

TERMS OF ENGLISH LANGUAGE TEACHING METHODS AND THEIR ALTERNATIVES IN UZBEK

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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.

ANNOTATSIYA

Ushbu maqolada chet til o'qitish metodikasi haqida, uning fan sifatida rivojlanish tarixi, chet til o'qitish metodikasida qo'llanilayotgan zamonaviy metod turlari va ulardan foydalanish xususida so'z boradi.

Kalit so'zlar: metodika, innovatsiya, chet tili, kommunikatsiya, ko'nikma, malaka, didaktika, madaniyatlararo muloqot.

АННОТАЦИЯ

В данной статье рассматривается методика обучения иностранному языку, история его развития как науки, виды современных методов, применяемых в методике обучения иностранному языку и их применение.

Ключевые слова: методика, инновация, иностранный язык, коммуникация, умения, компетенции, дидактика, межкультурная коммуникация.

The current development of education has led to a new direction of innovative pedagogy. Innovative - means "introduction (dissemination) of innovation" in English. The socio-psychological aspect of innovation was developed by American researcher E. Rodgers. He studied the classification of participants in the innovation process, their attitudes to innovation, and more. In the scientific field, the concepts of novelty and innovation are mutually exclusive. "Innovation" means a tool, a new method, technique, technology. "Innovation" is an educational process that develops

in certain stages. The development of world science is gaining momentum day by day. It is this positive development that has had an impact on our country. Advanced innovative technologies are being introduced into the world of science. As a result, the President's announcement of this year as the "Year of Youth Support and Public Health" has further increased the responsibility of the youth of our country. It is safe to say that the widespread use of advanced, modern innovative technologies in the field of education has opened a wide range of opportunities and milestones for young people learning a foreign language.

Language learning is one of the most important areas of human society. Language, which is a means of communication, can be practiced in a natural environment, whether in the family, in the community, or in an organized manner. Knowledge of linguistic phenomena is taught theoretically. In today's world of international relations, knowledge of languages, especially multilingualism, is of great importance. Pupils and students studying in our country usually learn three languages. These languages are referred to by special names. These are: native language, second language, and foreign language. The mother tongue is the first language to play a special role in the formation of thinking. When it comes to the second language, it is considered to be the language of brothers and neighbors of other nationalities. 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 country. These languages are included in the curricula of educational institutions. The process of teaching all three languages is different. The mother tongue and the second language are studied in a natural environment, and the foreign language is studied in an artificial environment. Communication in a foreign language takes place mainly under the guidance of a teacher in the classroom. There are significant differences between the three languages in certain aspects of learning and teaching a foreign language. This, in turn, requires the use of appropriate foreign language teaching technology. By carefully mastering the achievements of the methodical science, the foreign language teacher will be able to clearly know the level of language experience of the student and improve it. Effective teaching of foreign languages requires knowledge of its methodology. The study and teaching of foreign languages depends in many respects on the theoretical development of the methodology of foreign language teaching and the creative application of the theory in practice. The subject of methodology is the process and methods of teaching through a foreign

language, the science of foreign language teaching, the study of teacher and student activities. Basic concepts of methodology - method, method, principle. Didactics - what do we teach? "is the content of the unit. Methodology - how do we teach? teaching methods and techniques. The concept of method is derived from the Greek-Latin word *metodos* - "method", which means a way to a specific goal, a method. The narrow and broad meanings of the term can be found in various literatures. The term "methodology" in the narrow sense refers to a concept related to the specific teaching process of teaching. It is interpreted as a guided learning process that includes guidelines for lesson planning and preparation of teaching materials. The term "method" broadly refers to the selection, stratification, and distribution of teaching materials. In the Federal Republic of Germany, "didactics" and "methodology" have been used in a narrow sense since the 1960s. So what is the content of didactic education? Methodology How are teaching methods taught? Deals with issues. Learning foreign languages is not only a means of intellectual education, but also a process of forming a person's personality by getting acquainted with the educational riches and values of other cultures and applying them to their own cultural life. In Europe, learning a foreign language has long been considered a privilege in higher education and in public schools as a privilege of educating those who have the privilege. Foreign language teaching methodology as a science has a history of more than 200 years. During this period, it can be observed that different approaches to foreign language teaching methods have been expressed. One such view belongs to academician L.V. Shcherba. According to him, although the methodology of teaching any science is a science, it is not a theoretical science. It solves practical problems. In particular, the methodology of foreign language teaching is based not only on the evidence of psychology, but also on the research of general and specific linguistics. If linguistics deals with the laws of origin and movement of linguistic phenomena, the methodology answers the question of what must be done to put into practice the necessary linguistic phenomenon based on these laws. The most valuable books on methodology have also been written by linguists. Among them were G. Suite, one of the great English linguists of the nineteenth century, O. Jespersen, the most original phoneticist and theoretical linguist in England in the late nineteenth and early twentieth centuries, and F. Bruns and Brealya, prominent Englishman and well-known phonetist V. Fiyotor and others. Academician LV Shcherba and his teacher, the great linguist IA Baudouin de Curtone and their students studied the methodology of language teaching in Russia. Psychologists have a different approach to foreign

