

## MODERN METHODS IN ENGLISH LANGUAGE TEACHING METHODOLOGY

**Turg'unboyeva Maxliyo Ikrom qizi**

Jizzakh State Pedagogical Institute 2nd stage student

### Abstract

This article discusses the methodology of foreign language teaching, the history of its development as a science, the types of modern methods used in foreign language teaching methods and their use.

**Keywords:** methodology, innovation, foreign language, communication, skills, competencies, didactics, intercultural communication.

### Introduction

Modern educational development has given rise to a new direction of innovative pedagogy. Innovative means "introduction (dissemination) of innovation" in English. Social-psychological aspect of innovation American researcher

Designed by E. Rodgers. He studied the classification of the participants of the innovation process, their attitude to the innovation, and others. Concepts of novelty and innovation are mutually different in scientific directions. "Innovation" means a tool, new method, methodology, technology. "Innovation" is a process that develops according to certain stages of education. The development of world science is growing and developing day by day. It is this positive development that has had an impact on our country. Advanced innovative technologies are being applied to our world of science. As an implementation of this, the president named this year as the "Year of Youth Support and Public Health", which increased the responsibility of the youth of our country. It would not be wrong to say that the wide application of advanced, modern innovative technologies in the field of education has opened the door to many opportunities and goals for young people learning foreign languages.

### LITERATURE ANALYSIS AND METHODOLOGY

Language learning is one of the most important areas in human society. Language, which is a means of communication, can be acquired practically in a natural environment, i.e. in the family, among the public or in an organized manner. Knowledge of language phenomena is taught theoretically. Knowledge of languages, especially multilingualism, is of great importance in our time when international relations are on the rise. Pupils and students studying in our country usually study three languages. These languages are referred to by special names. These are: mother tongue, second language, and foreign language. The mother tongue is the first language that plays a special role in the formation of thinking. When talking

<https://conferencea.org>

about the second language, it is considered as the language of relatives and neighbors who are representatives of other nations.

A foreign language is the language of a foreign country. Western European languages (English, Spanish, German, French) and Eastern languages (Arabic, Turkish, Persian, Chinese, Indian) are taught in our republic. These languages are included in the curricula of educational institutions. The process of teaching three languages is different. The mother tongue and the second language are learned in a natural environment, and a foreign language is learned in an artificial environment. Communication in a foreign language mainly takes place in the classroom under the guidance of the teacher. Among the three languages, learning and teaching a foreign language differs sharply in certain aspects. This, in turn, requires the use of appropriate foreign language teaching technology. By thoroughly mastering the achievements of the methodical science, the foreign language teacher will be able to clearly know the standard of language experience of the student and to improve it further. Effective teaching of foreign languages requires knowledge of its methodology. Learning and teaching foreign languages largely depends on the theoretical development of foreign language teaching methodology issues and the creative application of theory in practice.

The subject of the methodology is the process and methods of education through the subject of a foreign language, the science of teaching a foreign language, the study of teacher and student activity is considered the subject of the methodology.

The main concepts of methodology - method, method, principle. Didactics - what do we teach? is the content of teaching. Methodology - how do we teach? means educational methods and methods. Method - the concept of methodology is derived from the Greek-Latin word "methodos-"methodus" and means ways, methods leading to a certain goal. It is possible to find narrow and broad meaning of the term in different literature. The term "Methodology" in a narrow sense means the concept related to the concrete lesson process of education. It is interpreted as a controlled teaching process that includes instructions related to lesson planning and preparation of teaching materials. The term "method" broadly refers to the selection, classification and distribution of teaching materials. "Didactics" and "methodology" have been used in the narrow sense in the Federal Republic of Germany since the 1960s. Accordingly, what is the content of didactic education taught? Methodology, how are educational methods taught? He deals with his issues. Learning foreign languages is not only a means of intellectual education, but it is a process of personality formation by getting to know the educational resources and values of a foreign culture and applying them to one's own cultural life. In Europe, the study of foreign languages has long been considered a privilege in higher education, and in public schools it is seen as educating the privileged few.

Foreign language teaching methodology as a science has more than 200 years of history. During this period, it can be observed that different attitudes towards foreign language

<https://conferencea.org>

teaching methodology were expressed. One of these views belongs to academician L.V. Shcherba.

