

## MODERN EDUCATION METHODS AND APPROACHES IN THE TEACHING FOREIGN LANGUAGE

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### Annotation

There are various methods of teaching English. When teaching a foreign language, it is necessary to pay attention to new ways of stimulating students' speech.

The article discusses non-traditional methods of grammatical, structural and communicative and teaching of foreign languages.

**Keywords:** methodology, modern education methods, English, teaching, brainstorming, case study.

In the context of intensive intercultural communication in the modern world and, in particular, between Uzbekistan and the world, where English has reached a global level, it is necessary to raise the process of teaching English as a foreign language to a higher level.

An adult, in order to remember something, must necessarily understand what he is trying to remember. Learning a foreign language is accompanied by a huge load on a person's memory, because it is necessary to remember a huge number of foreign words. In addition, in order to build sentences correctly, it is necessary to understand the system of thinking of the native speaker of the language being studied, which is reflected in the grammar of his language.

When learning English, it is the grammar that causes the greatest difficulties. In English grammar, the predicate has the most complex forms, which can have from one to four different verb forms in its composition, that is, the most complex section of English grammar is the specific forms of the verb. In order to fully assimilate and memorize complex phenomena (in this case, these are the modern forms of the English verb), it is necessary to understand these phenomena. Understanding is facilitated by the transition from simple to complex in a logical sequence.

Today, one of the central key problems of didactics, which is of great methodological importance, is the problem of learning and development, when the process of mastering knowledge and methods of activity should serve as a means of comprehensive personal development.

As for a foreign language, the main purpose of training is to develop the personality of a student who wants to participate in cross-cultural communication in the language

being studied and independently improve in the activities mastered by him. To do this, it is necessary to develop the communicative competence of students, that is, practical knowledge of a foreign language, the ability to use it as an instrument of intercultural communication; to ensure the formation of foreign language communication skills in the professional sphere, as well as the formation of respect and tolerance towards the culture of the people of the country of the language being studied, readiness for cooperation and business communication.

However, numerous classical schools are still trying to teach using old methods and old books. At the same time, there will always be problems, and you will never speak English well. Using new methods, you can easily learn to speak English and improve in this. You will be able to speak like a native speaker. It has been a long time since learning a foreign language was reduced to passively memorizing new words and expressions. Monotony, boring cramming of grammatical rules and, at best, the ability to translate a phrase into a foreign language - that was the limit of perfection in mastering a foreign means of communication. And although the world has long known a huge number of approaches to learning a foreign language and methods, a real revolutionary revolution in the methods of teaching English in our country occurred only in the XX century. Approaches and goals have changed.

Today, everyone is learning a foreign language. In proportion to the number of people, the number of techniques has also increased. However, each of the techniques has both pros and cons. The principles of the old school today are subject to sharp criticism, despite the fact that the use of the "classics" bore fruit, and considerable. The only question is at what cost it was possible to achieve these results. As a rule, in order to master the language, I had to spend a long time poring over books, devoting a lot of time to translation, reading texts, memorizing new words, performing various exercises and retelling. For the change of activity, tasks such as writing essays or dictation were offered.

One of the oldest methods is classical, or fundamental. The purpose of the classical methodology is not so much to study as to understand the subtleties and details of the principles of a foreign language. The main task pursued by the classical methodology is the formation of the grammatical base of the language being studied. The target audience is people who are starting to learn English "from scratch", from the basics. This technique is perfectly familiar to those who started learning English at school. It is worth noting that it is preferred by many language universities. The simplified scheme is as follows - the study of grammar, the basic rules, which are subsequently applied in concrete examples and fixed with the help of exercises.

One of these methods is the so-called linguosociocultural method. Supporters of the above method are those who believe that a modern foreign language should not be a set of lexical and grammatical rules. On the contrary, the absence of non-linguistic factors leads to the fact that learning English becomes boring and purposeless.

Adherents of the linguosociocultural method elevate a foreign language to the rank of a communicative tool that helps a person not just to speak, but also gives an opportunity for self-expression. Following the principles of the linguosociocultural method, we can safely say that a foreign language is a kind of mirror in which the way of life, traditions and customs, culture and history of the language are reflected.

However, in recent years, in the top of the most popular methods of teaching foreign languages, there is a communicative technique that occupies the first place in the ratings and calculations of statisticians. This technique has proven itself well in America and Europe. Continuing to conquer the world, the communicative methodology came to us, taking an honorable place in the leading language universities of the republic. The methodology is based on the integration of two main methods of teaching foreign languages: traditional and modern. As the name implies, an important role in the communicative methodology is assigned to communication. The main goal pursued by this technique is to overcome the language barrier. The main thing is to save a person from the fear of a foreign language, from the fear of speaking a foreign language and at the same time develop other language skills and abilities, in particular oral and written speech, reading, listening. It is worth noting that grammar is studied in the process of speaking, communicating in a foreign language. The principle is as follows: first, students memorize and memorize language formulas, expressions, phrases, and only then analyze grammatical constructions found in memorized phrases. In simple words, the principle of oral advance is in effect.

The fact that the practice of communication occupies a special place in the communicative methodology is also indicated by the name itself. The communicative technique is aimed at developing the skills and abilities of speaking a foreign language. It is also worth noting that the application of the methodology directly affects the structure of the lesson. Very often in the classroom it is necessary to use game situations, conduct group work, develop tasks for finding errors, for the ability to compare and compare. As a rule, such classes make not only memory, but also logic work actively, which allows you to develop the ability to think analytically and figuratively and, in turn, encourages you to express thoughts.

