

## **BASIC PROVISIONS OF THE MODERN METHODS OF TEACHING FOREIGN LANGUAGES**

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### **Annotation**

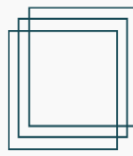
In this article, the goal is to acquaint students with the main provisions of modern methods of teaching foreign languages; to show the connection of the methodology with other sciences, which are basic for the methodology and in many respects determine its modern content and status among other general educational and scientific disciplines; to form students' ability to evaluate the existing concepts of teaching foreign languages; to acquaint students with techniques, methods, teaching aids and form the ability to effectively and creatively apply them in practice; to give a holistic view of the nature and specifics of the professional activity of a foreign language teacher.

**Key words:** problems of methodology, professional training of specialists, knowledge of a foreign language, modern methods, methods of self-education, selection of educational material.

The study of foreign languages in modern society is becoming an inseparable component of the professional training of specialists of various profiles, and the successful solution of professional growth issues and the expansion of contacts with foreign partners largely depend on the quality of their language training. Consequently, the school is designed to provide a certain level of proficiency in a foreign language, which could allow it to continue its study during the period of university and postgraduate education, as well as independently.

The success of training largely depends on the methodology of a foreign language teacher, on his ability to use various modern methods in the context of solving specific educational problems. As a result of studying the methodology course, students should know:

- Current trends in the development of methodology; content and structure of the system of teaching foreign languages;
- Features of the interaction of the methodology with the basic sciences for it;



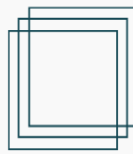
- Various methods of formation and development of foreign language communication skills;
- Qualification requirements for a foreign language teacher.

Must be able to:

- use modern technologies in teaching foreign languages;
- Practically apply techniques and methods of teaching a foreign language;
- Prepare training materials for classes, taking into account the stage and profile of training;
- Analyze and evaluate the individual psychological characteristics of students and the level of their proficiency in a foreign language;
- Analyze their own pedagogical activities and the activities of colleagues;
- Organize independent work using various methods of self-education;
- Plan and conduct classes and extracurricular activities in a foreign language.

The knowledge and skills acquired in the classroom have the opportunity to be realized by students in the course of teaching practice. The methodology of teaching foreign languages is a system of knowledge about the laws of the process of teaching a foreign language and about ways of influencing this process in order to optimize it. The methodology of teaching a foreign language reveals and substantiates the patterns of teaching a foreign language. Historically, two functionally different methods have developed: general and specific methods. *General methodology*, as a rule, it is devoted to the study of the patterns and characteristics of the process of teaching a foreign language, regardless of what foreign language is in question.

So, the principles of the selection of educational material, the ratio of oral and written speech at various stages of the lesson, etc. in equivalent learning conditions will be the same for any of the Western European languages studied in the general education schools of our country. However, knowledge of the general laws of teaching a foreign language turns out to be insufficient when the teacher is faced with the specific features of a particular foreign language. Thus, the methods of mastering the verbal forms of Continuous are specific only for the English language, cumbersome models of composition, the declension of nouns and adjectives are typical for the German language, and the methods of forming numerals, the use of diacritics, the abbreviation of the article, and the presence of the partitive article are in French. Significant differences are observed in phonetics: for English, triphthongs and diphthongs are specific, for French - nasal vowels. Experience and practice show that the teacher needs to develop and implement such techniques, methods and forms of teaching, which contributed to the rapid mastery of the students of the corresponding specific phenomena in a particular foreign language. In this way, *private methodology* examines the teaching of those linguistic and speech



phenomena that are specific to a particular foreign language being studied. General and specific methods are interrelated. The general methodology is enriched on the basis of the experience of private methods. In turn, the regularities of the general methodology are reflected in the private one. The subject of the methodology of teaching foreign languages is the accumulated knowledge about the object, a numerous theory that simulates the learning process; these are the regularities of the learning process of FL.

The basic concepts that make up the foundation of the methodology include: process, goals, content, principles, methods, techniques, means and organizational forms of training. The basic categories of the technique are considered to be:

*Method* as a system of purposeful actions of the teacher, on the one hand, and educational actions of students, on the other.

