

Methods of teaching foreign languages in the educational process

Qulaxmedova Gulnora Abduraximovna¹, Ivlieva Galina Gafurovna², Nigmatova Dilsoz³, Aripova Mashkura Khabibullaevna⁴, Islomova Toxira Rixsibaevna⁵

¹Senior teachers of the Institute of Finance :Foreign language Department.

²Senior teachers of the Institute of Finance :Foreign language Department.

³Senior teachers of the Institute of Finance :Foreign language Department.

⁴Senior teachers of the Institute of Finance :Foreign language Department.

⁵Senior teachers of the Institute of Finance :Foreign language Department.

¹gqulaxmedova@gmail.com

Article History: Received: 11 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 23 May 2021

Abstract; Educating the younger generation physically healthy, intellectually developed, independent-minded, strong-willed, loyal to the Fatherland, deepening democratic reforms and increasing their social activity in the development of civil society are identified as important tasks in the Action Strategy for 2017-2021.

Key words: method, methodology, technology, Intensive method, Communicative approach, Communicative approach, Traditional method, Communicative method, Problem approach.

1. Introduction

Today, the focus on teaching and learning foreign languages in our country is stronger than ever. Foreign language teaching them to pre-existing pedagogy is based on outdated software training, but the world based on the experience of the leading countries in the process of teaching, learning advanced, efficient methods, new programs, innovative techniques the use of foreign languages and to improve the quality of puberty as a result of the country, as opposed to The development of qualified personnel, mature professionals who can contribute to the development of the country has become the main content of the educational program.

The concepts of "method", "methodology" and "technology" are widely used in pedagogical activity . In fact, there are different approaches to describing the essence of these concepts , which has caused a lot of controversy and debate among experts . But by analyzing the literature, it is possible to form a clear definition of concepts by summarizing the data . Teaching methods include a variety of methods and forms of work that are applied to the implementation of the tasks that must be performed in order to achieve the goals of a particular pedagogical process .

Many teaching methods have been developed on the basis of various forms and forms of carrying out this work and are being used in practice , and this process is continuing.

An activity that consists of a way, method, or appearance of an action aimed at a specific educational goal creates a specific method of education that serves to achieve that goal .

In this case, the path of action is the path chosen in accordance with the intended purpose of several ways that can be applied to the activity that is required to be performed . For example, ways of teaching literacy: teaching in the family, teaching in school, teaching in preschool, teaching with the help of a teacher, teaching through books, computers, visual aids, and so on . Similar methods can be used in teaching a particular foreign language similar to the above . A variety of methods are used to perform the action using these methods.

Appropriate methods are used in all areas of human activity . Given the most common feature of these methods, they can be said to be a set of operations or ways of mastering a being in practice or theory . Accordingly, we consider below the explanations of the most basic concepts related to teaching methods

Method - (derived from the Greek word "metodos", meaning way, method of morality) is a method of knowing, researching, acting, way, method or image, form, appearance of natural and social life events .

The teaching method is a method that the teacher uses regularly with students, allowing students to develop their mental abilities and interests , acquire knowledge and skills and apply them in practice . In

addition, the method is a set of regulated methods of organizing the interaction of educator and learner to achieve a defined educational goal .

Methodology is a set of methods, techniques, ways of carrying out a work in accordance with the purpose . It consists of separate methodologies. In the field of pedagogy studies the laws of teaching a particular subject and educational work. For example, the methodology of languages, the methodology of arithmetic , and so on.

A method is a procedure for teaching or performing something, an event, a process .

A method is a set of methods that must be used to learn or perform something, an event, a process . In practice, the terms “method” and “technology” are sometimes used interchangeably. In fact, the method is a way to achieve the goal, as a set of methods is a separate component of the whole educational process . Although the term ‘method’ is also used in conjunction with ‘method’ , these words do not have the same meaning. If a method is a way to achieve a learning objective , a method is a separate aspect or component of the method.

For example, primary school teachers use a lot of exercise - according to the source, it is considered a practical method is to use a few methods (read the rules of exercises (Method 1), and one sample performed as the method (2), based on the example of the teacher by the students exercise performance (method 3), checking and correcting exercises performed by students (method 4), and so on.

The modern teaching methods used in practice are diverse and numerous, each of which has its own characteristics, educational capabilities, suitability for specific purposes, conditions and other qualities . It is clear that each of these modern teaching methods is suitable for specific educational purposes, and it is not advisable to use other methods instead . Because it is known that another method is not suitable for this purpose.

In view of the above, it is important to know which of the teaching methods will be most effective for which purpose . This issue, first of all, requires the division of teaching methods into types according to certain characteristics and the acquisition of their main characteristic features . With this in mind, it is important to classify modern teaching methods . Accordingly, they can be distinguished according to the following characteristics:

- according to the position;
- according to the intended result;
- according to educational and pedagogical purposes;
- on the basis of pedagogical and psychological directions;
- age-appropriate orientation of students ;
- based on the suitability of certain disciplines, including languages, social, natural, exact, applied and other disciplines;
- based on the adaptation of theoretical and practical knowledge, skills and competencies to teaching ;
- according to mastery control and other signs.

