

**METHODS OF TEACHING FOREIGN LANGUAGES**

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Intensive foreign language training

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Annotation: *In this article there are considered about general didactic principles of teaching a foreign language at the higher educational establishments. The learning process is very voluminous and multifaceted. It is difficult to imagine that all principles can be relevant to the entire process. Under the principles of teaching, it is customary to consider the basic provisions that determine the nature of the learning process, which are formed on the basis of the chosen direction and the approaches corresponding to this direction. Clearly formulated training principles will help to decide how and what training content to select, what materials and techniques to use.*

Keywords: *Methodology, innovation, foreign language, communication, skills, competencies, didactics, intercultural communication, Factors in Teaching, Teaching Principles,*

INTRODUCTION

The development of education in the current period has brought a new direction innovative pedagogy. Innovation means “introduction (distribution)” in English. American researcher of the socio-psychological aspect of the introduction of new Language learning is one of the most important areas of human society. Language, which is a means of communication, can be practiced in a natural environment, whether in the family, in the community, or in an organized manner.



Knowledge of linguistic phenomena is taught theoretically. Modern educational developments have given rise to new directions in innovative pedagogy. Innovative – means “introduction (diffusion) of innovation” in English. The socio-psychological dimension of innovation was developed by American researcher E. Rogers. it's an innovation process We examined the categories of participants, their attitudes toward the news, and so on. The terms novelty and innovation are different from each other in the scientific field. "Innovation" means tools, new methods, methodologies and techniques. "Innovation" is a process that develops after a certain level of education. Scientific developments in the world are growing and developing day by day. This positive development has also affected our country. In our scientific world, highly innovative techniques are applied. To this end, the President has designated this year as the Year of Youth Welfare and Public Health, increasing the responsibility of our nation's youth. It is no exaggeration to say that the widespread application of advanced, modern and innovative technologies in the field of education has opened up many opportunities and goals for young people learning foreign languages.

Language learning is one of the most important areas in human society. Language as a means of communication can actually be learned in the natural environment. H. In a family, community, or organized way. Knowledge of linguistic phenomena is conveyed theoretically. Language skills, especially multilingualism, are very important in today's world of enhanced international relations. Pupils and students studying in our country usually study three languages. These languages have special names. these are: native language, second language, and foreign language. Mother tongue is the first language that plays a special role in shaping thought. When speaking of a second language, it is considered the language of siblings or neighbors of other nationalities.

Foreign methodologists note the importance of linguistic, psychological and didactic factors in teaching a foreign language, however, the concept of "teaching principle" is not a basic category of foreign methodology and is now rarely found



in publications, probably due to the fact that the term itself assumes the dominant role of the teacher in educational process, which is rejected by modern methodologists.

The methodology of teaching foreign languages is a system of knowledge about the laws of the process of teaching a foreign language and about ways of influencing this process in order to optimize it. The methodology of teaching a foreign language reveals and substantiates the patterns of teaching a foreign language.

The system of teaching a foreign language is based on the provisions on the universal connection and interdependence of the phenomena of reality, on the integrity of the continuously developing world and the systematic reflection of our knowledge about it. The integrity of the system is ensured by the diverse connections between its elements and their interaction during the functioning of the system. With regard to teaching foreign languages, it is advisable to consider the concept of a system at two levels: at the level of the most significant phenomena and processes that determine the initial provisions of the methodology of teaching foreign languages; at the level of the pedagogical process, that is, the activities of the teacher and students, mediated by the educational complex, which determines the final result - a certain degree of training.

Communicative language teaching (CLT)

This approach is probably now the most popular teaching model for English language teaching globally. In part because it aims to put students in a variety of real-life situations, so that they can learn how to use their language skills to communicate in the real world. Educators therefore tend to focus on fluency of communication rather than accuracy and lessons are more hands-on than theoretical.

Interactive and relevant classroom activities characterise this approach along with the use of authentic source materials. Teachers are encouraged to provide the students with as much opportunity to give and receive meaningful communication as possible. The use of personal experience is also common in CLT classrooms.

Task-based language teaching (TBLT)



The focus of [TBLT language teaching](#) is solely on the completion of a detailed task which interests and engages the learners. Learners use the language skills that they already have to complete the task and work through three distinct phases – a pre-task, the task itself and post-task review.

Students might, for example, be asked to deliver a presentation about an important environmental issue. In order to complete it, they will need to read / listen to source material, conduct internet research, as well as writing and delivering the presentation itself. Research suggests that students in TBLT classes are empowered and motivated because they ‘own’ the language and can control the nature of the task response.

Content and language integrated learning (CLIL)

[The CLIL approach](#) principally involves studying one subject (for example, biology, science or history) and learning a language, such as English, at the same time — effectively integrating the two subjects.

The language teaching is organized around the demands of the first subject rather than that of the target language. So it’s critically important to make sure that the integration is clear and that students are engaged. Having said that, the CLIL approach does create significant opportunities for cross-curricular working; it opens up language learning to a wider context and can be used to re-engage previously demotivated students.

Cooperative Language Learning (CLL)

Cooperative Language Learning or CLL forms part of a wider teaching approach known as Collaborative or [Community Language Learning \(CLL\)](#). CLL seeks to make the maximum use of cooperative activities involving pairs and small groups of learners in the classroom. As such, it is a student-centered, rather than a teacher-centered, approach to language teaching.

In the CLL classroom, all of the language learning activities are deliberately designed to maximise opportunities for social interactions. Students should accomplish tasks by interacting between themselves and talking / working together. The teacher’s role is to act as a facilitator of and a participant in the learning tasks.



Conclusion Learning a foreign language is a multifaceted doctrine, in the process of which a person undergoes complex psychological changes. In particular, there is a process of comparing a native language with a foreign language. Different teaching methods and technologies are used in this process. With the help of modern pedagogical technologies, comparative teaching of a foreign language with the native language gives effective results. Teaching a foreign language requires knowledge of its methods. Methods and technologies play an important role in learning a foreign language. There are different methods of methodical science in the organization of the lesson. The most widely used methods of foreign language teaching are: the method of communicative didactics, the method of organizing intercultural communication and the method of organizing exercises. The three methods are closely related and complementary. Because the science of methodology is related to the science of didactics, the method of communicative didactics emerges when learning a foreign language is based on communicativeness.

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