language teaching methods. Professor VA Artemov gave a valuable opinion on the relationship between methodology and psychology. In his view, psychology provides material for methodology. Methodology is the study of how a teacher teaches. Psychology, on the other hand, deals with how students master the subject. However, it is impossible to fully agree with this opinion. Because the teacher experiences certain mental processes and situations during the teaching process, and the student experiences certain mental processes and situations during the learning process, whether they want to or not, they follow and are influenced by the laws of psychology. Methodology A closer look at the historical literature shows that some researchers call methodology an art. They usually refer to the French Methodist Penlash's idea that there are "good" or "bad" methods or "good" or "bad" teachers. To those who hold such an opinion, the German Methodist E. Otto can answer with the ideas expressed in 1924. He says, "If anyone considers methodology to be art, he is confusing science theory with its application." Each science has its own set of concepts. Among the basic concepts adopted in the methodology of teaching a foreign language are: the system of education, the method of teaching, the principle of teaching, the means of teaching, the methodical method. A foreign language teaching method is a set of teacher and student activities that ensure the achievement of practical, general, scientific, educational and developmental goals of foreign language teaching. The term method is used to mean "set of teaching methods" and "direction of teaching". The first is used in the theory of education in the sense of process methods, the second can be found in works on the history of teaching methods. For example, the translation method of foreign language teaching, the correct method, the comparative method, the traditional method, the intensive method and others. An event and a subject can be a source of research for many disciplines at the same time, for example, the study of the social phenomenon of "language" from its own point of view linguistics (psychology), pedagogy (didactics). The term "foreign language methodology" evokes in the human mind the following association: first, a set of methods and methodological approaches to language teaching, or scientific knowledge of teaching methods, and finally, independent pedagogical science comes to mind. The methodology of teaching a foreign language has developed in harmony with didactics. We all know that the teaching theories of all disciplines are based on the science of didactics, from which they receive scientific nourishment. Foreign language teaching is also based on didactics. The general theory of didactic education, methodology is considered as a science of

teaching a certain subject, lingvodidactics is considered as a general theory of teaching languages, linguometometrics is considered as a science of teaching a specific language. The term "method" refers to the way in which a teacher and student work to acquire knowledge, skills, and attitudes, and to create opportunities for students to form worldviews and knowledge. This concept has countless definitions. The application of methods in foreign language teaching dates back a long time, and principles are relatively new methodological terms. Historically, the methods have been grouped into four groups, which are called "translation", "correct", "comparative", and "mixed". History of methods The famous Methodist prof. In-depth study by IV Rakhmanov. The method of translation is mainly in two forms and is called grammar-translation and text-translation methods. From the point of view of grammar-translation method, a foreign language is studied for general scientific purposes. Grammar exercises are designed to develop the learner's logical thinking. Explaining grammatical knowledge is considered to be the main goal of education. The main principles of this method are as follows: 1. Language learning is based on written speech. 2. Grammar is taken as a subject of study, and the lexicon is chosen accordingly. Grammar exercises were the main method of work. 3. First, the grammatical rule is memorized, and then it is recommended to make sentences based on the rules. 4. The grammatical form and the meaning of the words are explained by word-for-word translation. 5. Language material is mastered by word-for-word translation and dry memorization. 6. It is limited to memorizing words out of context, alone.

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