Now we can see that the teaching methods are classified into the following types in detail based on the above characteristics .

1. Teaching methods according to the characteristics of the task include:

- Methods of theoretical knowledge;
- Methods of teaching practical skills and abilities;
- Methods of teaching practical exercises;
- methods of strengthening knowledge, skills and abilities;
- the knowledge and skills of mastering control methods and others .

2. Teaching methods are classified according to the characteristics of the intended outcome as follows:

- Improving the quality and effectiveness of training;
- development of students' mastering skills ;
- identification of areas of talent of students;
- development of creative abilities;
- Achieving high levels of mastery;
- Achieving knowledge acquisition;

3. Methods of teaching are classified according to the features corresponding to educational purposes :

- teaching independent thinking;
- training to make independent decisions;
- training to perform tasks independently;
- activation of participants in the educational process;
- teaching critical thinking.

4. According to the characteristics of pedagogical and psychological directions include:

- interactive teaching methods;
- Methods of didactic games;
- Problem-based learning methods;
- student-centered teaching methods;
- Differential teaching methods;
- individual teaching methods;
- heuristic teaching methods;
- dogmatic teaching methods;
- Reproductive and productive teaching methods;
- creative teaching methods;
- methods of art education;
- Methods of aesthetic education and training;
- Methods of physical education and sports education;
- Methods of labor education and training;
- special teaching methods;
- Methods of adult education, etc.

2. Results

All people living on earth are not only witnesses to the rapid change of the multifaceted world, but also direct participants in complex and continuous processes such as the development and advancement of world culture, science and technology. It is important to study English, which is one of the world's leading languages and has become the second language of communication for 40 percent of the world's population today. In a short period of time, state standards for the system of continuing education in foreign languages in our country have been developed, the requirements for the level of preparation of graduates of all stages of education have been set. Continuing education system of standards of knowledge of the universal language of the European Council on Foreign Pan: learning, teaching, assessment (CEFR) was developed based on the requirements. A team of experts led by Rod Bolbayto and Davis Alan from the UK was involved to ensure that the state education standards were thorough in all respects.

Given that there have been so many offers in English language teaching in the education technology market in recent years, the question is, "What method do you teach?" The question becomes more relevant, as evidenced by the growing level of consumers of intellectual products. In our fast-paced world, where the education market offers all kinds of language courses, those who see time as gold and want to develop their work, study and business are often referred to as "Learn English in Two Weeks", "Effective Express Method", "Ongosti English". language "and other similar courses. So how effective are these teaching methods? Do they give the expected result?

In the recent past, the teaching of English has focused mainly on grammar. It took a lot of time to read and translate texts, and sometimes to memorize "topics" and write dictation to revive even a little bit of uniformity, and this process required a lot of hard work. Today, the main supply in the language market is formed depending on consumer demand. According to SG Ter-Minasova, a leading specialist in linguistics and methods of teaching foreign languages, "Today, the study of foreign languages, especially English, has become more relevant due to the functionalization of language teaching and the intensification of integration processes. But modern language learners are not interested in the history of language or its theory. English became necessary for them to meet their vital needs." Several methods are currently offered to students studying English.

One of them is the fundamental method. It requires at least 2-3 years of reading, in-depth study of grammar. This method is mainly useful in the training of professional translators, and at the end of the study students get a 48% view of the world through the eyes of the "native speaker", i.e. the owner of the language (carrier). Based on it, language is studied as a real and complete means of communication. Nowadays, the fundamental method has not changed its purpose, but many other methods have entered the field of competition with the fundamental method. One of them is the lingvosociocultural method. This method requires learning the language in a social and cultural environment. Proponents of it condemn the fact that students set themselves the goal of learning "dead" lexical-grammatical forms. According to them, "a person is a product of culture. So is the language." In most cases, not learning the language in accordance with social life leads to many mistakes.

For example, a student learning English may use the phrase *The Queen and Her relatives*, which is grammatically correct at first glance, but the British citizen has difficulty understanding what *The Royal Family* means.

For those who don't know the language well Don't you want to go? and Would you like to go? the difference between the phrases is not great, but for the British they are different. In most cases, conferences ask, "What other issues are you interested in?" "What problems are you interested in?" they translate. However, it should be noted that the word "problems" in English has a negative character, such as "What issues are you interested in?" which translates as preferred.

According to linguists, 52% of such errors are due to the direct translation of native language phrases into English, while 44% are determined by insufficient language learner capacity. The most important thing in the process of learning a language is how accurate the content of the information being transmitted is. Another method of teaching a new language is the communicative method, which is effectively used today in Europe and the United States.

