



MODERN METHODS OF TEACHING A FOREIGN LANGUAGE

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ANNOTATION

The general direction of internationalization of all areas of life, the characteristic features of the information society present special requirements for knowledge of foreign languages. In connection with the development of a pragmatic approach in linguistics, in particular, the theory of speech acts, the interest in the mechanisms of communication through the language, in its communicative function, has intensified. The processes of direct implementation of the linguistic system and norms in practice fell into the orbit of attention of linguists. It became clear that during the functioning of the language in communication, not a certain abstract norm or system is implemented, but those variants that are presented by speakers, listeners, and readers and writing in everyday communication.

KEY WORDS: *development of education, modern life, training programs, knowledge.*

DISCUSSION

Centripetal forces of cultural development, acting in our time, put a feature of cultural self-identity, conceptualization of exclusivity and the significance of their own national customs in conjunction with the realization of universal values, tolerant attitude to the manifestations of other cultures and focus on mutual understanding between people of different communities. A modern school is obliged to ponder its duty to introduce our children to these ideas, who grow up from a very early age in a multilingual and multicultural world. A foreign language as a school facility provides full opportunities for this.

The dynamic development of education in recent years requires the teacher, and the teacher of a foreign language, including a revision of ideas about ways to improve the quality of education at the present stage of development of the country and the world. The quality of foreign language education has ceased to satisfy the needs of today's society and modern life, which means that the state educational standard should be considered as a mandatory requirement in the professional activity of each teacher. With the introduction of the latest educational standard, the content of training programs, the amount of workload and the methodological basis of training have changed. Knowledge is not "planted from above", but "appears" in the process of students' personally significant activity, which seems to be the basis of system-activity and personality-oriented approaches in teaching a foreign language [2, p. 26]. 16 New programs presuppose, in addition to scientific knowledge of a subject nature, universal educational activities. These are generalized methods of action that reveal a wide orientation of students in various subject

areas. These are the very types of activities or competencies that are developed not only in a single academic subject, but also in their entirety.

The transformation of the minimization approach into the construction of the educational process on the basis of the principle of fundamental education is reinforced by the term "Fundamental core of the content of general education", which is the main difference between the ideology of the new educational standard from past developments. Such an approach cardinally transforms not only the organization, but also the essence of the educational process. The importance of the principle of fundamental education in the era of the development of the knowledge economy is not only growing, but also becoming a weighty factor in the development of innovative technologies, which determines the country's competitiveness.

The fundamental idea is that the development of universal educational actions ensures the formation of personality in the educational system (UUD), universal educational actions, in turn, act as the basis of the educational and educational process. The concept of universal educational actions also takes into account the experience of the competency-based method, in particular its substantiated emphasis on the acquisition by students of the opportunity to effectively use the acquired knowledge and skills in practice [14, p. 5-7].

One of the important tasks of the country and society, as well as the priority goal of modern education is the education of a serious, moral, proactive and knowledgeable citizen. In this connection, the educational process must act not only as a process of mastering the system of skills, abilities and knowledge that form the instrumental basis of the student's



educational activity, but also as a process of personality development, acceptance of spiritual, moral, social, family and other values. Hence it can be said that the educational process in the school should not be divorced from education, the assimilation of knowledge, skills, but, on the contrary, should be organically integrated into it. In modern school education, one of the priority areas can be called teaching foreign languages. The specificity of a foreign language as a school subject is its integrative nature, i.e., a combination of foreign language education and the elementary foundations of literary education (familiarization with samples of foreign literature), as well as its ability to be both a goal and a learning tool for familiarization with other subject areas.

Thus, the most diverse intersubject communications (with the native language, literature, history, geography, etc.) can be realized in it. The key goal of learning foreign languages at school is to create opportunities for students to implement foreign-language interpersonal and intercultural communication with native speakers, that is, the formation of foreign-language communicative competence. The achievement of this goal is facilitated by raising the cultural and social orientation of teaching foreign languages, focusing on strengthening the cultural aspect in the content of instruction, and on involving schoolchildren in the communication of cultures. All this contributes to the familiarization of students with the country's culture of the language being studied, the development of mutual understanding, a tolerant attitude to the characteristics of another culture, helps them better understand the characteristic features of the culture of their own country and develops their ability to represent it in the process of communication using a foreign language [24, p. 17].

Communicative competence in the field of a foreign language involves working on leading types of speech activity for the formation of communicative skills: listening comprehension (listening), speaking, writing and reading. Such areas of communication as social, social, cultural, educational and labor, as well as communication situations and communication topics formulated on their basis form the subject matter of speech. That is, the components of the learning content are not only sociocultural knowledge and skills, but also various other aspects, for example: the subject matter of speech and the emotional-value attitude to it (value orientations); linguistic knowledge and skills; communicative skills in these types of speech activity; educational and cognitive and compensatory skills (general educational skills and special / subject skills) [14, p. 16]. The teacher offers the closest possible reality or real situation. Students need to analyze the situation, voice options for solving it, stop their choice on the best, in their opinion, possible solutions. The project method consists in an independent analysis of

the proposed situation and in the ability to find ways to solve the problem. The project method is characterized by the combination of research, search, creative methods and teaching methods according to the standard. The problem method involves posing a problem, which may be a situation or a question, and then searching for ways to solve this problem by analyzing such phenomena (situations, questions). A method of developing critical thinking with the active involvement of writing and reading. This method is aimed at the formation of critical (logical, independent, creative) thinking. The methodology includes a certain structure of lessons, which consists of the stages of challenge, reflection and reflection. Heuristic method - combines various gaming techniques in the format of competition, business and role-playing games, competitions, research. The research method has common parallels with the problematic teaching method. But in the research method, the teacher sets the problem himself, and the task of the students is to organize research work to study the problem. Method of modular training. In this method, the content of the training is distributed among the didactic blocks-modules. The volume of each module is limited by the topic, learning objectives, profile differentiation of students, their choice.

