

MODERN METHODS OF TEACHING FOREIGN LANGUAGE

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ABSTRACT

The article analyzes the scientific literature on modern methods of teaching English and contains an analysis of various authors and local and foreign textbooks. Comparative descriptions of modern language teaching techniques are considered. The purpose of education is much broader than the acquisition of certain skills and abilities, and opportunities for the subject "English" is much broader. Today, a professional language teacher has a good foundation in a variety of techniques and new approaches that know and understand the history and evolution of teaching methods.

KEYWORDS: *Foreign Language, Education, Methods, Textbook, Teaching Technique*

INTRODUCTION

The general trend of the modern world is that research becomes an integral part of the search for any profession. Therefore, in the modern world, exploratory behavior is seen as an integral feature of the individual. This feature is part of the concept of professionalism in any field of activity.

Teaching foreign languages is always characterized by different methodological approaches. Decisions about the future of the education system affect the interests of all segments of society and have a significant impact on the fate of the country. Today, a professional language teacher has a good foundation in a variety of techniques and new approaches that know and understand the history and evolution of teaching methods. The modern teacher actually uses a variety of methods and approaches, selects from each method the techniques he or she finds most effective, and applies them to the content and purpose of the lesson. Therefore, each new proposal should be thoroughly studied and widely discussed by the scientific and pedagogical community. There are many different ways to teach a foreign language today. [1]

Modernization of education is a comprehensive program of the state, within which a competitive action plan should be developed and implemented. Modernization is the renewal and improvement of the existing education system. There are a number of challenges in any modernization of education. The first is to maintain the existing positivity in the existing system; second, if something useful to society has been lost over the years in education, it must be restored; and third, adapting the education system to the needs of society. [2].

In the following decades, linguists and Methodists became interested in the subject-linguistic approach to foreign language teaching. In the context of the expansion of intercultural communication and the current trends of globalization of education, language learning is of

particular importance in its practical application: a foreign student should only master the language. Daily communication, but primarily use in the field of professional communication. Effective search of the necessary scientific literature on the specialty, preparation of abstracts and lectures on scientific topics, communication with colleagues, etc ... All this is a strong motivating factor in learning a foreign language. [3]

Opinions of some scholars on the study of English:

The English Language Teaching Methodology (ESP) proposed by T. Hutchinson and A. Waters proved to be more effective and expedient in the use of special texts, but it focused mainly on the linguistic aspect.

The idea of mastering natural language proposed by S. Krashen reinforces this style, based on the thesis that the best way to learn a language is to use it for “meaningful” purposes.

Comparative characteristics of modern techniques of teaching English

Features of techniques - As mentioned earlier, many modern techniques are communicatively-oriented, and one of their most important aim is to teach communication and ownership of speech means. Each of the techniques uses different tools, methods and principles. That is, each technique has distinctive specific features [4].

Communicative method - The very first specific feature of the communicative method is that the purpose of education is not mastery of a foreign language, but “foreign language culture”, which includes cognitive, educational, developmental and educational aspect. These aspects include the introduction and study of not only the language and grammar, but also its culture, its relationship with the native culture, as well as the failure of a foreign language, its nature, characteristics, similarities and differences with their own language. They also include the satisfaction of personal cognitive interests’ trainee in any of its activities. The latter provides an additional motivation to study a foreign language by students, who is not interested. [5]

The second specific feature of the communicative approach is to capture all aspects of foreign language culture through communication. This communicative method first put forward the proposition that the communication should be taught only through communication that was for modern methods of one of the characteristic features. In the communicative teaching methodology communication serves as teaching, learning, development and education.

Another feature of the proposed concept is the usage of all the functions of the situation. Communicative learning is based on situations which (unlike other teaching schools) are understood as a system of relationships. The main emphasis here is put not to play with the help of visual aids or a verbal description of the fragments of reality, and to create a situation as a system of relationships between the trainees. Discussion on the situation, based on the relationship of trainees, can make learning a foreign language culture as possible natural and close to the conditions of real communication. [6]

Communicative methodology also includes the acquisition and non-verbal means of communication: such as gestures, facial expressions, posture, distance, which is an additional factor in memorizing vocabulary and any other material.

A specific feature of the communicative approach is the use of conditional speech exercises, that is, those exercises that are based on full or partial repetition of the remarks of the teacher. As you

gain knowledge and skills of the character of conditional speech exercises become increasingly complex, while the need for them does not exhaust yourself when statements trainees do not become self-sufficient and meaningful. [7]

Intensive method-We now turn to the intensive method and consider its specificity. This method is based on the psychological term of “suggestion”. This is the first specific feature of intensive techniques. The use of suggestion can pass or shoot various types of psychological barriers in the trainees the following way. The teacher conducts classes in the light of psychological factors, emotional impact, using the logical form of training. It is also used in the classroom various art forms (music, painting, elements of the theater) to the emotional impact on students.