In his opinion, although the methodology of teaching any subject is a science, it is not considered a theoretical science. It solves practical issues. In particular, the methodology of foreign language teaching does not rely only on the evidence of psychology, but is based on general and specific linguistic studies. If linguistics deals with the origin and laws of movement of language phenomena, the methodology answers the question of what should be done in order to use the necessary language phenomena in practice based on these laws. The most valuable books on methodology are also written by linguists. These include G. Suit, one of the 19th century phoneticians and a great English linguist, O. Yesperson, who was considered the most original phonetician and theoretical linguist in England in the late 19th and early 20th centuries, and one of the most prominent French linguists in the late 19th and early 20th centuries, F. .Bryuns and Brealya, prominent anglicist and well-known phonetician V. Fyotor and others. Academician L.V. Shcherba and his teacher, great linguist scientist I.A. Baudouin-de-Courtone and their students dealt with the issue of language teaching methodology in Russia. Psychologists had a different attitude to the methodology of foreign language teaching. Professor V.A. Artemov expressed a valuable opinion about the interrelationships of methodology and psychology. In his opinion, psychology provides material for methodology. Methodology studies how a teacher conducts a lesson. Psychology deals with how students learn this subject. However, I cannot fully agree with this opinion. Because the teacher in the process of teaching, and the student in the period of mastering experience certain mental processes and situations, whether they want to or not, they face and are affected by the laws of psychology.

A deeper study of the literature on the history of methodology shows that some researchers call methodology an art. They are usually French Methodist

They refer to the idea of Penlash, that is, there is no "good" or "bad" method, there are "good" or "bad" teachers. People who have such an opinion can be answered with the thoughts of the German Methodist E. Otto, expressed in 1924. He says: "If someone considers methodology to be an art, he confuses the theory of science with its practical application."

Each subject has its own set of concepts. Among the main concepts adopted in foreign language teaching methodology, the following can be included: educational system, educational method, educational principle, educational tool, methodical method.

The method of teaching a foreign language means the set of activities of the teacher and the student that ensure the achievement of the practical, general educational, educational and developmental goals of teaching a foreign language. The term "method" is used in the sense of "set of educational methods" and "direction of education". First, in the theory of education, the process is used in the sense of methods, and in the second sense, we can find it in works

on the history of teaching methods. For example, the translation method of foreign language teaching, the correct method.

## DISCUSSION AND RESULTS

Natural and social phenomena are interconnected and develop in continuous communication. Since the sciences are a reflection of objective reality, none of them exists in isolation from the others. At the same time, the phenomenon and object can be a source of research for many sciences, for example, linguistics (linguistics), psychology (psychology), pedagogy (didactics) study the social phenomenon "language" from their own point of view. The term "foreign language methodology" evokes the following association in a person's mind: first of all, it is understood as a set of methods and methodical methods aimed at teaching a language, or scientific knowledge about teaching methods, and finally, independent pedagogical science comes before our eyes.

The methodology of foreign language teaching has developed in harmony with didactics. It is undoubtedly known to all of us that teaching theories of all academic subjects are based on didactics science and receive scientific nutrition from it. Foreign language teaching is also based on didactics. The general theory of didactic education, methodology is considered as the science of teaching a specific subject, linguodidactics is the general theory of language teaching, and linguomethodology is considered as the science of teaching a specific language. The term "Method" means the method of work of the teacher-pedagogue and the student in order to acquire knowledge, skills, and create worldviews and knowledge opportunities in students. This concept has countless definitions. The application of methods in foreign language teaching began a long time ago, while principles are relatively new methodological terms. Historically, the methods were grouped into four groups, and their names were called "translation", "correct", "comparative", "mixed".

The history of methods is the famous methodist prof. It was studied in depth by I.V. Rakhmanov. The method of translation is mainly in two forms, it is called grammar-translation and text-translation methods. From the point of view of the grammar-translation method, a foreign language is studied for general educational purposes. Grammatical exercises are performed in order to develop the logical thinking of the language learner. Grammatical knowledge is considered the main goal of education. The main principles of this method are as follows:

1. Language learning is based on written speech.
2. Grammar was taken as the subject of study, and the lexicon was chosen accordingly. Grammatical exercises were the main method of work.
3. First, grammatical rules were memorized, and then it was recommended to make sentences based on the rules.

<https://conferencea.org>

4. Grammatical forms and the meaning of words are revealed by means of word-for-word translation.

5. The language material is mastered by means of word-for-word translation and dry memorization.

6. Limited to individual memorization of words out of context.

Method without translation. Various forms of this method are known historically.

They can be divided into two large groups: natural and correct methods. Learning a foreign language in a natural way should be similar to the conditions of acquiring the mother tongue. The idea that the main goal of the method is to create an opportunity to learn to read and write by learning to speak a foreign language is formed as a practical goal. The most important of the principles included in the natural method is to create a language environment. Various approaches have appeared in the practical application of the advanced methodical principles. This can be clearly seen in the creative activity of the method exponents.

The new interpretation of the goal of foreign language education was mainly based on the results of pragmatic linguistics research. This field of linguistics interprets language as a field of human activity rather than a system of linguistic forms. In the field of foreign language education, a set of new conclusions, which began to be collected since the beginning of the 70s, led to intense discussions in the field of setting educational goals. New curricula were adopted with the goal of "teaching students to communicate" and (communicative Kompetenz) defining the main directions of foreign language education. In the 70s, the "communicative method" was proven in several stages after a series of attempts. In this way, the science of methodology was developing. We cannot master any foreign language without studying its methodology in depth. The method of "communicative didactics" is also considered important in the methodology of foreign language teaching. Communicative didactics includes the following.

