

MODERN METHODS IN THE METHODOLOGY OF TEACHING

FOREIGN LANGUAGES

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Abstract: The article examines various methods of teaching foreign languages, including traditional (grammar-translation, audio-lingual, conscious-comparative) and modern approaches (communicative, project, intensive, activity-based). Their advantages, disadvantages and areas of application are analyzed. Particular attention is paid to communication-oriented concepts that occupy a leading place in modern education. The study is aimed at identifying the most effective strategies for teaching languages depending on the goals, level of students' preparation and the context of learning.

Key words: grammar-translation method, audio-lingual method,

communicative method, project methodology, intensive learning, activity-based approach, language teaching.

Teaching methods are “ways of interaction between a teacher and students aimed at solving a set of educational and upbringing tasks”.

What is essential in these definitions is that, firstly, this is an activity aimed at teaching an individual and solving educational and upbringing tasks, and secondly, it is always a joint activity of the teacher and the student. It follows that the basis of the concept of “teaching method” is the activity of the subjects of the educational process.

Teacher of English and German Modern methods and models in teaching foreign languages are both the goal and the means of teaching; 2)

Language is a means of communication, identification, socialization and introducing an individual to the cultural values of the country of the studied language; 3) Mastering a foreign language differs from mastering

a native language in the methods of mastering; the density of information in communication; the inclusion of language in communicative activity; the set of functions implemented. With this approach, positive conditions are created for the active and free development of the individual in activity. Relationships are built on non-judgmentalism, non-criticism and "empathy" (sympathy and understanding of the experiences of others).

Finally, knowledge is designed to form in students tolerance of cultural diversity and an orientation towards the "whole world", in which the language of communication is "global English". 2. Intensive methods

The minimum period of study necessary to achieve the goal (future speech activity) with the maximum volume of educational material necessary for this goal and its corresponding organization and the maximum use of all reserves of the student's personality, achieved in conditions of special interaction in the study group with the creative

influence of the teacher's personality. The features of this technology consist of the use of techniques that activate conscious and subconscious processes of the psyche to create an extensive and strong language base; in the development of tasks that motivate communication; in the optimal organization of collective interaction of students with each other and with the teacher.

The implementation of the teaching method is carried out through the use of a number of teaching methods, various approaches and working techniques. "Teaching methods are a set of specific learning situations that contribute to the achievement of the intermediate (auxiliary) goal of a specific method." Unfortunately, in teaching practice, foreign language teachers often use time-tested standard teaching methods. Sometimes the process of teaching a language, sadly, continues to remain a "somewhat modernized version" of the grammar-translation method. The

requirements for a foreign language lesson change over time, and new teaching methods are developed. At the current stage of scientific development in Uzbekistan, we can definitely say that the times when the ability to translate adapted, inauthentic texts from a foreign language and vice versa was sufficient proof of language acquisition have already passed. Today, the educational process in universities of Uzbekistan is being reformed in accordance with pan-European requirements for the quality of education: informatization of the educational space, integration processes in modern domestic education, establishment of cooperation between universities and European educational institutions in the field of educational and scientific activities, international student exchanges, the possibility of obtaining a second higher education and studying under master's programs abroad. In the context of reforming higher education, educational technologies for teaching foreign languages should also change. Language education itself is also gradually being modernized

through the introduction of a modular-rating system for teaching foreign languages, interdisciplinary integration, democratization and economization of education brings to life innovations in the components of teaching foreign languages. All this puts new requirements on teaching and a teacher of a foreign language in universities. The goal of teaching a foreign language in higher education at the present stage is to master students' communicative competencies that will allow them to implement their knowledge, skills, and abilities to solve specific communicative problems in real life situations. A foreign language acts as a means of communication, interaction with representatives of other nations, so in education the cultural or intercultural approach to teaching continues to develop in the framework of the concept of "dialogue of cultures", with the aim of forming students' polymer literacy.

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