

IMPORTANCE OF MODERN METHODS IN LEARNING FOREIGN LANGUAGES

Nosirova Dilfuza Nabiyevna

Foreign language teacher for lawyers

Law College of Andijan Region, Third level lawyer

Komiljonova Nodirabonu Sobirovna

English teacher at Andijan Secondary School 25

The whole complex of methods is selected based on the goals of a particular student or group. We do not set ourselves the task of being fashionable and applying only modern teaching methods.

When preparing for international exams, fundamental and classical methods work better, combined with linguo-sociocultural and communicative methods, if you need to master the language in a short time - intensive methods are what you need if you want to get a good balanced result and are ready to spend a little more time - the communicative technique will suit you perfectly!

Throughout the history of humankind, a great many different educational methods have been developed. At first, all methods of teaching foreign languages were borrowed from programs designed to teach the so-called "dead languages" - Latin and Greek, in which almost the entire educational process was reduced to reading and translation.

Fundamental technique This is indeed the oldest and most traditional method of learning English. The fundamental methodology is seriously relied upon in language universities. In preparation for serious exams. A translator is never sure of his knowledge of a foreign language; he perfectly understands the unpredictability of emerging speech situations. Studying according to the classical method, students not only operate with a wide variety of lexical layers, but also learn to look at the world through the eyes of a "native speaker" - a native speaker of English.

Perhaps the most famous representative of the classical methodology of teaching English is N.A. Bonk. Her English textbooks, written jointly with other authors, have long become classics of the genre and have withstood the competition of recent years. The classical method of learning English is otherwise called fundamental: no one promises that it will be easy, that you won't have to study at home and the teacher's experience will save you from mistakes in pronunciation and grammar.

The fundamental method of learning English suggests that your favorite question is "why?" That you are not satisfied with the explanations "it is necessary", but are ready to plunge into an interesting, complex and very logical world, whose name is the language system.

Classical approach to learning English. In this regard, the classical approach to learning English has also been somewhat transformed, but the unshakable principles of the "classics" of domestic language methods have been preserved. Sometimes they are actively used in schools of other methodological areas. The classic English course is aimed at students of different ages and most often involves learning English from scratch. The tasks of an English teacher include traditional, but important aspects of pronunciation, the formation of a grammatical base, the elimination of psychological and language barriers that impede communication. "Classics" has not changed the goals, but the methods, due to the new approach, are already different.

The classical approach is based on the understanding of the English language as a real and full-fledged means of communication, which means that all language components - oral and written speech, listening, etc. - need to be developed systematically and harmoniously among students. The classical technique partly turns the English language into an end in itself, but this cannot be considered a disadvantage. Such an integrated approach is aimed, first, at developing the ability of students to understand and create speech.

The methodology involves classes with Russian teachers, but such an order (although not quite "fashionable") cannot be considered a minus: a teacher who is not a native speaker has the opportunity to analyze and compare two language systems, compare constructions, better convey information, explain grammatical rules, alert possible errors. The general enthusiasm for foreign specialists is a temporary phenomenon, because the Western world has appreciated the priority of bilingualism (knowledge of two languages). Teachers who are able to think in the context of two cultures and convey to students the appropriate set of knowledge represent the greatest value in the modern world.

It is this method, the foundations of which were laid by the enlighteners at the end of the XVIII century, that took shape by the middle of the 20th under the name "Grammar-translational method" (grammar-translational method).

According to this method, language proficiency is grammar and vocabulary. The process of improvement is understood as a movement from one grammatical scheme to another. Thus, a teacher planning a course on this method first thinks about what grammar schemes he wants to cover. Then, texts are selected for these topics, from which individual sentences are singled out, and everything ends with a translation. First - from a foreign language to the native, then - vice versa. As for the text, it is usually the so-called artificial text, in which practically no meaning is given to the meaning (it is not so important what you say, it is important how you say it).

Despite some well-deserved complaints, this method has a number of advantages. Firstly, it really allows you to learn grammar at a very high level. Secondly, this method is very good for people with highly developed logical thinking, for whom it is natural to perceive language precisely as a set of grammatical formulas. The main disadvantage is that the method creates

ideal conditions for the emergence of the so-called language barrier, since a person in the process of learning stops expressing himself and begins not to speak, but simply combine words through some rules. This method of learning foreign languages dominated until the end of the 50s and was practically the only one with which everyone was taught. By the way, all brilliant and phenomenally educated translators until recently were trained in this way.

"Silent way" (method of silence). According to this method, which appeared in the mid-60s, the principle of teaching a foreign language is as follows. Knowledge of the language is inherent in the person who wants to learn it, and the most important thing is not to interfere with the student and not to impose the teacher's point of view.

Following this technique, the teacher initially does not say anything. When teaching pronunciation at lower levels, he uses complex color charts, on which each color or symbol stands for a certain sound, and thus presents new words. For example, to "say" the word "table", you first need to show the box that represents the sound "t", then the box that represents the sound "hey", and so on. Thus, by manipulating in the learning process all these squares, sticks and similar symbols, the student moves towards the intended goal, practicing the material covered with his classmates.

What are the advantages of this method? Probably, the fact that the level of knowledge of the teacher's language has practically no effect on the level of knowledge of the student's language, and in the end, it may turn out that the student as a result will know the language better than his teacher. In addition, in the learning process, the student is forced to express himself quite freely. It should be noted that this method is very good for lovers of high technology.

At the moment, there is no universal method, since the effectiveness of a particular method depends on many factors. At the present stage of the development of the methodology, the methods are being integrated. We can say that the formation of a complex method has begun, which incorporates the best elements of different methods.

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