

MODERN TEACHING METHODS OF TEACHING FOREIGN LANGUAGES

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Annotation: This article focuses on productive types of speech activity, which is especially important for mastering a foreign language. The Article specifies how effective work with special texts in a foreign language helps to formulate the necessary language and communication skills for students in a non-native language and promotes the development of their common scientific knowledge and skills.

Key words: TFL ,method, interest, methodology, student ,communication skills, lifestyle

The general trend of the modern world is such that research becomes an integral part of the search of any profession. Therefore, the exploratory behavior in the modern world is seen as an integral characteristic of the individual. This trait is part of the concepts of professionalism in any field of activity. And even more - as a lifestyle of modern man.

Teaching foreign languages has always been distinguished by a variety of methodological approaches. The decisions made about the future of the education system affect the interests of all segments of society and have a significant impact on the destiny of the country. Today the professional language teacher has a good grounding in the various techniques and new approaches, and they know and understand the history and evolution of teaching methodologies. The modern teacher will in fact use a variety of methodologies and approaches, choosing techniques from each method that they consider effective and applying them according to the learning context and objectives. Therefore, each new proposal must undergo a thorough examination and be publicly discussed by the scientific and pedagogical community. Nowadays there is a great variety of methods of

teaching foreign languages. This article presents an overview of some modern methods and techniques used in TFL.

Modernization of education is a large-scale program of the state, within which a plan of competitive measures should be developed and implemented. Modernization is the updating and improvement of the existing education system. With any modernization of education, there are several problems. The first is to preserve the positive that exists in the existing system; the second - if something useful for society was lost in education for previous years, then it is necessary to restore it; the third, the main one, is to bring the education system in line with the demands of the society. And in the life of Uzbekistan society in recent years there have been big changes: a new social order is taking root, the economy is based on market relations, as a result of which new professions are emerging, and new demands are made for the old .

In recent decades, linguists and methodologists have shown great interest in the subject-linguistic approach in teaching foreign languages. In the light of the current trends in the expansion of intercultural dialogue and the globalization of the educational space, the study of the language is of particular relevance, oriented to its practical application: a student-foreigner needs not just the mastery of the language in everyday, everyday communication, but, above all, his use in the professional sphere of communication. An effective search for necessary scientific literature on the specialty, preparation of abstracts and reports on scientific topics, communication with colleagues, etc. All this is a strong motivating factor in learning a foreign language.

CLIL describes an evolving approach to teaching and learning where subjects are taught and studied through the medium of a non-native language. The experience of learning subjects through the medium of a non –native language is more challenging and intensive as there is more exposure to the language and learners acquire knowledge and skills in different areas of the curriculum. In CLIL, learning a curriculum subject in a second, third or sometimes fourth language involves drawing on effective pedagogical practice from a range of different

educational contexts. Curriculum subjects apart from languages are taught through the target language. These include Art, Geography, history, Information and communication technology (ICT), Mathematics, Science, Social Science.

There are many advantages to the CLIL approach: it develops confident learners and enhances academic cognitive processes and communication skills. CLIL encourages intercultural understanding and community values. In addition, research shows that learners become more sensitive to vocabulary and ideas presented in their first language as well as in the target language, learners reach proficiency levels in all four skills of listening, speaking, reading and writing.

The main linguistic guideline in the CLIL methodology is a special text, based on the study and elaboration of which the above goals are achieved. The text as a source of information introduces the reader to a certain topic, and serves as the basis for a lexico-grammatical module that assures the assimilation of scientific terminology and certain grammatical and structural-stylistic constructions. The text is also a starting point for conducting discussions and expanding the language material on a given topic while at the same time contributing to the formation and activation of communicative skills in dialogical and monolog speech. Thus, the methodology of language-based integrated teaching of a foreign language encompasses the main types of speech activity, contributes to the increase of students' activity in the learning process, develops their language competence, induces polylingual interests and raises educational motivation.

Despite the fact that the CLIL methodology has been actively used in Western educational institutions for several years, it was relatively recently talked about in the post-Soviet space. As T. Lapteva correctly notes, "the use of the method of integrated teaching of foreign languages in a technical university is a means of motivating students to study and a tool for multilingual education. Effective work with special texts in a foreign language helps to formulate necessary linguistic and communicative competencies in students in a non-native language and promotes the development of their general scientific knowledge and skills ". It should be

noted that this technique is effective not only in a technical university, but also in any other non-linguistic institution.

Principles of subject-language integrated learning. Based on the analysis of foreign and Russian studies, as well as our own pedagogical experience, we developed the following pedagogical principles of the CLIL method: 1. the principle of using a rich, from the cognitive point of view, authentic educational material. The basic requirements for educational materials are authenticity, information richness and a certain degree of cognitive load. Interactive authentic materials have not only a high motivating potential, but can also be used as a basis for creating an artificial language environment and assignments with a high degree of cognitive difficulty. The teacher actively uses a foreign language, acting as a "language model" for students. 2. The principle of active support and assistance of the teacher in the learning process. For successful achievement of the set goals, the student needs to receive support from the teacher. With the development of his foreign language competence, the amount and intensity of assistance from the teacher gradually decreases. Using this principle will reduce cognitive and linguistic loads when studying unfamiliar content in a foreign language. The tasks that the teacher proposes should be supplemented with certain explanations that will allow students to successfully cope with the tasks set. Much attention is paid to productive types of speech activity, which is especially important for mastering a foreign language. 3. Principle of intensive and productive possession of a foreign language. Problem training offers a large number of methodical techniques and is aimed at the active use of authentic communication within the framework of a training session, since instruction in foreign languages is most successful in the presence of communicative goals and a meaningful communication situation.

In the CLIL concept, sustainable training is of paramount importance, since the teacher contributes both to the study of professional content and directly to the foreign language. In the same way, the teacher needs to develop ways of testing and assessing the ability of students to adequately communicate on professional topics in the first (L1) and second language (L2).

Indeed, real education should not be forced or manipulated, freedom of education supposed to be free from physical and psychological pressure, and it is an important tool of reaching the success in all fields of society. Giving an opportunity to every single youth to find him in the field that was chosen at the doors of University is the most important target of higher education.

The theories and methods are constantly evolving in the ELT. The teachers of the ELT are aware of the best practices in teaching and learning English and how they can be made beneficial to the students. It is possible for every child to learn English in the most enjoyable manner if it is supplied with the right kind of materials and pedagogy produced by one's own native wisdom. A beautiful combination of art and science, with a fine tune of as many tools as possible to the repertoire can help an ELT to excel in his/her field.

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