



THE ROLE OF MODERN METHODS IN TEACHING A FOREIGN LANGUAGE TO THE STUDENT

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Annotation: This article discusses the emergence and use of the concept of language teaching methods in the process. The concept of a method in language teaching - the concept of a systematic set of teaching practices based on a particular theory of language and language learning - has occupied teachers and applied linguists throughout the 21st century in search of stronger and better methods. Within the methodology, the most common difference between methods and approaches is the technique in which the methods are defined. Over the years, the need to use a foreign language has emerged in all areas of science, industry and culture.

Keywords: English language, teaching, methodology, method, TEFL, Grammar Translation, Classical Method, EFL teacher

After getting the Independence the Republic of Uzbekistan has worked out an own model of development, taking into account the specific social and political traditions in the country. One of the most important conditions for the development of any country is a well- functioning educational system.

In foreign language education, an important arena can be established for the development of cultural understanding, respect and tolerance. Knowledge of English has become essential in more and more fields of life, and it has become increasingly important for all parts of the worldwide population. Nowadays in our republic a great attention is being paid to broadcasting of the English language. Earlier English has been taught from the fifth grade in most secondary schools of Uzbekistan, whereas now the decree on further development of foreign languages teaching was issued on 10 December 2012 concerning teaching of this language from the first grade of all secondary schools [1;3].

The decree runs that in the framework of the Law of the Republic of Uzbekistan "About education" and the National Program me on training of personnel in the country, a comprehensive system of teaching foreign languages was established, aimed at creating harmoniously developed, highly educated, modern-thinking of the younger generation for further integration of our republic into the world





community. During the years of independence, there were prepared over 51.7 thousand foreign language teachers, created multimedia tutorials in English, German and French for grades 5-11 of secondary schools, electronic resources for learning English in primary school, equipped with more than 5000 language laboratories in secondary schools, professional colleges and academic lyceums. Further development of a continuum of learning foreign languages at all levels of education and work to improve the skills of teachers and the provision of modern teaching materials is required.

In addition new to this, President has made recently 5 Initiatives for the Strategy for Action to improve the youth's capability and their knowledge. On accordance to this suggestions he includes such as activity to interesting our youth for the art, theater, cinema and museums; to improve their reading skills and made them to read fiction or scientific books; to go in for sport and training several kinds of sport games. Generally speaking, the first initiative has developed and interested the youths' capability on the fields of music, art, theater, painting, literature other types if art , the second initiative has improved their ability on sport and made them training for all kinds of sport; the third initiative has dealt effective using computer technologies and making for them suitable condition on this area; the fourth initiative has organized systematically to improve the youths' reading books and evaluate widely to read fiction and scientific books and developing reading skills; the final fifth initiative is devoted to set women for suitable job placements and provide them for work which developed their life.

Teaching foreign languages has always been distinguished by a variety of methodological approaches. The decisions made about the future of the education system affect the interests of all segments of society and have a significant impact on the destiny of the country. Today the professional language teacher has a good grounding in the various techniques and new approaches, and they know and understand the history and evolution of teaching methodologies. The modern teacher will in fact use a variety of methodologies and approaches, choosing techniques from each method that they consider effective and applying them according to the learning context and objectives. Therefore, each new proposal must undergo a thorough examination and be publicly discussed by the scientific and pedagogical community. Nowadays there is a great variety of methods of teaching foreign languages. This article presents an overview of some modern methods and techniques used in TFL.





Modernization of education is a large-scale program of the state, within which a plan of competitive measures should be developed and implemented. Modernization is the updating and improvement of the existing education system. With any modernization of education, there are several problems. The first is to preserve the positive that exists in the existing system; the second - if something useful for society was lost in education for previous years, then it is necessary to restore it; the third, the main one, is to bring the education system in line with the demands of the society. And in the life of Kazakhstan society in recent years there have been big changes: a new social order is taking root, the economy is based on market relations, as a result of which new professions are emerging, and new demands are made for the old [5;1].

In recent decades, linguists and methodologists have shown great interest in the subject-linguistic approach in teaching foreign languages. In the light of the current trends in the expansion of intercultural dialogue and the globalization of the educational space, the study of the language is of particular relevance, oriented to its practical application: a student-foreigner needs not just the mastery of the language in everyday, everyday communication, but, above all, his use in the professional sphere of communication. An effective search for necessary scientific literature on the specialty, preparation of abstracts and reports on scientific topics, communication with colleagues, etc. All this is a strong motivating factor in learning a foreign language. The method used to teach it overwhelmingly bore those objectives in mind, and came to be known (appropriately!) as the Classical Method. It is now more commonly known in Foreign Language Teaching circles as the Grammar Translation Method. It is hard to decide which is more surprising - the fact that this method has survived right up until today (alongside a host of more modern and more "enlightened" methods), or the fact that what was essentially a method developed for the study of "dead" languages involving little or no spoken communication or listening comprehension is still used for the study of languages that are very much "alive" and require competence not only in terms of reading, writing and structure, but also speaking, listening and interactive communication.

How has such an archaic method, "remembered with distaste by thousands of school learners" (Richards and Rodgers, 1986:4) persevered. It is worth looking at the objectives, features and typical techniques commonly associated with the Grammar Translation Method, in order to both understand how it works and why it has shown such tenacity as an "acceptable" language teaching philosophy in many countries and institutions around the world.