- Open and flexible lesson concept;
- subject and content are important;
- the main form of work in the lesson: talking and working in groups;
- it is necessary to pay attention to student activation and creative and free use of language;
- Pay strong attention to the exercise based on the principle of understanding to expressing thoughts;
- Visualization (visual support) plays an important role in revealing the meaning, defining the scope of action and organizing the exercise;
- Learning daily speech communication in a real life situation (dialogue practice do);
- Tongue to mouth;
- Understanding the main content of the text without paying attention to some details in a broad sense;

<https://conferencea.org>

□ When accurate information is important, for example, the need for weather for a certain place, an announcement about the arrival and departure of a train, etc., are included in this method.

Keeping this knowledge in our minds, learning information about communicative didactics, based on the concept of "communication", is mutually connected to the term "intercultural communication".

In the methodology of foreign language teaching, the term intercultural communication is widely used. We can apply this concept in different contexts. In fact: Intercultural communication is communication-information about the social origin, mentality, national character, way of life, traditions, value system, etc. of representatives of different cultures. In this process, it is necessary to educate and develop students in the spirit of respect, patience and proper understanding of the culture of the country they are studying.

Every foreign language lesson is a cultural intersection, a practice of intercultural communication. Because every word in a foreign language in this process reflects the life and culture of a foreign country. The task before teachers is to develop the ability of pupils and students to communicate. For this, it is necessary to learn new methods of education aimed at developing the four speech activities in a foreign language, teaching manuals that teach people to communicate effectively.

The formula of intercultural communication is patience and tolerance. It is necessary to avoid socio-cultural mistakes in intercultural communication. For example, in German, "Tee oder Kaffee?" that is, to the question "tea or coffee" in our mother tongue, we answer "Tee", "tea", but in German, such an answer is not appropriate. In German, the answer is "Bitte, Tee", that is, "Thank you, tea". Words connect people through communication. As a result of using the new material simultaneously in all types of speech activities, competence and skills are formed. In this process, the quality and effectiveness of education will increase if communicative tools, demonstration, types of modern technology, methods, and the principle of consistency are provided.

Not only subject, pedagogical and psychological knowledge, but also another special feature - communication skills and abilities are definitely necessary for the successful performance of a teacher-teacher.

A person begins to acquire communication skills from childhood. But after growing up, not everyone can communicate properly. By its nature, the teaching profession is one of the "human-human" professions, and that is why the ability to communicate is considered one of the leading and important professional skills for a pedagogue. Depending on the teacher's communication and behavior with the students, children's interest in the subject of study, that is, study motives are formed. Pedagogical communication method affects students' knowledge of the subject, effectiveness of skills, culture of interpersonal relations, creates a unique moral-

<https://conferencea.org>

psychological climate in the educational process. Communication is an important condition for socialization of a person. Here it is necessary to know what pedagogical communication actually is.

Pedagogical communication is a mutual cooperation between a teacher and a student, it is based on the exchange of information, first of all educational information, it helps to understand the partner of pedagogical communication, as well as to implement mutual cooperation activities. In this case, information is conveyed both verbally, that is, through speech, and non-verbally - through means. In the process of pedagogical dialogue, the teacher should play the main role and be an example for students. This is evaluated by his communicative culture.

The communicative culture of the teacher is a professional-pedagogical dialogue with the subjects of the educational process. As a necessary level of communicative culture, it can be defined that the teacher can positively accept his students and colleagues, and education and upbringing can ensure the achievement of its goals. The social importance of communicative culture is that the teacher who possesses it can create a positive psychological climate in the interaction of all subjects of the educational process, implements the important principles of modernization of education - humanism and democratization.

## REFERENCES

1. Maxmudov, Q. S. O. G. L., Shayxislamov, N. Z. O. G. L., & Jo, B. B. O. G. L. (2020). O`zbek va xorijiy tillarda antonimlar tavsifi, o`rni va ularning turli jihatdan tasniflanishi. *Science and Education*, 1(Special Issue 3).
2. Juraboyev, B. B. (2020). Nemis tilini o`qitishda kommunikativ yondashuv. *Science and Education*, 7(7), 215-220.
3. Xalilova, L, Turgunboeva, M, Shoxsanam, B, Tojiev, X. (2021)
4. Interactive methods in English classes
5. Turgunbaeva Mahliyo Ikrom qizi (2022). Cognitive factors in English language learning: aptitude and intelligence.
6. Turgunbaeva Mahliyo Ikrom qizi (2022). Characteristics of a good language learner.
7. <https://englishyz.ru/uz/the-structure-of-the-atom/priemy-obucheniya-na-urokah-angliiskogo-yazyka-metody-pri-my/>
8. Jalalov. *Methods of teaching English, publishing house "teacher"*. Tashkent.
9. Carebayev, B.B.O. (2021). Using authentic materials on English lessons.