. By memorizing and practicing "set phrases" of a certain range, you can, as a rule, explain yourself and understand the interlocutor. Of course, those who choose the intensive will not enjoy reading Byron in the original, but the goals of this course are quite different. The intensive method is aimed at the formation of "expressive speech behavior" and therefore often has a linguistic character. Good courses can provide you with endless opportunities to communicate and reach your full potential, and your needs will be the 'centre' of the course. Each student can feel himself as an individual. And training methods will probably be dialogic communication and training. As for time, it is difficult to learn English even at the simplest level "in two weeks" in a fantastic dream, but in 2-3 months it is

already more real. 'it is difficult to learn, but in 2-3 months it is already more real.

In modern conditions, where science and technology are rapidly developing, the problem of transition to the path of rapid development in all aspects of society's life, at all stages of the formation of individuals and specialists is being solved and is being solved. This is also relevant for teaching foreign languages. The search for optimal ways to solve this problem led to the emergence of a method based on effective influence on students in the late 60s and early 70s of our century. In connection with the attempt to use the spare mental abilities as a means of activation in language teaching, the offered direction appeared.

In order to observe and obtain results in practice, 2 modern technologies of foreign language teaching were tested: project technology and information technology. These technologies are innovative technologies. In the modern dictionary of foreign words, the concept of "innovation" is interpreted as novelty. In the scientific literature, the Russian word "innovation" is defined as a purposeful change that introduces new stable elements into the environment of implementation, causing a transition of the system from one state to another.

Among the modern teaching methods, the project method is the most promising, it preserves all the achievements of didactics, pedagogy in the real

learning process, in any program, in the standard of education for each subject, as defined by other, alternative traditional methods. allows you to achieve your goals. psychology, personal methods. Currently, the project method is the center of scientific interest of many researchers. Therefore, if we talk about the method of projects, then we understand the way to achieve the didactic goal by developing the problem (technology) in detail. Development must end with a very realistic, concrete practical result formalized in one way or another. So, for example, in the 7th grade, it was decided to create a collage with 18 students, starting with the topic "My Country". Assignment in groups: what does the word "My Homeland" mean, what is it for us, what are we proud of. Our task was to bring old magazines, scissors, glue, paper and felt-tip pens, provide students with Russian-English dictionaries and formulate a task. Within the group, students (4-5 people) are assigned responsibility: someone makes a collage, someone looks for words in the dictionary. During the work, the teacher only gave advice on the correct use of certain foreign words.

The transition of the country to the path of innovative development will be directly announced today and will be discussed in a number of regulatory documents that will address several key concepts of innovative development. In fact, innovative activity is aimed at turning discovery into invention, invention into a project, project into a real operating technology, and

its results actually play the role of innovation. One of these innovations is the technology of the project. The principle of mastering all aspects of foreign language culture through communication. Foreign language culture here refers to everything that the process of acquiring a foreign language can bring to students in educational, cognitive, developmental and educational aspects. The communicative method was the first to put forward the position that communication should be taught only through communication. In this case, communication can be used as a channel for education, knowledge and development. The process of teaching communication in a foreign language is a model of the process of the real communication process according to the main parameters: motivation, purposefulness, informativeness of the communication process, novelty, situationally, functionality, nature of interaction. communication and speech system. With this, learning conditions corresponding to real conditions are created, which ensures the successful acquisition of skills and their use in real communication. The complexity of foreign language culture is manifested in the unity and interdependence of its educational, cognitive, educational and developmental aspects. Each of these aspects is equivalent in a practical sense. But the real mastering of one is possible only on condition of proper mastering of the others. In this regard, any type of work in the educational process, any exercise embodies all four aspects of foreign language culture,

and they have this evaluated according to the presence of aspects.

Any educational system includes quantification of all components of the educational process (goals, tools, material, etc.). Without quantization, goals are wrong, material is indigestible, conditions are suboptimal, and tools are inadequate. In other words, systematic training and, therefore, its control and efficiency will not be possible. It should be noted that the more independent the student is, the more effective the acquisition will be. Therefore, in this technique, much attention is paid to the development of independent thinking, especially in the process of discussing problems. Novelty determines the use of texts and exercises that contain new things for students, rejection of repeated reading of the same text and exercises with the same task, variability of texts with different content, but built on the same material. Thus, the novelty ensures the abandonment of arbitrary memorization, develops speech production, heuristics and the productivity of students' speech skills, arouses interest in educational activities.

CONCLUSION

In conclusion, it should be noted that all the considered principles are interrelated, interrelated and complement each other. Therefore, adherence to the attached system implies compliance with all the above principles and their comprehensive application.

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