

THEORY AND METHODOLOGY OF TEACHING FOREIGN LANGUAGES

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Abstract: This article discusses the use of modern technologies, world practice and the latest theories in teaching sources, the involvement of students in the educational process and the main student's attention. Four economics teachers use their different methods and economics.

Keywords: pedagogical technology, conscious comparative method, traditional method, intensive method, basic principles of the method, grammatical form, communicative didactics, method and technology.

As we know, in the world, the study and teaching of foreign languages has attracted representatives of various fields. And this, of course, requires them to work together. In world practice, the modernization of innovative activities in the application of modern pedagogical technologies in the development of students' professional competence in foreign languages is of particular importance. In the paragraph "Development of the sphere of education and science" of the Strategy of Action for the Further Development of the Republic of Uzbekistan, such important tasks as "Further improvement of the system of continuing education, improvement of quality educational services, continuation of the policy of training highly qualified personnel in accordance with the modern needs of the labor market" were set. We can see the practical aspects of these tasks through the following resolutions and decrees.

The tasks set out in the Decree of the President of the Republic of Uzbekistan No. PF 4947 dated February 7, 2017 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan", Resolution No. PQ 2909 dated April 20, 2017 "On Approval of Higher Education Standards", Resolution No. PQ 1875 of the Cabinet of Ministers of the Republic of Uzbekistan "On Approval of State Educational Standards in Foreign Languages of the System of Continuing Education" dated May 8, 2018, and other regulatory legal documents related to this activity have been implemented. The importance of excellent knowledge of foreign languages for our people, who are striving to take a worthy place in the global community, is of great importance. In addition, the use of advanced pedagogical technologies for quick and easy learning of foreign languages is important.

The development and transformation of the educational process depends on the ability of teachers and students to enter into open dialogue with each other during the lesson. It is no exaggeration to say that the methods and technologies used in the

educational process increase the activity of the entire lesson and students. Pedagogical technologies play a significant role in providing students with new knowledge, forming skills, and stimulating the creative abilities of students. The education system, which is developing on the basis of new principles, is aimed at forming the younger generation as a harmonious, spiritually mature person.

The role of methodology in teaching foreign languages plays a big role. Methodology is the study of how a teacher conducts a lesson. A deeper study of the literature on the history of methodology shows that some researchers call methodology an art. They usually refer to the opinion of the French methodologist Penlash, that is, there is no "good" or "bad" method, but rather there are "good" or "bad" teachers. Those who hold such an opinion can be answered with the thoughts of the German methodologist E. Otto, expressed in 1924. He says, among other things: "If someone considers methodology to be an art, he confuses the theory of science with its practical application." Each science has its own set of concepts. The following are among the basic concepts adopted in foreign language teaching methodology: educational system, educational method, educational principle, educational tool, methodological method.

The method of teaching a foreign language is understood as a set of teacher and student activities that ensure the achievement of practical, general educational, educational and developmental goals of teaching a foreign language. The term method is used in the meanings of "set of teaching methods" and "direction of teaching". The first is used in the meaning of process methods in educational theory, while in the second meaning we can find it in works on the history of teaching methods. For example, the translation method of teaching a foreign language, the correct method, the conscious-comparative method, the traditional method, the intensive method, etc. The methodology of teaching a foreign language has developed in harmony with didactics, interconnected.

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The history of methods was studied in depth by the prominent methodologist Prof. I.V.Rakhmanov. The translation method mainly has two forms, and 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. The presentation of grammatical knowledge is considered the main goal of education. The main principles of this method are as follows:

1. Language learning was based on written speech.
2. Grammar was taken as the subject of study, and lexis was also selected as a subordinate to it. Grammatical exercises were the main method of work.
3. First, grammatical rules were memorized, and then the meaning of words was revealed through word-for-word translation.
4. Grammatical forms and the meaning of words were revealed through word-for-word translation.
5. Language material was mastered through word-for-word translation and dry memorization.
6. Words were limited to memorization out of context, isolated.

In addition, communicative didactics prioritized the effective use of natural speech situations by the language learner, that is, we can cite examples in transport, at the station, announcements, radio and television commercials, telephone conversations, and the like. The goals set for listening comprehension and reception of information have changed. Narrating and controlling what has been heard has also taken on a different character. This method, based on the goal, helped the listener to distinguish new types of listening comprehension.

In conclusion, learning a foreign language is a multifaceted discipline, in which a person undergoes complex psychological changes. In particular, a process of comparing the native language with a foreign language occurs. Various teaching methods and technologies are used in this process. Using modern pedagogical technologies, teaching a foreign language by comparing the native language with the foreign language gives effective results. Teaching a foreign language requires knowledge of its methodology. Methodology and technologies play an important role in the process of learning a foreign language. There are various methods of methodological science in organizing a lesson. The methods widely used in foreign language teaching methodology are: the method of communicative didactics, the method of organizing intercultural dialogue, and the method of organizing exercises. All three methods are closely related to each other and complement each other. Since the science of methodology is related to the science of didactics, it is based on communication during the study of a foreign language, and the method of communicative didactics arises.

In the process of applying the communicative didactics method, the teacher's method of forming intercultural dialogue is also formed. It is important to organize the process of learning a foreign language with a communicative approach, to bring the

next stage to the level of intercultural dialogue, and to achieve such results, it is important to pay attention to the final step, "exercise technology". In order to effectively organize the process of teaching a foreign language, it is necessary to acquire knowledge of modern pedagogical information and communication technologies.

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