

**MODERN METHODOLOGICAL METHODS IN TEACHING  
FOREIGN LANGUAGES**

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**ANNOTATION.** This article describes the application and importance of modern methodological methods in teaching foreign languages on the basis of theoretical and practical knowledge.

**Key words:** methodology, innovation, style, foreign language, grammar, lexicology, pronunciation, facial expressions, syntax, epigraph.

**СОВРЕМЕННЫЕ МЕТОДИЧЕСКИЕ ПРИЕМЫ В ОБУЧЕНИИ  
ИНОСТРАННЫМ ЯЗЫКАМ**

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**АННОТАЦИЯ.** В статье рассказывается о применении и значении современных методических методов обучения иностранным языкам на основе теоретических и практических знаний.

**Ключевые слова:** методология, новаторство, стиль, иностранный язык, грамматика, лексикология, произношение, мимика, синтаксис, эпиграф.

## **CHET TILLARINI O'QITISHDA ZAMONAVIY METODIK USULLAR**

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**ANNOTATSIYA.** Ushbu maqolada chet tillarini o'qitishda zamonaviy metodik usullarning qo'llanilishi va mohiyati nazariy va amaliy ma'lumotlar asosida yoritilgan.

**Tayanch so'zlar:** metodika, innovatsiya, uslub, chet tili, grammatika, leksikologiya, talaffuz, mimika, sintaksis, epigraf.

Over the past few decades the education system has gone through a boom

period, much work is being done not only to teach foreign languages but also to discover and practically test new methods for teaching all subjects. This is one of the most critical issues that need to be addressed to improve the modern education process. If previously foreign language teaching was seen as merely learning the language system, in recent years, the focus has shifted towards developing students' foreign language speech. It should be noted that these goals in foreign language learning are not set by individuals or by someone else, but are closely linked to changes in linguistics and psychology, as well as to the social development of society. For instance, the Audiolingual method. The emergence of this method was influenced by changes in the field of linguistics, particularly the structural approach. It includes the following principles:

- Teaching foreign languages should start with oral language acquisition;
- Language learning is based on various structures and speech patterns;
- Exercises must be structured in a way that requires multiple repetitions of language material;
- The selection of grammatical examples and vocabulary must be based on comparisons between the foreign language and the native language;
- Great emphasis is placed on pronunciation.

The main disadvantage of this method is the prevalence of mechanical exercises and the scarcity of real speech activities. The founders of this method are scholars Ch. Fries and R. Lado. For example, Ch. Fries stated that the main essence of the initial stage should be to organize the study of structures. The development of grammatical skills should also be based on this. Nowadays, there are extensive collections of educational materials available for people with varying levels of language knowledge. Achieving success in this endeavor depends on the practical skills and qualifications of the teachers. The ability to use information technologies and modern teaching methods facilitates the quick understanding of new materials. By combining various methods, teachers can solve specific educational programs. In this regard, teachers and students should familiarize themselves with contemporary methods of teaching foreign languages. As a result, skills to choose

the most effective methods to achieve their goals will be developed.

Using several methods of teaching and learning yields effective results. Teaching is carried out in small steps and is based on the existing knowledge system of the student. As time progresses, innovations continue to emerge in all fields. Various methods are also appearing in language teaching. When teaching foreign languages, a step-by-step approach based on the learner's potential, level, and age yields good results. In this approach, students are divided into groups based on teaching at the beginner, intermediate, and advanced levels. For each level, a special program is developed by the teacher. In the beginner stage, significant attention is paid to pronunciation. Scholars note that the primary requirement for those who speak the native language during a conversation is accurate pronunciation. At the beginning of the learning process, the teacher should focus on the student's pronunciation.

While grammar and vocabulary are considered essential, if the teacher's pronunciation is incorrect, then everything is wasted. Native speakers can understand speech with grammatical errors if the speaker pronounces the words correctly. Therefore, in teaching, the primary focus is initially on pronunciation. Utilizing various audio resources from native speakers yields good results. The teacher should teach the correct pronunciation of letters and words during lessons. Furthermore, in the beginner stage, significant attention is given to developing oral speech skills and reading techniques.

When it comes to teaching foreign language phonetics, we must accomplish the following tasks:

- a) Develop reading mechanisms;
- b) Improve oral reading techniques;
- c) Teach comprehension of the material read.

With the ongoing process of integration and globalization, the education system requires the introduction of new and modern educational technologies. Interest in and attitudes toward foreign languages are increasing day by day.

In the decision of the President of the Republic of Uzbekistan

regarding measures to further improve the system of learning foreign languages, it is stipulated that learning foreign languages, primarily English, should begin from the first grade of general secondary education schools through game-based lessons and oral communication classes. Starting from the second grade, gradual mastery of the alphabet, reading, and grammar will begin. In higher education institutions, the instruction of certain specialized subjects, especially technical and international specialties, will be conducted in foreign languages. Furthermore, students and teachers in general secondary, secondary special, and vocational education institutions will be provided with textbooks and educational-methodical complexes in foreign languages, which will be reprinted within specified deadlines at no cost from the revolving funds of the Republic Targeted Book Fund under the Ministry of Finance of Uzbekistan.

The characteristics of foreign language teaching as a subject are defined by a clear theory that underpins the nature of the teaching process and the pedagogical-didactic system. Foreign languages differ from other subjects in terms of purpose, tasks, content, methods, principles, tools, conditions, and requirements. This subject demands the formation of specific communicative knowledge, skills, and competencies among students. The objectives of foreign language teaching, educational content, principles, tasks, and technologies have been thoroughly discussed in methodological literature by scholars and researchers.

In the educational-methodical provision of general secondary education schools, foreign languages are taught with practical, general educational, educational, and developmental goals based on the educational content and the level of preparedness required of students. It is known that English is taught as a subject in general secondary education schools in the Republic. Specifically, the linguodidactic system of general secondary education schools based on foreign language teaching consists of the following components:

- Educational conditions: the school as an educational institution, the age characteristics of students, the allocated hours for the subject, and the equipment.
- Educational objectives: teaching the culture of the countries whose language

is being studied, learning the reasons behind students' desire to learn the language, and how English will benefit them in the future.

The conditions created for organizing the educational process represent an objective reality and are considered an integral part of foreign language education, including English. Based on the existing conditions in general secondary education schools, the content of teaching is selected based on the hours allocated for the subject. The term linguodidactic acknowledges the conditions that relate to where (where to teach), whom (whom to teach), and how many hours (how many hours to teach) English will be taught. More specifically, when asking (1) where? it refers to (A) teaching in general secondary schools, (B) in environments where English is spoken and where it is not; (2) when asking who? It pertains to teaching English to students aged 11-15 in general education schools; (3) when asking how long?, it relates to the quantity of weekly, quarterly, and annual lesson hours in accordance with the state education standards, considering concepts like intensive (accelerated short-term) or extensive (time-extended) teaching conditions.

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