

THE IMPORTANCE OF THE METHODOLOGY OF TEACHING FOREIGN LANGUAGES IN THE EDUCATIONAL PROCESS**Xurshida Najmiddinova Abduzoirova**

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Abstract. *Didactic bases of teaching foreign languages and the importance of the method of teaching foreign languages in the educational process, its teaching method and its classification are covered in the article*

Keywords: *method, methodology, technology, active, sluggish, interactive, what is a cluster, brainstorming, zig-zag.*

The concepts of "method", "methodology" and "technology" are widely used in pedagogical activity. Nevertheless, there are different approaches to describing the essence of these concepts, which causes a lot of controversy and controversy among specialists. But by analyzing the literature, generalizing information, it is possible to formulate an exact definition of concepts.

Teaching methods include a variety of methods and forms of work used in the implementation of tasks that must be performed to achieve the goals pursued by a specific pedagogical process.

On the basis of the various methods and forms of implementation of this work that have been formed and applied in practice, many teaching methods have been formed, and this process continues.

Educational activity, which consists in the method, method or manifestation of any action aimed at a specific educational goal, forms a certain method of teaching that serves to achieve this goal.

At the same time, the method of performing an action is understood as a path chosen in accordance with the intended goal, ahead of several paths that can be applied to the activity that is required. For example, ways of teaching literacy: family education, school education, pre-school education, teacher training, teaching with books, computers, visual aids, etc. Even when teaching a specific foreign language like it, you can use ways similar to those described above. When performing a movement using the same paths, different techniques are used. Appropriate methods are used in all spheres of human activity. Considering the most common feature of these methods, we can say that they represent a set of operations or ways of practical or theoretical development of being. Accordingly, below we will look at explanations of the most basic concepts related to teaching methods

Method – (from the Greek word "methodos", meaning the way, the method of morality) method of cognition, research of natural phenomena and social life, essence, method, method or mode of action, form, manifestation.

The teaching method is a teaching method that a teacher regularly applies to students, allowing students to develop their mental abilities and interests, acquire knowledge and skills and use them in practice. In addition, the method is a set of regulated ways of organizing the interaction of the educator and the educator to achieve the set learning goal.

The methodology is a set of techniques, methods, methods of purposeful conduct of any work. It consists of separate techniques. In the field of pedagogical science, he studies the laws of teaching a certain academic discipline and educational work. For example, the methodology of languages, the methodology of arithmetic, and the like.

A method is a procedure for teaching or implementing something, a phenomenon, a process.

A method is a set of methods that must be applied to study or implement something, a phenomenon, a process.

The path (Rus. – reception) is considered to be the type of action chosen for the implementation of any goal.

From the above it can be seen that the composition of each teaching method includes methods, methods of activity aimed at fulfilling a certain educational task.

In practice, sometimes the concepts of "method" and "technology" are used in the same content. But in fact, the method – as a set of methods, ways to achieve the goal - is a separate component of the holistic educational process. Although the term "Method" is also used together with "method", these words also do not have the same meaning. The USL is a separate aspect or component of the method, while the Method is a way to achieve the learning goal. For example, the exercise most often used by teachers in elementary grades is a practical method based on a source, and its application is several methods (reading the rules of the exercise (method 1), doing one by example (method 2), Doing the exercise by students using the teacher's example (method 3), Doing the exercise by students using the example of a teacher (method 4), Performing an exercise by students using the example of checking and correcting errors of an exercise (Method 4), etc. performed using.

Some even use the concept of "style" instead of the concept of "method". However, "method" cannot fully reflect the essence of the term "method". The method has a more private (colloquially expresses pedagogical specifics) description and cannot serve as a way to achieve a specific goal.

Recently, in the literature, we have also observed the situation of classification by the authors of methods into such types as "active", "sluggish", "interactive". Actually, there will be no active (Active) and sluggish (Passive) method itself. The classification of these methods was taken in relation to the physical condition and movement of the student. Now some primary school teachers say: "when we use the method of explanation, the students do not become active, but just listen and sit. Instead, he often repeats the idea that we have to get readers to act." True, during the lesson, the activation of students is important, but this cannot serve as a reason to say that the teaching technique is ineffective. It cannot be denied that in those techniques that do not encourage students to work from the outside, there are mnemonic (that is, internal) actions that are the most basic form of educational activity – students' perception of the material being studied, his imagination, analysis, conclusions, etc. The main thing is that primary school teachers correctly select and apply methods taking into account age and individual characteristics of the child.

Some elementary school teachers understand or call "interactive methods" technologies. For example, "what methods do you use in the learning process? the question "what is a "cluster", "brainstorming", "zig-zag" during the lesson" is answered: "I use technologies such as

"cluster", "brainstorming", "zig-zag". Of course, it is inappropriate to blame only practicing teachers for this. The reason is that in the literature on pedagogical technology, there is often a case of using the word "technology" instead of the concept of "interactive method".

