

REQUIREMENTS OF THE FOREIGN LANGUAGE TEACHING METHODOLOGY PROGRAM. POPULAR METHODS OF TEACHING A FOREIGN LANGUAGE

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Abstract: This article describes the requirements of the foreign language teaching methodology program, popular methods of foreign language teaching. All the necessary methods and terms in language teaching and the ease and conditions created for the younger generation were discussed.

Keywords: foreign language; budgets; methodology; lexicon; grammar; language materials; language technique.

In order to take the popularization of teaching foreign languages to a new level in our country and to organize systematic work for the development of the field, to educate the growing young generation in all aspects, and to create all the conditions for this, the Cabinet of Ministers decides:

1. "On the State Budget of the Republic of Uzbekistan for 2022" of the Ministry of Finance of the Republic of Uzbekistan, the Ministry of Public Education and the Agency for Popularization of Foreign Language Learning under the Cabinet of Ministers (hereinafter - the Agency) A one-time 15.0 approve the proposal to allocate financial assistance in the amount of billion soums.

Starting from 2023, the Ministry of Finance should provide the necessary funds for the formation of the Fund's funds in the parameters of the State budget in accordance with the Agency's based calculations.

2. It should be noted that the funds allocated to the Fund from the State budget are used for the following purposes:

introduction of teaching methods, programs and textbooks that have given effective results around the world in preschool education organizations, general education schools, academic lyceums, higher education institutions and training centers;

purchase copyrights of modern educational and scientific literature, textbooks and training manuals published in foreign countries, international tests and relevant permits and licenses for their introduction, content aimed at teaching foreign languages;

development and implementation of information and communication technologies, software projects in the popularization of foreign language learning;

creating videos, games, entertainment shows, films and other educational content for the thorough mastery of foreign languages, the formation of basic language skills;

attracting highly qualified specialists, including local and foreign experts, on the basis of civil-legal contracts;

Funding of expenses for maintenance, use, construction and repair of buildings and structures on the balance sheet of the Agency, provision of necessary equipment, including furniture, communication, computers and other means;

Decisions were made on material and social support of the agency's employees, other expenses related to the implementation of tasks specified in the documents and assignments of the President of the Republic of Uzbekistan and the Cabinet of Ministers.

Mastering the achievements of foreign language teaching methods in secondary general education schools creates the following opportunities for students:

- 1) prepares a thorough theoretical basis for future professional activities;
- 2) thoroughly introduces modern methods, organizational forms and means of education;
- 3) creates skills and competencies for students to effectively apply the acquired methodological knowledge in practice;
- 4) help to creatively apply theoretical knowledge and practical skills acquired in all subjects in school education.

Methodology is a science that acts as a "bridge" between the sum of knowledge given in the institute (university) and school experience. The laws of foreign language teaching are explained in the lectures and practical sessions, and a view of methodology science as a special theory of education is formed. While taking a methodical course, a student participates in three types of training: he listens to a set of lectures based on the program of the higher educational institution, takes practical-methodical lessons, and undergoes educational (pedagogical) practice. In the first two sessions, they are engaged in science, and in the third type of work, they teach and conduct extracurricular activities.

Under the guidance and recommendation of the teacher-methodist, students keep a "Methodical folder". It contains lecture notebooks, synopses of seminars and laboratory sessions, plans of lessons in pedagogic practice, hand-made albums, demonstrations, didactic handouts. Educational and methodical literature, printed and hand-made audio-visual (auditory and visual) tools, educational and educational plans written during practice "Methodical folder" necessary for a student to start work. (incl. Student's Guide Book) is included.

When we talk about the educational program, one or another type of educational institution is involuntarily embodied in our eyes. For example, we can talk about the programs of foreign language secondary general education schools or academic lyceums and vocational colleges or higher educational institutions (faculties) of foreign languages. Each of them should be clearly distinguished.

The program of secondary general education school, secondary special and vocational educational institutions forms the basis of the higher school program. Among them, special attention is paid to ensuring unity.

The recommended textbook is based on the methodology program for teaching foreign languages in schools, universities and colleges, and the "foreign language" subject in their curriculum is the source of its learning. The object of students' study is "methodological science", and the subject of this science is "foreign language".

School, listey and college foreign language courses are fundamentally different from other subjects taught in them. The concept of "foreign language" can be interpreted as follows: the methodological term "learning

a foreign language" means acquiring the skills and abilities of speaking, listening, reading and writing in this language.

Just as any object (thing and event) in nature and society has its beginning and end, all four types of speech activity are studied in a limited way, that is, within the framework of program topics and in the volume of specially selected language material. .

As a result of the types of speech activities - speaking, listening comprehension, reading, teaching writing and language material - lexicon, grammar, pronunciation, students are taught the skills of exchanging information (information) in a foreign language.

Types of speech activity. Among living beings, only man has the ability to think. Thinking is a complex mental process that is carried out by using words, phrases and sentences in speech activity. Speech activity is studied by a number of sciences. Linguistics deals with the scientific analysis of the speech product (text-text), psychology - speech process, physiology - speech mechanisms. Psycholinguistics is a relatively new science of speech perception and production.

In the methodology, scientific considerations are made about why (educational goal), what (educational content), how (based on educational methods and principles) and to whom (student).

Speech in the form of a monologue (monologue) and a dialogue (couplet speech) are small types of speech. A monologue is practiced with the help of a topic, and a dialogue is practiced in connection with an educational speech situation.