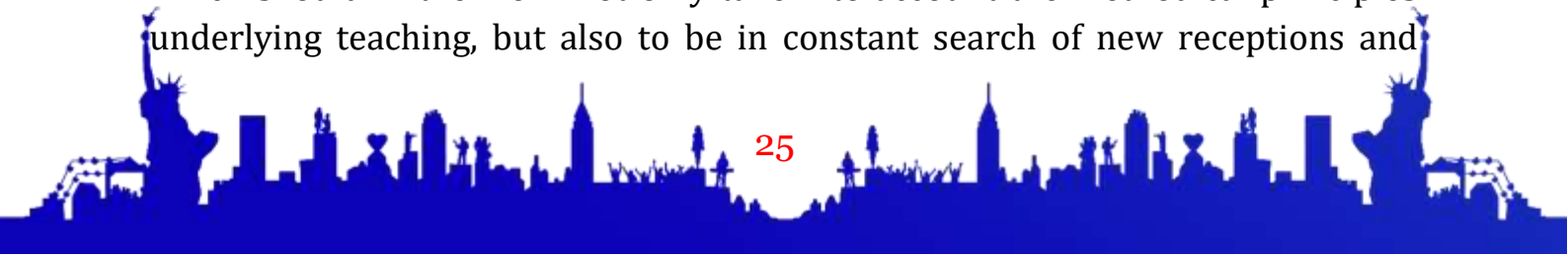




Teaching came into its own as a profession in the last century. Central to this process was the emergence of the concept of methods of language teaching. The method concept in language teaching-the notion of a systematic set of teaching practices based on a particular theory of language and language learning-is a powerful one, and the quest for better methods preoccupied teachers and applied linguists throughout the 20th century. Howatt (1984) documents the history of changes in language teaching throughout history, up through the Direct Method in the 20th century. One of the most lasting legacies of the Direct Method has been the notion of method itself. in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology links theory and practice. Within methodology a distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, and approaches are language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. This distinction is probably best seen as a continuum ranging from highly prescribed methods to loosely described approaches. years the imperative need of using a foreign language appears in all areas of a science, manufacture and culture.present practice of teaching foreign languages there are some typical problems forcing the teacher to address to experience of the colleagues, to innovative ideas, to a science.these problems, difficulties and lacks of a traditional technique of teaching there are the following basic problems:

- Low authority of a subject because of shortages of a present technique of teaching.
- Low intensity of pupils speech activity.
- Superficiality in forming of base skills and haste of transition from reproductive to productive kinds of work. Absence of good practical recommendations on elimination and the prevention of gaps in pupils knowledge and skills.
- Weakness of existing system of appreciation of pupils work.

All above-stated it is possible to draw the following conclusions.purpose of this work was to discover the most effective ways of teaching a foreign language to children.achievement of the purpose the works of home and foreign authors on the given problem have been studied.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. Most useful for this purpose are the following receptions and methods: methods of constructivism, communicative methods, methods of projects and discussions, games and role games, etc. Course work has been analysed all these methods and the receptions raising quality of training to foreign language on the basis of studying of various techniques of teaching, used in work with children. Many of receptions can be applied with success at teaching children of younger and more advanced age. The resulted techniques are interesting from many points of view, simple in application and can add essentially existing operating time of teachers foreign (including English) language. Some of the methods are let be omitted by the teacher (like silent way, synthetic or analytic (every teacher choose his own way to work with students) all of these must be included in the learning process. They act like general concepts giving you a full length of techniques to apply within one method. They don't give strict directions of how to apply them but a wide space for creative work. Considered modern teaching methods. Is there a general framework, which underlies all these methods? Yes, of course, the basis of these techniques is the number of general methodological principles. But first I must say that all these four methods have the common goal of education - to teach students to communicate in English, as well as participate in the development of individual students. Principle of all these techniques is the principle of active communication, is a basis which is taken the situation of different nature (from the social and living up problem).

The situations are realized through working in groups (teamwork), but these principles are both a student-oriented, and most effectively implemented in a positive psychological atmosphere where all feel comfortable and are in an atmosphere of mutual understanding and active interaction, sharing not only information but also emotions. Another significant point described methods is to create additional motivation for high interest of students in the learning process. Also worth mentioning is that in modern methods plays an important role independent cognitive activity of students. Not welcome submission of the finished material to students, they should show more independence, because it promotes memorization. The basic idea of these methods is the same: the best way of learning is communication., regardless of such a large number of similarities, each technique has its own specific features. Thanks to them these techniques differ from each other and become separate, independent phenomenon in the methodology. Specific features of each technique gives their





own identity, they also cause all the positive and negative qualities that are inherent in each of them. The analysis of positive and negative traits, we can conclude that the most effective, successful and harmonious is the communicative method of learning foreign culture. However, the task of this research is not to identify the best methods of teaching English, but the allocation of their main features, which is designed to facilitate teacher selection methods for use. Should be noted that the choice of teaching methods should take into account not only their own preferences, and, above all, should focus on the age, abilities, interests and psychological characteristics of students.

Focusing on them, you can choose the most appropriate and effective method. Work may also be useful in the creation and development of other techniques and also to highlight the major trends in methods of teaching English language today. Current methods are communicative-oriented. One of their main features is creativity of students. It is creative tasks, as is evident from this work are now a sign of modernity. They allow you to build a new work not only on spoken word but also in other activities. Regarding the practical application of methods, I think that does not necessarily use the same method. It would be best to integrate several methods by combining their best side, for students. 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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