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MODERN METHODS OF TEACHING A FOREIGN LANGUAGE***Alaudinova Dilnoza****Doctor of philosophy on pedagogical science, PhD, Senior lecturer of Termez state university, Uzbekistan****Choriyeva Sevara****Student of Termez state university, Uzbekistan*

ABOUT ARTICLE

Key words: Innovative technology, foreign language, language experience, professional activity, organizational forms, speech mechanisms, recipient, productsent.

Abstract: In this article has been discussed the methodology of foreign language teaching, its essence and the history of the formation of the methodology of foreign language teaching as a science and their practical application.

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INTRODUCTION

Today, at the time of rapid development, great changes are taking place in the development of education. In particular, the demand for learning foreign languages in Uzbekistan is increasing day by day, and at the same time, new doors are opening for young people who know languages. Also, language learning is one of the most important areas in human society. Language as a medium of communication can be acquired practically in a natural environment, for example, in the family and among the public, or in an organized way, for example, in the course of a lesson. Knowledge related to language phenomena requires theoretical study, and language knowledge, especially multilingualism, is of great importance in our time of increasing international relations. The development of world science is developing and accelerating day by day, and this positive development

did not fail to affect our country as well. Science is actively applying innovative technologies to our world. As an implementation of this, it would not be wrong to say that the naming of this year by our Honorable President as the "Year of Youth Support and Public Health" has increased the responsibility of the youth in our country. It is not an exaggeration to say that the wide application of modern, advanced innovative technologies in the fields of education has opened the door to wide opportunities for our young people learning foreign languages.

Pupils and students studying in our country usually learn three languages. These languages have special names in science and these are: mother tongue, second language and foreign language. The mother tongue is the first language that plays a special role in the formation of thinking, and the concepts learned on the basis of the words of the mother tongue are embodied in the sound and written representation of the words of a foreign language during the learning of a second or foreign language. When talking about the second language, it is considered as the language of relatives and neighbors of other nationalities, as well as the concept of second language for students studying in other languages in secondary and higher educational institutions is the Uzbek language.

A foreign language is the language of a foreign country. Western European languages, in particular English, Spanish, German, French, and Oriental, Arabic, Turkish, Urdu, Persian, Chinese, Indian languages are taught in our country, and these languages are included in the curricula of educational institutions. The process of teaching all three languages is different. First of all, thinking is formed in the mother tongue, learning foreign languages is related to feeling their phonetic, lexical and grammatical features. Secondly, the learning process begins with the mother tongue, then the second language, and finally the foreign language. Thirdly, the mother tongue and the second language are learned in a natural environment, and a foreign language is learned in an artificial environment. Communication in a foreign language is often conducted under the guidance of the teacher. The term language experience is almost never found in methodological literature published in European languages, because in Russian, English, German, and French schools, the only mother tongue is considered as foreign language learning. In the schools of our country, it is appropriate to think about the integrated language experience gathered from the mother tongue and the second language, as well as from the studied foreign language itself. Acquiring the achievements of foreign language teaching methods in general secondary schools, preparing a thorough theoretical basis for students' future professional activities, familiarizing them with modern methods, organizational forms and tools of education, effectively applying the methodological knowledge gained by students in practice. It creates opportunities for students to

acquire skills and abilities, as well as positive application of theoretical knowledge and practical skills acquired in all subjects in school education.

Speech activity is studied by several disciplines. In particular, linguistics deals with the scientific analysis of the speech product, psychology - speech process, physiology - speech mechanisms. Psycholinguistics is a relatively new science of speech perception and production. Speech activity takes place in oral and written forms. Oral speech consists of speaking and listening comprehension, and written speech consists of reading and writing.

METHOD

Operative, that is, with the participation of language material and motivational, statement of opinion aspects have been identified in speech activity. The operational aspect of speech is the use of vocabulary, grammar and pronunciation units in speaking and writing, reading and listening. In the motivational aspect, the recipient, that is, the speaker and the writer of the opinion and the producer, the listener and the reader, conveys his opinion to others or understands the opinion of others. Based on educational goals, language material is selected, distributed, classified, presented, i.e. prepared for mastering, and these stages are called selection, distribution (grading), classification, presentation in the English methodology.

Language is considered as the "building" material of speech activity in the form of a social event that unites units of lexicon, grammar, pronunciation, and unit of lexicon is a unit of grammar, and unit of pronunciation is considered as a unit of teaching or learning by listening, listening, and reading and writing. Their functional, semantic and formal aspects require special exercises to master. Listening, speaking, reading and writing a language unit involve senses such as hearing, speech, sight and touch. The content arising from these units is the result of the work of the analyzers (hearing, speech, vision and hand). In addition to senses and analyzers, language units deal with memory and thinking. Historically, methods are grouped into four groups, and the words "translation", "correct" (or without translation), "comparative" (or conscious-comparative), "mixed" are added to their names as identifiers. Thus, all the methods in the centuries-old history of foreign education are grouped into these four categories, and a brief analysis of each of them is required, because some of their features are used in a certain way in today's methodology.

The right method. The main reason for the origin of the name of the method is that during teaching in the correct method, bypassing the mother tongue, an attempt was made to establish a direct association between the foreign word and the subject, and at the same time the same methodological approach was

followed in teaching language grammar: they tried to create a direct connection between grammatical meaning and form. Efforts to teach a foreign language without the participation of the mother tongue have been properly referred to by terms such as the inductive method and the natural method.

Mixed method. This method was created in the late 19th and early 20th centuries as a combination of translation and correct methods. Another different form of the mixed method was created as a combination of the principles of the direct method and the comparative method.

Comparative method. Its full name is "conscious-comparative method", and the founder of this method was L.V. Shcherba, who adapted the method to the modern foreign language teaching process, and the reporter of the Academy of Pedagogical Sciences I.V. Rakhmanov, who effectively continued the work of the founder of the method.

Learning a foreign language is a multi-faceted education, during which a person experiences complex psychological change. For example, there is a situation of comparing a foreign language with the mother tongue. In this process, various methods and technologies of teaching are used, as a result, teaching by comparing the foreign language with the mother tongue with the help of modern pedagogical technologies gives an effective result. Practice is the best way to acquire all knowledge, and practice shows a positive result not only in learning a foreign language, but also in mastering knowledge in all fields.

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