



Modern Methods in Foreign Language Teaching Methodology

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Abstract: This article discusses the methodology of foreign language teaching, the history of its development as a science, the types of modern methods used in foreign language teaching methods and their use.

Keywords: methodology, innovation, foreign language, communication, skills, competencies, didactics, intercultural communication.

Innovative pedagogy is a new direction of educational development in the present period caused. Innovative - means "introduction (dissemination) of news" in English means Social-psychological aspect of innovation American researcher designed by E.Rodgers. It includes the classification of the participants of the innovation process, their attitude to the innovation, and others learned. The concepts of novelty and innovation in scientific directions are mutual is different.

"Innovation" means a tool, new method, methodology, technology means "Innovation" is education that develops according to certain stages is a process. The development of world science is growing and developing day by day is going It is this positive development that has its effect on our country spent. Advanced innovative technologies are being applied to our world of science. Of this as a performance, the President of the Republic of Kazakhstan declared the current year Supporting the youth and It is also the responsibility of the youth of our country to call it the year of public health increased even more. Advanced, modern innovative technologies for education its wide application also provides wide opportunities for young people learning a foreign language, It would not be wrong to say that he opened the door to the finish line.

Language learning is one of the most important areas in human society. Language, which is a means of communication, in the natural environment, that is, in the family, among the public or can be acquired in an organized manner. Knowledge of language phenomena is taught theoretically. Languages in our time when international relations are on the rise knowledge, especially multilingualism, is of great importance. Study in our country students usually study three languages. These languages are special are managed by names. These are: mother tongue, the second language, and foreign language.

Mother tongue - it is the first language that plays a special role in the formation of thinking. The second when talking about language, it means brothers and sisters of other nationalities, it is considered as the language of neighbors. A foreign language is the language of a foreign country. Western Europe in our republic (English, Spanish, German, French) and Eastern (Arabic, Turkish, Persian, Chinese, Indian) languages is being taught. These languages are included in the curricula of educational institutions.

The process of teaching three languages is different. Mother tongue and second language are natural in a situation, and a foreign language is learned in an artificial environment. Communication in a foreign language is mainly takes place in the lesson under the guidance of the teacher. Among the

three languages, learning a foreign language and teaching differs sharply in certain aspects. This, in turn, is relevant requires the use of foreign language teaching technology. Foreign language teacher methodology the language experience gained by the student through thorough assimilation of scientific achievements he gets to know the norm clearly and to improve it further. Foreign languages effective teaching requires knowledge of its methodology. Learning foreign languages and teaching depends to a large extent on the development of foreign language teaching methodology issues from the theoretical side and creative application of the theory in practice.

The subject of the methodology is education through the subject of a foreign language process and methods, science of foreign language teaching, study of teacher and student activities is considered the subject of methodology.

The main concepts of methodology - method, method, principle. Didactics – what will we teach? is the content of teaching. Methodology - how do we teach? Education means methods and methods. Method - the concept of methodology is Greek-Latin “methodos” is derived from the word “methodus” and means ways leading to a certain goal, means method. Narrow and broad meaning of the term in different literature can be found. The term “methodology” in a narrow sense is a concrete lesson of education means the concept related to the process. Lesson planning and training covering instructions related to the preparation of materials. It is interpreted as a controlled learning process. The term “method” has a broad meaning refers to the selection, classification and distribution of educational material. Germany “didactics” and “methodology” have been narrow in the Federal Republic since the 1960s is being used in the meaning. Accordingly, what is the content of didactic education taught? How are teaching methods taught? With issues is engaged in. Learning foreign languages is not only a means of intellectual education, but something else getting to know cultural educational assets and values and making them cultural it is the process of formation of a person’s personality by applying it to his life. Studying foreign languages in Europe is a long-term advantage of higher education and education of privileged people in public schools is considered. The methodology of foreign language teaching as a science has more than 200 years of history. This period to observe that different attitudes towards foreign language teaching methodology were expressed possible. One of these views belongs to academician L.V. Shcherba.

In his opinion, despite the fact that the teaching methodology of any subject is science, is not considered a theoretical science. He solves practical issues, including foreign languages teaching methodology does not rely only on the evidence of psychology, but on general and based on private linguistic research. If linguistics of language phenomena If it deals with the laws of origin and movement, this is the methodology what to do in order to use the necessary language phenomenon in practice based on the rules answers the question of need. The most valuable books on methodology also written by linguists. Among these are one of the phonetists of the 19th century and the great English linguist G. Suit, in England at the end of the 19th and the beginning of the 20th century O. Yesperson, who is considered an original phonetist and theoretical linguist, F. Bruns, one of the most prominent French linguists at the end of the 19th and the beginning of the 20th century and Brealya, prominent anglicist and famous phonetician V. Fyotor and others enters. Academician L.V. Shcherba and the issue of language teaching methodology in Russia his teacher is the great linguist I.A.Baudouin-de-Courton and their students engaged. Psychologists have a different attitude to the methodology of foreign language teaching they were. Methodology and psychology are about mutual relations of sciences Professor VA Artemov gave a valuable opinion. According to him, psychology provides material for methodology. Methodology is how the teacher conducts the lesson learns. And psychology is how students master this subject deals with what they receive. However, I cannot fully agree with this opinion. Because the teacher is in the process of teaching, and the student is in the learning period they experience mental processes and states, whether they want to or not they face and are influenced by the laws of psychology.

A deeper study of the literature on the history of methodology shows that some researchers call methodology an art. They are usually French Methodist They refer to the idea of penlash, that is, there is no “good” or “bad” method, only “good” or there are "bad" teachers. German Methodist to such minded people It can be answered with E.Otto’s views expressed in 1924. She is among others,

he says: “If someone considers methodology to be *an art*, it is a science confuses the theory with its practical application”.