3. Method

As the name suggests, this method is based on interaction, in which it is important to read, write, speak, and understand the dialogues that form the basis of any language learning training. Of course, in this method, teachers pay more attention to the last two methods (speaking and comprehension of dialogues), and in such lessons you will not encounter complex word devices and serious vocabulary. The disadvantage of this method is that a student with vocabulary in any field can easily understand the content of the text in this context, but finds it difficult to communicate seriously with a specialist in the field. The purpose of this method is, first of all, to overcome the fear of communication. In today's fast-paced world, another method of teaching English that is more popular is the intensive method. It is based on about 25 percent of clichés, ie memorizing the most important phrases for communication.

Byron may not actually read the works, but he can communicate with his interlocutor when needed. The teacher who teaches using this method mainly uses dialogues as a weapon.

Even through the intensive method, it is not possible to learn English in 2 weeks, but hard-working, self-employed students can easily master the language in 3 months.

By the end of the twentieth century, pedagogy had incorporated many interesting and effective methods and approaches. As a result of the enrichment of foreign language teaching methodology by scholars, it has become a complex and multidisciplinary field.

Communicative approach. The development of modern techniques and technologies has pushed aside the usual methods of teaching, such as teaching through books, constant grammar exercises, reading and translating.

The communicative approach eventually led to the formation of a communicative method based on the whole process.

The traditional grammatical-translation method does not shape language skills. Although a language learner has the skills to read and translate various texts of high complexity, he or she cannot apply his or her knowledge of a foreign language in real-life situations.

The communicative method allows the application of grammatical knowledge in the form of speaking and writing skills.

Problematic approach. The problem-based approach is another important area that allows for the development of various aspects of a foreign language. From the point of view of pedagogy, the student should be a full participant in the process, not just a passive object receiving information. Today, problem-based learning refers to innovative methods of teaching a foreign language that reflect a student's thinking and individual development skills. is one of the leaders. Methodological science has its own goals, content, methodological concepts (categories), methods and means of scientific research. There are various educational institutions in our country. It is known that educational institutions should educate young people in all respects, provide them with a thorough knowledge of the basics of science, develop and expand their modern worldview, as well as prepare them for the formation of aesthetic culture and active work in various spheres of society. A foreign language also plays a role in carrying out such tasks. Foreign language teaching as it is to prepare qualified personnel for this sector, an important Exams T.

Therefore, for the purpose of teaching in them, a separate methodology of teaching a foreign language for these educational institutions will be created.

The methodology of teaching a foreign language is an integral part of lingvodidactics , and it sets the following goals:

1. Creating a broad theoretical basis for foreign language teaching methods for future professionals ;
2. effective creative application of the principles, methods, means of education in students, the formation of skills, and so on .

As a result of people's practical work, the method has been formed . In other words, to perform a specific task in the process of method that work well in people who had become relatively quickly, easily and efficiently. A person who is unaware of this method spends a lot of effort and time doing the work. Therefore, the methodology is of special importance in each area .

4. Conclusion

So, in order to learn the language in depth, to communicate easily, it is necessary to teach English effectively using the three methods listed above . In our opinion, first the student should be taught to speak English and in the second stage to be taught to think in that language. This is a rather difficult but feasible process. To do this, the English teacher should enrich the teaching method with a variety of games, communication with peers, error-finding exercises, comparative analysis of texts, in addition to the standard approach .

One of the important tasks is to increase the vocabulary.

However, newly learned words should be stored not only in the passive form but also in the active form . In other words, the student must not only know the translation of the new word , but also be able to use it in his speech as well as in the texts he is writing . Modern development is characterized by the careful selection of foreign language teaching methods . At present, the most effective methods, various weapons and techniques are used in the training of specialists in various fields .

Scholars emphasize that the most important goal is to form a secondary language personality. Students need to master a new language at a fundamentally new level. In carrying out this task , it is important to separate it from the mother tongue in order to avoid misunderstandings .

The following criteria must be taken into account when choosing innovative methods :

- to create a comfortable and free environment for the student, to strengthen the natural interest and passion in learning a new language ;
- consideration of emotions, feelings, experiences in the educational process to strengthen oral, written and creative skills ;
- to teach to speak the language independently, depending on the level of physical and emotional capabilities .

Practical experience allows us to understand that the personality and interests of the student have a direct impact on the quality of learning a foreign language .

References

1. Ter-Minasova S. Language and intercultural communication. - M., 2013. - 56p.
2. Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Language Policy Unit // Council of Europe. - Strasbourg.-2001. Available online: http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp.Haugen E. Language Contact // Proceedings of the 8th International Congress of Linguists. –Oslo, 2005.
3. 3 . Heath Sh.B. Bilingual Education and a National Language Policy // Perspectives on Bilingualism and Bilingual Education. –Washington, 2008.
4. 4 . Lado R. Language Teaching. –New York, San Francisco, Toronto, London, 2010.
5. 5. Weinreich U. Languages in Contact. - New York, 2007