Today, the development of the modern IT industry makes the latest interactive resources available when learning English: computers of the latest generation, the Internet, TV programs, newspapers, magazines. It is very important to put all of the above into practice. This helps to awaken students' interest in the history, culture, traditions of the country of the language being studied and helps to form skills that will be needed in the future.

Learning is an active interaction between teachers and students, and it cannot be one-sided. It depends on the teacher how successful the learning process will be.

It is obvious that each teacher is guided according to his personal experience in choosing methods and techniques of work. But, based on the results of the

experimental and practical work carried out, it can be argued that the use of various techniques within the framework of communicative, inductive, deductive methods gives a positive result and undoubtedly contributes to improving the effectiveness of grammar teaching.

An important feature of verbal methods is the creation of different kinds of situations. The main attention here is not put on the description of fragments of reality or repetition with the help of visual aids, but focuses on the creation of situations based on the relationship of the trainees. Such situations help to make the learning process more natural with the help of real communication based on topics from everyday life. In the communicative methodology, a special role is assigned to non-verbal means of communication, such as facial expressions, gestures, poses. They help to effectively understand and memorize lexical material.

It should be noted that many specific features that first appeared in the communicative concept were then adopted by other communication-oriented methods and successfully used by them.

Thus, today there are different classifications of modern teaching methods. Nevertheless, it is impossible to single out a universal method, since the effectiveness of a particular method depends on many factors. To achieve sustainable high results, it is necessary to apply an integrated approach that incorporates the best elements of different methods.

The case method as an educational technology offers students real communicative situations for analysis. Students are invited to comprehend a real life case (case) containing both a practical problem and a certain set of knowledge that must be learned when solving this problem, which has no unambiguous solutions. This language material is repeatedly and comprehensively trained, in the process of studying the authentic use of the language, phraseological units, idioms, phonetic features are analyzed. Thus, the student not only masters the lexical material, but also acquires communicative competence. Cases can be used both in the learning process itself and in the control process. So, in business foreign language classes, students can be given such a task as writing an advertisement for an exhibition of innovative achievements, etc.

The case, being a single information complex, most often consists of 3 parts:

- 1) necessary supporting information;
- 2) description of the specific situation;
- 3) assignment to the text of the case in the form of questions.

Students' work with the case has several stages:

- 1) preparatory - familiarization with the situation. The task of the teacher is to formulate the purpose and objectives of each stage of the work, criteria for evaluating the results. At this stage, the main problem or problems are highlighted, solution concepts are proposed and decisions are analyzed in small groups;

2) the main one is the solution of the case: presentation of solutions and collective discussion of various options;

3) final - summing up the results of the work, evaluating the results.

It should be noted that this method is complex, including all types of speech activity: reading (searching or studying); oral speech (discussion, discussion, reasoning), listening, if the case is presented orally; writing (report letter, essay, letter).

The quality criteria characterizing the case include the topic of interest, novelty and modernity, realism. The situation should cause empathy, contain user-understandable problems and require problem solving. The methodology of working with the case sets the task of maximally activating each participant in the process of analyzing the situation and making a decision. At the same time, each participant should be familiar with certain rules of work: actively participate in the expression and discussion of ideas, tolerate the opinions of others, do not repeat themselves, use certain vocabulary, clichés and grammatical forms, present the results of work orally or in writing, etc. The actions of the teacher in case technology are: creating a case or using already existing; familiarization of students with the situation, the system evaluation, deadlines; group distribution and organization of work; case study; organization of presentation of solutions and general discussion; generalizing speech of the teacher and his analysis of the situation; evaluation of students.

The use of the case method in foreign language lessons contributes to [2]:

- 1) improving the overall level of language proficiency in general;
- 2) development of creative thinking (makes you think in English);
- 3) the development of the ability to conduct a discussion, to argue their answers;
- 4) improving the skills of reading and processing information in English, the opportunity to apply their language knowledge in practice;
- 5) development of teamwork and collective decision-making skills;
- 6) the growth of students' independence, the development of responsibility for decisions made (the student turns into a subject of learning and learns to learn);
- 7) the problem of motivation is solved, a situation of "success" is created in the classroom, and the stereotyping and unemotionality of the presentation of educational material is overcome.

Brainstorming is one of the most popular methods of stimulating creative activity. Allows you to find solutions to complex problems by applying special rules of discussion. Properly organized brainstorming includes three mandatory stages. The stages differ in the organization and rules of their conduct:

1. Problem statement. Preliminary stage. At the beginning of this stage, the problem should be clearly formulated. There is a selection of participants in the assault, the determination of the leader and the distribution of other roles of participants, depending on the problem posed and the chosen method of conducting the assault.



2. Generation of ideas. The main stage, on which the success of the whole brainstorming largely depends.

3. Grouping, selection and evaluation of ideas. This stage allows you to highlight the most valuable ideas and give the final result of brainstorming. At this stage, unlike the second, the assessment is not limited, but on the contrary, it is welcome. The methods of analyzing and evaluating ideas can be very different. The success of this stage directly depends on how "equally" the participants understand the criteria for selecting and evaluating ideas.

In conclusion, we note that there are as many innovative teaching methods as there are traditional ones, there are no universal methods and means of teaching a foreign language. None of the teaching methods, being used by itself, does not provide the desired results. The application of any teaching methods should be carried out in the context of the pedagogical system, taking into account its elements and features, the contingent of students, the goals and content of training, etc. We believe that the revealed pattern and its practical application in the form of an optimal sequence of learning English as a foreign language will help to increase the level of its teaching and accelerate the mastery of English by students.

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