

NON-TRADITIONAL METHODS OF TEACHING ENGLISH IN LAW SCHOOL

Odinahon Inomovna Akhmedova

Teacher of English, Surkhandarya Regional Law College

ABSTRACT

This article discusses the non-traditional 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.

INTRODUCTION

The development of modern 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. Language, which is a means of communication, can be practiced in the natural environment, ie in the family, in the community or in an organized way. 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 the brothers and sisters of other nationalities, the language of the neighbors.

The mother tongue and the second language are learned in a natural environment, while the foreign language is learned 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 methodical science, a foreign language teacher achieves a clear understanding of the norms of language experience accumulated by the student and its



further improvement. 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 issues of foreign language teaching methodology and the creative application of the theory in practice.

A non-traditional method of foreign language teaching is a set of teacher and student activities that achieve the practical, general, educational and developmental goals of foreign language teaching. The term method is used to mean "a set of teaching methods" and "direction of education". The first is used in the theory of education in the sense of process methods, the second sense can be found in works on the history of teaching methods. For example, translation method of foreign language teaching, correct method, cognitive-comparative method, traditional method, intensive method and others.

Non-traditional methods of foreign language teaching have developed in harmony with didactics. It is well known 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 new non-traditional interpretation of the goal of foreign language education is based mainly on the results of pragmatic linguistic research. This branch of linguistics interprets language as a field of human activity, not a system of linguistic forms. A new set of findings that have been accumulated in the field of foreign language education since the early 1970s has led to heated discussions in the field of educational goal setting. New curricula have been adopted, which define the main directions of foreign language education, such as "teaching students to communicate", "Befaeigung zur Kommunikatsion" (communicative Competence). In the 1970s, the "communicative method" proved its worth in several stages after a series of attempts. At the same time, the science of non-traditional methods developed. No foreign language can we master without an in-depth study of its methodology. The method of "communicative didactics" is also important in the non-traditional method of teaching a foreign language.

CONCLUSION

Learning a foreign language is a multifaceted doctrine, in the process of which a person experiences complex psychological changes. In particular, there is a process of comparing a native language with a foreign language. Different teaching methods and technologies are used in this process. Using modern pedagogical technologies, comparative

teaching of a foreign language with the native language gives effective results. Teaching a foreign language requires knowledge of its non-traditional methods. Methodology and technology play an important role in the process of learning a foreign language. There are different methods of methodical science in the organization of the lesson. The most widely used methods in non-traditional methods of foreign language teaching are: the method of communicative didactics, the method of organizing intercultural communication and the method of organizing exercises. The three methods are closely related and complement each other.

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