Modern teaching methods currently used in practice are diverse and numerous, each of them has its own characteristics, educational opportunities, differs in that it meets certain goals, conditions and other qualities. From this it can be seen that each of these modern teaching methods is suitable for certain educational and educational purposes, and it is impractical to use other methods instead of it. Because it is known that another method is not suitable for this purpose.

Based on the above, it should be noted that it is important to know which of the teaching methods for which purpose gives the intended effect. This question determines, first of all, the need to divide the methods of education into types according to certain characteristics and to obtain their main characteristic features. Considering this, the allocation of modern teaching methods into Types is an urgent issue. Accordingly, they can be differentiated by the following characteristics:

- by the function performed;
- according to the intended result;
- for educational and educational purposes;
- based on pedagogical and psychological directions;
- according to the orientation of students for age compliance;
- on the basis of adaptability to the teaching of individual subjects, including languages, social, natural, exact, applied and others;
- based on the fitness to learn theoretical and practical knowledge, skills and abilities;
- by belonging to the control of assignment and other attributes.

Now we can see that the teaching methods based on the above features can be classified in more detail into the following types.

1. The methods of teaching on the grounds related to the task being performed include:

- theoretical methods of knowledge transfer;
- methods of teaching practical skills and skills;
- methods of teaching practical exercises;
- methods of consolidating knowledge, skills and abilities;
- methods of controlling the assimilation of knowledge, skills, etc.

2. According to the characteristics related to the intended result, teaching methods are classified as follows:

- improving the quality and effectiveness of training;
- development of students' abilities to master;
- determination of the directions of students' giftedness;
- development of creative abilities;
- achieving high assemblers;
- achieving the assimilation of knowledge;
- acquire practical skills and competencies;
- achieve increased activity;
- achieve increased arousal.

3. In accordance with the definition of educational goals, teaching methods are classified as follows:

- teach independent thinking;
- teach independent decision-making;
- teach to perform tasks independently;
- activation of participants in the educational process;
- teach critical thinking.

4. According to the relevant signs of pedagogical and psychological directions, it covers the following:

- interactive teaching methods;
- methods of didactic games;
- problem-based teaching methods;
- educational methods aimed at the reader's personality;
- methods of differentiated learning;
- individual (individual) teaching methods;
- heuristic teaching methods;
- dogmatic teaching methods;
- reproductive and reproductive teaching methods;
- creative teaching methods;
- methods of artistic education;
- methods of aesthetic education and training;
- methods of physical education and sports education;
- methods of labor education and training;
- methods of special education;
- methods of adult education, etc.

5. In accordance with the relevant signs of matching the age of the recipients of education, teaching methods can be divided into the following types:

- suitable methods for higher education institutions;
- suitable methods for secondary vocational education institutions;
- suitable methods for general secondary education institutions;
- suitable methods for preschool institutions;
- suitable methods for extracurricular educational institutions;
- methods suitable for educational institutions for the training and retraining of personnel;
- suitable methods for special educational institutions.

6. According to the relevant marks in the teaching of certain subjects (languages, social, natural, exact, practical and other subjects), teaching methods can be defined as follows:

- methods suitable for teaching languages;
- methods suitable for teaching social sciences;
- suitable methods of teaching natural sciences;
- methods suitable for teaching exact sciences;
- methods suitable for teaching practical subjects;
- suitable methods of teaching technical subjects, etc.

7. According to the relevant signs of teaching theoretical and practical knowledge, skills and abilities, they are classified as follows:

- suitable methods of teaching theoretical knowledge;
- methods suitable for teaching practical knowledge, skills and skills;
- the use of all kinds of technical means, appropriate techniques for training their management;
- suitable methods of teaching the use of information and communication technologies;
- suitable methods for teaching a profession, etc.

8. According to the appropriate signs of mastering control, teaching methods can be grouped as follows:

- execution of written work: dictation, presentation, essay, etc.;
- control work: current, intermediate, final control work;
- performing exercises;
- oral inquiry (questions and answers), dictation, test;
- test tests, etc.

The types of training techniques mentioned above are somewhat conditional, and this is due to the fact that each training method has several qualities and characteristics at the same time. The same can be cited as the most common signs of quality and characteristics:

- techniques based on speaking and listening;
- techniques based on speaking, explaining and listening.

Expression, explanation and vision using visual means, listening-based methods can be classified as comparative:

- monologue lecture method;
- a way to communicate in a chat;
- question-answer method;
- discussion, method of discussion;
- the method of making games;
- The method of roll games;
- the method of didactic games;
- the method of collaboration and so on.

These common features of educational techniques consist of the processes of speech repetition-listening, display-observation, understanding-thinking, reinforcement, these features are actually derived for each bi method. Naturally, such a community will give some broad opportunities in the application of educational methods in general. This is a necessary factor that must be taken into account when choosing training methods for a specific purpose.

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