However suggestopedia training involves a concentration of training hours. At the senior stages, for example, it is advisable to devote six hours a week through the school component of the curriculum; they should be divided into three, two hours each. If necessary, the number of hours can be reduced to three.

Also, a specific feature of the intensive method is that suggestopedia widely based on the position of the different functions of the two hemispheres of the brain. Connecting the emotional factors in learning a foreign language will significantly intensify the process of learning, opening new perspectives in the development of methods of teaching foreign languages. The whole atmosphere of classes organized in such a way that the development of language is accompanied by positive emotions. On the one hand, this is an important incentive to create and sustain interest in the subject. On the other hand, the intellectual activity of students, backed by emotional activity, provides the most efficient memorization of material and mastery of speaking skills. [8]

Another distinguishing factor is the active use of role-playing games. Specifics of intensive training are laying in the fact that the educational communication keeps all socio-psychological processes of communication. Role dialogue - is both a play and learning, and speech activity. But in this case, if the position of students is role-play game communication - play activity or natural communication, where the motive is not in the content of activities, but outside it, from a teacher role-play game dialogue is a form of organization of educational process.

According to L.G. Denisova the main efficient moments of interactive methods of teaching foreign languages are:

- Creation of a strong motivation for immediate study, carried out with casual conversation and motivating communication closer to reality;
- High and immediate impact of training: on the second day of classes, students interact in the target foreign language, using verbal clichés inherent in the core of training text - remember, the text of polylogue introduced for the first day of school;
- the presentation and the acquisition of a large quantity of speech, lexical and grammatical units; for one presentation 150-200 new words, 30-50 verbal clichés and a few typical grammatical phenomena are introduced and assimilated.

This is also, of course, a specific feature.

All of the above is particularly intense techniques that provide greater effectiveness. These specific moments entirely differ from the two previous methods. Only one of them, perhaps, is

similar. All three techniques considered essential for a successful learning teamwork in a positive emotional atmosphere. This intensive method pays more attention to activities such as speaking and listening.

Activity Based method - What are specific features for Activity Based Methods of teaching English? It should be noted that there are quite a lot of such learning tools specific to the Activity Based methods.

In the beginning, we note that the creators of this technique believe that we should teach separately design skills and the ability to work with content following information. In order to ensure a conscious mastery of linguistic tools and training in design, they must form before there will be a learning to work with content. From this follows another specific feature of this method.

In Activity Based method is a separation between the tentative mastery of language means and subsequent mastery of communication on the basis of existing knowledge, abilities, skills, use of language.

But really specific feature of Activity Based method is the selection of what is called linguistic communicative units. As for complete communication during training not only verbal status of linguistic units is required, speech status must be combined with freedom of choice in speech. Linguistic units which have the status of speech and provide a full communication with the terms of the freedom of choice, on the basis of meaning imparted called communicative language units.

And the last specific feature is the use of this method, a conventional version, which is used not only what students have mastered and what they are taught at this stage.

This shows that Activity Based technique differs significantly distinctive from the first three methods

Similarities of methods - The objective of learning English is formulated as follows now: teach students to communicate in English. But when posed in this way it becomes a goal in itself. The purpose of education is much broader than the acquisition of certain skills and abilities, and opportunities for the subject "English" is much broader. Therefore, the purpose of teaching English language at present can be summarized as follows: to teach students not only participate in communication in English, but also actively participate in the development of the individual student.

For this reason, most modern techniques of teaching English based on the principle of active communication.

Communicability involves the construction of learning as a model of the communication process. To make learning the basic features of the communication process, firstly, the need to go to personal communication with students, making the work with the audience composing the normal psychological climate. Secondly, it is necessary to use all modes of communication to solve this problem - interactive (when there is an interaction with the teacher the students on the basis of any activity other than teaching), perceptive (when there is a perception of each other as individuals, bypassing the status of teacher and student), information (when the pupil and teacher change their thoughts, feelings, and not words and grammatical structures). The third necessary condition is the creation of communicative motivations - needs, which encourages students to

participate in communion with the aim of changing the relationship with the interlocutor. Communication should be constructed in such a way that there was a gradual mastery of verbal material.

CONCLUSION

From all above-stated it is possible to draw the following conclusions.

The purpose of this work was to discover the most effective ways of teaching a foreign language to children.

For achievement of the purpose the works of home and foreign authors on the given problem have been studied.

In formation of interest to a subject the huge role is played by the person of the teacher. Therefore a pledge of successful mastering a foreign language by the pupils is professionalism of the teacher which should in the work not only take into account the methodical principles underlying teaching, but also to be in constant search of new receptions and means of teaching which will recover a lesson, will make it fascinating, cognitive and remembered.

At the moment there is no universal technique, since the effectiveness of a method depends on many factors. At the present stage of development methodology is the integration methods. We can say that the early formation of an integrated method that incorporates the best elements of different methods.

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