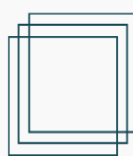
*Reception* - an elementary methodical act aimed at solving specific problems at a certain stage of the lesson. The method is implemented in a system of techniques. The communication-oriented teaching method is implemented in the following techniques:

- Reception of role-based communication
- Reception of the formation of the orientational ability of students.
- Techniques for systematizing speech knowledge
- Techniques for deepening and expanding content - Increasing the intensity of independent work
- Techniques for stimulating speech-thinking activity.
- Techniques for standardized control.

The approach is a common starting position, starting from which the researcher considers most of his other positions. The question of the relationship between method and approach remains controversial. Domestic methodologists and most foreign researchers believe that the approach to teaching plays a fundamental role and is the dominant idea on which the new method is built. The method and approach are interrelated and interdependent, they are characterized by constant interaction.

Researchers unanimously express the opinion that there is no absolutely correct and effective method for all learning conditions and come to the conclusion that it is necessary to combine different approaches, principles and elements of different methods, taking into account the specifics of learning, since what is effective in one setting can have a completely opposite result in a different learning environment.

Principle is the guiding idea. It is customary to single out the following general didactic, general methodological, private methodological principles. K.V. Minyar-Beloruhev in his research highlights the following principles of



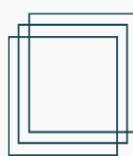
teaching: the principle of a differentiated approach, the principle of managing the learning process, the principle of isolating specific benchmarks, the principle of an integrated approach to motivation in teaching a foreign language. The goal of learning is what we strive for in the process of learning foreign language; it is an ideally planned result [3].

First, the goal of training is set, only then a methodology is developed. The goal of training is closely related to the conditions of training, since without them it is impossible to achieve it.

Learning conditions are the circumstances under which learning takes place. The means of teaching are the tools of the educational process, with the help of which the set goals are more successfully and in a short time achieved. The teaching aids include: textbook, workbook, tape recorder, cards. All of the above categories serve the training system - a general model of the educational process that corresponds to a specific methodological concept. The training system is a complete set of components corresponding to a specific methodological concept; it determines the goals, content, principles, methods, techniques, methods, means, forms of organization of training and, in turn, is conditioned by them [4].

The system of teaching a foreign language is based on the provisions on the universal connection and interdependence of the phenomena of reality, on the integrity of the continuously developing world and the systematic reflection of our knowledge about it. The integrity of the system is ensured by the diverse connections between its elements and their interaction during the functioning of the system. With regard to teaching foreign languages, it is advisable to consider the concept of a system at two levels: at the level of the most significant phenomena and processes that determine the initial provisions of the methodology of teaching foreign languages; at the level of the pedagogical process, that is, the activities of the teacher and students, mediated by the educational complex, which determines the final result - a certain degree of training.

The methodology of teaching foreign languages is not limited to the connection with the specified basic sciences, but uses the knowledge and methods of other, so-called related sciences. The general outlines of the learning process can be represented in terms of cybernetics - a science whose subject is control processes occurring in complex dynamic systems. Cybernetic analysis of pedagogical phenomena contributes to a clear isolation of the interrelated links and conditions of the pedagogical process, allows you to introduce elements of programmed teaching into teaching foreign languages. The programmed methods solve the problem of optimizing the management of the educational process. The use of statistical analysis methods contributes to the



improvement of the scientific level of the methodology. The use of methods of mathematical statistics, mathematical linguistics, information theory allows solving the issues of rationalizing the process of teaching foreign languages. Reliance on basic and related sciences is the most important condition for raising the scientific level of the methodology. One of the important tasks of the theoretical methodology is the scientific synthesis of the basic and related sciences in their dialectical unity and their use in a transformed form, taking into account the goals, stages, learning conditions.

The following problems were identified before the method:

- Definition of a foreign language as an academic subject;
- Study of the teacher's activities (development of forms, methods, teaching techniques);
- Studying the student's activities (checking the effectiveness of the techniques used, studying the student's development);
- The establishment of specific patterns, the determination of the scope of the laws of sciences adjacent to the methodology and the identification of their specific refraction in the methodology.

Therefore, it is obvious that the process of teaching foreign language speech is extremely multidimensional.

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