The selection, distribution, methodical classification and presentation of foreign language material is carried out by program developers and textbook authors. During learning/teaching of the educational material, the student and the teacher participate and work together.

Language is considered as the "construction" material of speech activity in the form of a social phenomenon that integrates lexicon, grammar, and pronunciation units. Lexical unit, grammar unit and pronunciation unit are considered teaching-learning units in speaking, listening comprehension, reading and writing. Their functional, semantic and formal aspects require

special exercises to master. Senses (hearing, speech, sight, and hand) are involved in listening, speaking, reading, and writing a language unit.

The content (speech) arising from these units is the result of the work of analyzers (hearing, speech movement, vision and hand movement). In addition to senses and analyzers, language units deal with memory and thinking.

The technical side of the language units used in speech and the aspects of generalization of these units are explained in the methodology by means of the terms "language technique" and "rule".

The concept of "language technique". The terms "reading technique" and "writing technique" are often found in written sources devoted to language teaching methodology and in the daily conversations of teachers. The relationship with the sound, and in the writing technique, the rules of writing a letter are understood. Among these terms, synonyms such as "reading rule" and "writing rule" are also used. It is appropriate to add "pronunciation technique" to these two methodical terms. In other words, it can be called "articulation rule". Thus, when acquiring language material, one is also engaged in mastering speaking (pronunciation), reading and writing, and combining all three, it is called a single term - "language technique".

The rules of language material (vocabulary, grammar, pronunciation) in speaking and listening (listening-pronunciation), reading (reading, i.e. letter-sound relationship) and writing (writing) language techniques means Language material, on the one hand, is the phenomena that exist in real reality, which can be said, heard, seen and written with the help of senses, and on the other hand, it can be applied and understood through speech activities. The first is the technique of language material, and the second is expressed as a factor of expressing thoughts in oral and written speech or perceiving and understanding the thoughts of another person. So, oral dialogue and monologue speech consists of sounds (phonemes), while written speech includes letters (graphemes). The phoneme relationship in them creates a complex of reading rules

The conditions of foreign language teaching (artificial environment and limited hours) make the problem of simplifying and reducing the number of rules transverse. Language unity, on the one hand, is perceived with the

help of senses, on the other hand, it is realized only as a product of thinking, as a result of a logical process. It is known from the theory of speech activity that the content of activity is made up of actions (academic Aleksey Nikolayevich Leontiev). The action of the subject consists of orientation (guide) and execution parts. For example, acquisition of grammatical actions means the formation of automatic skills in the grammatical formation of speech (scientific discovery of Prof. Valentina Samoylovna Setlin). Action, in turn, is made up of operations. Operation is a means of action. The operating system is a model of action, an algorithm for its implementation. It is not appropriate to confuse a rule with an algorithm in the language teaching methodology. By an algorithm, we understand a clear instruction to perform simple operations in a certain sequence. Every algorithm is a rule, but every rule is not an algorithm. It is better to call a set of instructions or generalizations that are usually used in the process of forming spoken grammatical skills by the name of a rule.

The rule of a foreign language is a tool that facilitates the acquisition of speech activity, the rule is divided into two from the point of view of mastering speech material: The rule is a generalization (after the material is learned in speech) and the rule is an instruction (given before the material is learned). In terms of application, it is appropriate to divide the rule into three groups: 1) verbal rules (defined using words): a) written in the textbook (verbal-graphic rule) and b) rules issued by the teacher or students. These can be called verbally defined rules; 2) visual rules (rules that are given without the participation of words, without description): schemes, tables and symbols (for example, S + P + O); 3) rule — analogy (without the help of words or any signs, "rules" expressing a certain linguistic concept and regularity by students involuntarily or according to their own language experience, for example, noun, adjective, sentence, possessor, concepts expressed in terms such as participles or word order in a sentence, foreign language rules indicating word formation events, etc.).

According to the content of the rule, there are three levels: 1) initial or primary rule (some fact of the linguistic phenomenon, for example, the formation of the present tense verb in the 3rd person singular form); 2) secondary or comparative rule — (a) unilateral comparison, e.g. formation of the 3rd person singular and other person forms of the English present tense verb, (b) two-way comparison; 3) the final rule - systematization, (a)

generalization of all forms of an event - partial systematization, for example, the expression of the present tense verb in all forms, (b) generalization of all events at this stage - programmatic systematization, e.g. verbs are used in three tenses, and (d) generalization of all language events learned in the foreign language course - relatively complete systematization. Rules at all three levels are given only in relation to school language material, they do not aim at the linguistic goal of systematizing the language.

The rules of foreign language events differ from those of the native language or the second language in that they are given in the native language, not in the foreign language the students are learning, they are not memorized, written in notebooks, and are not asked separately.

System of exercises. It is no exaggeration or mistake to say that learning a foreign language is a process of doing exercises. This is the dynamic side of the exercise. Its static (status) aspect is that it is organized in the form of educational material in the textbook.

Exercise in statics is understood as an educational-methodical category that is marked with a certain number or letter in a foreign language textbook or is specially highlighted, consists of two parts, and makes up the content of the lesson. The parts of the exercise are called "exercise requirement (title)" and "exercise material" in methodical literature. spoken text) can be.

An exercise in dynamics is an educational action performed by a student in a foreign language, from writing letters or pronouncing sounds to perceiving and understanding the text or expressing one's thoughts freely. and speech is practical behavior and attempts to develop skills and competences.

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