Each subject has its own set of concepts. Foreign language teaching including the following among the main concepts adopted in the methodology possible: educational system, educational method, educational principle, educational tool, methodology method. The method of teaching a foreign language is a practical method of teaching a foreign language. ensuring the achievement of general educational, educational and developmental goals the complex of teacher and student activities is understood. The term method is "teaching it is used in the meanings of “sum of methods” and “direction of education”. The first In the theory of education, if the process is used in the sense of methods, it is used in the second sense we can find it in works on the history of teaching methodology. For example, a foreign language translation method of teaching, correct method, conscious-comparative method, traditional method, intensive method and others. The phenomena of nature and society are interconnected and continuously connected develops. Since the sciences are reflections of objective reality, none of them exists in isolation from the others. The event and the subject are one at the same time can be a source of research of many sciences, for example, the social phenomenon of “language”, linguistics (linguistics), spirituality (psychology), studies pedagogy (didactics).

The term “foreign language methodology” is in people’s minds as follows, that is, the association creates a “connection”: first of all, to teach the language means a set of focused methods and methodical methods, or teaching methods scientific knowledge and, finally, independent pedagogical science comes to mind. Foreign language teaching methodology is compatible with didactics, interconnected developed. Teaching theories of all educational subjects to didactics it is known to all of us without a doubt that it is based on it, and that it receives scientific nourishment from it. Foreign language teaching is also based on didactics. General theory of didactic education, methodology is the science of teaching a specific subject, linguodidactics is the teaching of languages general theory, linguomethodology is considered as a specific language teaching science.

The term “method” refers to the acquisition of knowledge, skills, and worldview in students teacher-pedagogue in the way of formation and creation of knowledge opportunities and means the student’s work method. This concept has countless definitions have The application of methods in foreign language teaching began a long time ago. While principles are relatively newer methodological terms. Historically, the methods are divided into four groups combined and call their names “*translation*”, “*correct*”, “*comparative*”, “*mixed*” accepted.

The history of methods is the famous methodist prof. Deep by I.V. Rakhmanov studied. The translation method is mainly in two forms, grammar-translation and is carried out under the name of text-translation methods. Point of grammar-translation method foreign language is studied for general educational purposes. Grammar exercises language it was done in order to develop the logical thinking of the learner. Grammar the presentation of knowledge is accepted as the main goal of education. of this method the main principles are as follows:

1. Language learning is based on written speech.
2. Grammar is taken as the subject of study, and lexicon is subordinated to it selected. Grammatical exercises were the main method of work.
3. First, the grammar rules are memorized, and then make sentences based on the rules recommended.
4. Grammatical forms and the meaning of words are in literal translation revealed.
5. Language material is mastered by means of word-for-word translation and dry memorization.
6. Limited to individual memorization of words out of context.

Method without translation. Various forms of this method are known historically. They can be divided into two large groups: natural and correct methods. In a natural way learning a foreign language should be similar to the conditions of mastering the mother tongue. Method the main goal

is to learn to read and write by learning to speak a foreign language the idea that it will be possible to get is formed in the form of a practical goal. Natural the most important of the principles included in the method is to create a language environment. Go ahead there are different approaches to the application of applied methodical principles was. This can be clearly seen in the creative activity of the method exponents.

In the new interpretation of the purpose of foreign language education, mainly based on the results of pragmatic linguistic research. This branch of linguistics interprets language not as a system of linguistic forms, but as a field of human activity. Chet new conclusions have been collected in the field of language education since the beginning of the 70s set led to heated discussions in the field of setting educational goals. The main goal of foreign language education is to students “teaching to treat”, “Befaeigung zur Kommunikation” (communicative Competence) new curricula were adopted. In the 70s, “communicative method” proved itself in several stages after a series of attempts. In this way, the science of methodology was developing. We do not speak any foreign language we cannot acquire it without deep study of its methodology. The method of “communicative didactics” is also considered important. Communicative didactics includes the following.

- open and flexible lesson concept;
- subject and content are important;
- the main form of work in the lesson: talking and working in groups;
- to activate students and to use the language creatively and freely it is necessary to pay attention;
- Strong training based on the principle of understanding to express thoughts pay attention;
- In revealing the meaning, defining the scope of action and organizing the exercise visualization (visual support) plays an important role;
- Learning daily speech communication in a real life situation (dialogue practice do);
- Using the language orally and at the same time understanding the original texts is important.

Communicative didactics is natural speech as material for listening comprehension prioritized the use of the situation, that is, announcements in transport, at the station, advertisements on radio and television, conversations on the phone, etc. you can give an example. Listening and understanding of information is about reception the goals have changed. Narrating and controlling what he listens too took a different shape. This method is aimed at the listener distinguished the following types of listening comprehension:

1. In a broad sense, not paying attention to some details of the text, its understand the main content;
2. When accurate information is important, for example, the need for weather for a certain place, the announcement of the arrival and departure of a train, including the method.

To sum up learning a foreign language is a multifaceted teaching, and a person is complicated in this process experiences psychological changes. Including mother tongue and foreign language a comparison process occurs. Different methods of teaching in this process technologies are used. With the help of modern pedagogical technologies teaching by comparing a foreign language with the mother tongue gives an effective result. Foreign language teaching requires knowledge of its methodology. Methodology and technologies are important in the process of learning a foreign language. The lesson there are different methods of methodological science in organization. Foreign language teaching widely used methods: communicative didactic method, a method of organizing intercultural communication and a method of organizing an exercise is considered All three methods are closely related and complement each other. Studying a foreign language is related to the science of methodology and the science of didactics is based on communicativeness and communicative didactic method occurs.

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