At each step in the development of the methodology as a science, different learning strategies were present. The history of teaching foreign languages has seen countless and varied attempts to discover the best way to teach foreign languages. Among the traditional methods of teaching a foreign language, a grammar-translation or synthetic method is given, where the basis is the study of grammar. As well as the lexicon-translation, or analytical method, the focus of which is the vocabulary. In addition to this, the traditional teaching methods include the audiovisual, or structural-global method, whose ultimate goal is to use a foreign language as a means of communication in everyday life. Later methods are audio-lingual, which is based on the behaviorist approach to teaching and structural orientation in linguistics and a consciously-comparative method.

With the introduction of the latest educational standard, the content of training programs, the size of the load and the methodological basis of training have changed. The basis of system-activity and personality-oriented approaches in teaching a foreign language is the "appearance" of knowledge in the process of students' personally significant activity, and not their "planting from above." In addition to scientific knowledge of the subject nature, new programs also involve universal educational activities. These are generalized methods of action, revealing a wide orientation of students in various subject areas. These are the types of activities or competencies that are developed not only in a single academic subject, but



also in their entirety. The main difference between the latest educational standard and past developments is that the essence of its ideology is the transition from a minimization approach to the construction of an educational place based on the principle of fundamental education.

Within the framework of the state educational standard, it is proposed to use interactive and active methods: the Case method, where the teacher offers students to analyze the situation that is closest to reality or the real situation, voice options for solving it, and choose the best solution. The method of projects consists in an independent analysis of the proposed situation and in the ability to find ways to solve the problem. The problem method involves posing the problem, which may be a situation or any question. Method of developing critical thinking with the active involvement of writing and reading. The methodology includes a certain structure of lessons, which consists of the stages of challenge, reflection and reflection. Heuristic method - combines various gaming techniques in the format of competition, business and role-playing games, competitions, research. Research method. The teacher poses a problem, and the task of students is to organize research work to study the problem. Method of modular training. In this method, the content of the training is distributed among the didactic blocks-modules. Teaching a foreign language is considered one of the priority areas of current school education. The specifics of a foreign language as an educational subject, in combination of language / foreign language education with simple foundations of literary education (familiarization with the standards of foreign literature), including its ability to manifest itself both as a goal and as a learning tool for familiarization with other subject areas.

Today, intensive methods of teaching foreign languages are becoming increasingly popular. Many types of intensive methods have been created, most often used to teach a foreign language to adults. Nevertheless, even at school, educators with experience unsuccessfully apply work methods characteristic of these methods [29, p. 9]. Intensive teaching methods - a set of methods for teaching a foreign language, which dates back to the 60s. from the suggestive method created by a scientist from Bulgaria, G. Lozanov. Such methods include: the emotional-semantic method (I. Yu. Shekhter), the method of accelerated adult learning (L. Sh. Gegechkori), hypnopedia (E. M. Sirovsky), the method of activating the learner's reserve abilities (G. A. Kitaygorodskaya), suggestive-cybernetic integral method of accelerated adult learning (V.V. Petrusinsky), rhythmopedia (G.M. Burdenyuk), immersion method (A.S. Plesnevich), "express method" (I. Davydova), course of speech behavior (A. A. Akishina) and others [1, p. 82]. In the methodology, intensive methods are considered as a kind of training

system, which differs in a number of characteristics from existing, called traditional, methods. The goals of intensive methods are aimed at achieving the greatest amount of digestible material in a short time. The content of the training includes mastering a set of skills, abilities and knowledge that are sufficient to carry out activities in a specific area of communication [36, p. 10-11]. They are based on the following methodological principles: 1. The principle of collective interaction. This principle combines the goals of upbringing and training in a single educational process.

As with all teaching methods, and in intensive methods in particular, one main goal is to teach communicative competence (the ability to establish and maintain contact with other people), i.e., a communicative approach is implemented in teaching a foreign language, but in conditions of strict restrictions on time. From here we can distinguish the following definitions of intensive learning: "Intensive foreign language learning is learning that is mainly focused on mastering communication in the language being studied and is based on the psychological reserves of the personality and types of activities of students that are not used in regular learning" - G. A. Kitaygorodskaya [13, p. 4]. "Intensive learning is not just effective learning, but one in which the greatest efficiency is achieved in the shortest possible learning time, at a low cost to the student and teacher." - V. M. Blinov, V. V. Kraevsky [12, p. eleven].

After analyzing the information presented, we can conclude that the fundamental basis of all intensive methods is use of the hidden mental resources of the personality, i.e. relying on unconscious, this guarantees their high efficiency, despite relatively short training periods. If from the position of a student role-based communication is a game, then on the part of a teacher, this is the main form of organization of the educational process.

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