

## ADVANTAGES OF USING MODERN METHODS OF TEACHING FOREIGN LANGUAGES

**Sattarova Nafisa Zukrillakhanovna**

*English teacher of the 3rd comprehensive school in the city of Okhangaron, Tashkent region.*

**Abstract:** *This article describes the methodology of teaching a foreign language, the history and stages of its development, modern methods and their types used today in teaching a foreign language, and ways of using them.*

**Key words:** *methodology, innovation, foreign language, communication, skills, competence, didactics.*

### INTRODUCTION

In the modern period, the development of education has given rise to innovative pedagogy in new directions. This raises the question of what innovation is. Innovation – translated from English means “introduction or dissemination of news.” The socio-psychological aspect of innovation was developed by the American researcher E. Rogers. He studied the process of presenting news, the characteristics of the participants, their interest in news and much more. The concepts of novelty and innovation in scientific fields are fundamentally different from each other. “Innovation” is a process that develops at certain stages of education. Global scientific development is on the rise. However, this does not concern our country. Advanced innovative technologies are also applied in our world of science. A clear expression of this is the President’s declaration of 2021 as the “Year of Youth and Public Health,” which has further increased the responsibility of our country’s youth. It would not be wrong to say that the widespread use of advanced, modern innovative technologies in the field of education has opened doors to many opportunities and goals for young people studying foreign languages.

### LITERARY ANALYSIS AND METHODOLOGY

A foreign language is the language of a foreign country. Western European languages (English, Spanish, German, French) and Eastern languages (Arabic, Turkish, Persian, Chinese, Indian) are taught in our republic. These languages are included in the curricula of educational institutions. The learning process for all three languages is different. The native language and the second language are studied in a natural situation, and a foreign language is studied in an artificial environment. Communication in a foreign language mainly takes place in classes under the guidance of a teacher. Among the three languages, foreign language learning and teaching differ sharply in certain aspects. This, in turn, requires the use of appropriate technology for teaching a foreign language. By carefully mastering the achievements of methodological science, a foreign language teacher learns the level of the student’s language experience and improves it in the future. Effective teaching of foreign languages requires knowledge of its methodology. The study and

teaching of foreign languages largely depends on the theoretical development of methods of teaching foreign languages and the practical application of the theory.

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

The methodology of teaching a foreign language as a science has more than 200 years of history. During this period, one can notice that different views were expressed on the methodology of teaching a foreign language. One of these points of view belongs to academician L.V. Shcherba. According to him, although the teaching method of any subject is a subject, it is not considered a theoretical subject. It solves practical problems, in particular, the methodology of teaching a foreign language is based not only on psychological data, but is based on general and specific linguistic research. If linguistics deals with the origin and laws of movement of linguistic phenomena, then the methodology answers the question of what should be done in order to use the necessary linguistic phenomenon in practice on the basis of these laws. A careful study of scientific examples from the history of methodology shows that some researchers call methodology an art. They usually refer to the idea of the French methodologist Penlache that there is no “good” or “bad” method, good or bad teachers. People who have this opinion can respond with the thoughts of the German methodologist E. Otto, expressed in 1924. He says: “If one thinks of methodology as an art, one is confusing the theory of science with its practical application.” The method of teaching a foreign language is understood as a set of actions of the teacher and student, ensuring the achievement of practical, general educational, educational and developmental goals of teaching a foreign language. The term method is used in the meaning of “a set of educational methods” and “direction of education”. Firstly, in educational theory process is used in the sense of methods, and in the second sense we can find it in works on the history of teaching methods. For example, translation method, correct method, conscious-comparative method, traditional method, intensive method, etc.

## **DISCUSSION AND RESULTS**

The phenomena of nature and society are interconnected and develop in continuous interrelation. The term “foreign language methodology” evokes the following association in a person’s mind: first of all, it is understood as a set of methods and methodological techniques aimed at teaching a language, or scientific knowledge about teaching methods, and, finally, an independent pedagogical science arises. Before our eyes, the methodology of teaching a foreign language has developed harmoniously and is interconnected with didactics. We all undoubtedly know that the theories of teaching all academic subjects are based on didactic science and receive scientific nutrition from it. Foreign language teaching is also based on didactics. Didactics is the general theory of education, methodology is the science of teaching a specific subject, linguodidactics is the general theory of language teaching, linguo-methodology is the science of teaching a specific language. The term

“Method” means the method of work of the teacher-educator and student with the goal of acquiring knowledge, skills, and developing students’ worldview and cognitive capabilities. This concept has countless definitions. Let's look at an example method here.

Communicative didactics is a new curriculum that defines the main directions of foreign languages and teaches students to communicate. Also important in the methodology of teaching a foreign language is the method of “communicative didactics”. Communicative didactics includes:

- Open and flexible lesson concept;
- the topic and content are important; - the main form of work in the lesson: conversation and work in groups;
- it is necessary to pay attention to the activation of students, creative and free use of language; Paying increased attention to the exercise on the principle from understanding to expressing thoughts;
- Visualization (visual support) plays an important role in revealing the meaning, determining the volume of movement and organizing the exercise;
- Study of everyday speech communication in a real life situation (dialogue practice);
- It is important to use the language orally and at the same time understand the original texts.

### **CONCLUSION**

Learning a foreign language is a multifaceted discipline during which a person undergoes complex psychological changes. In particular, there is a process of comparing the native language with a foreign one. Various teaching methods and technologies are used in this process. With the help of modern pedagogical technologies, learning by comparing a foreign language with a native one gives effective results. Teaching a foreign language requires knowledge of its methodology. Methods and technologies are important in the process of learning a foreign language. There are various methods of teaching methodology. The methods of teaching a foreign language widely use: the communicative-didactic method, the method of organizing intercultural dialogue and the method of organizing exercises. All three methods are closely related and complement each other. Since the science of methodology is related to the science of didactics, it is based on communicativeness in learning a foreign language and a method of communicative didactics is created. In the process of applying the method of communicative didactics, the teacher’s method of forming intercultural communication is formed. As a result of learning a foreign language, you also become familiar with the culture of a foreign country. To acquire the necessary knowledge in the process of teaching a foreign language, the “technology of organizing classes” is of great importance. Practice is the best way to master all knowledge. The exercise gives a positive result not only in teaching a foreign language, but also in acquiring knowledge in all areas. The effective organization of a lesson, the role of the teacher and modern pedagogical technologies in it are incomparable. It is important to organize the process of learning a foreign language with a

communicative approach, to bring the level of intercultural communication to the next level, and to achieve such results it is important to pay attention to the last stage - "exercise technology". .

#### REFERENCES:

1. Makhmudov, K.S.O.G.L., Shaikhislamov, N.Z.O.G.L., and Joe, B.B.O.G.L. (2020). Description, place and classification of antonyms in Uzbek and foreign languages. Science and Education, I (Special Issue 3).
2. Juraboev B. B. (2020). A communicative approach to teaching German. Science and Education, 7(7), 215-220.
3. Zhoraboev B.V.O. (2021). Using Authentic Materials in English Classrooms Academic Research in Education, 2(2).
4. Zoraboev B. (2020). Double nouns in the German language and their expression in the Uzbek language. Science and Education, I (Special Issue 4).
5. Juraboev, B. (2020). Motivated people to satisfy their own dirty tricks. Academic Research in Education, (3)
6. Zhoraboev B.B.U. (2021). Problems and solutions in online teaching and learning foreign languages. Academic Research in Education, 2 (Special Issue 2).