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Modern Methods in the Methodology of Teaching a Foreign Language

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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: The current period of Educational Progress a new direction has brought innovative pedagogy. Innovative-English means “introduction (distribution) of innovation”. Socio-psychological aspect of the introduction of innovation American researcher developed by E.Rodgers. He studied the classification of participants in the innovation process, their attitude to innovation, etc. In scientific directions, the concepts of innovation and innovation differ among themselves. "Innovation" means a tool, a new method, methodology, technology. "Innovation" is education, a process that develops in certain stages. The development of World Science is growing and developing day by day. It was this positive development that also had an impact on our land. Advanced innovative technologies are being applied to our world of science. As a result of this, the fact that our president called the current year “the year of youth support and Public Health” also further increased the responsibility of the youth of our country. It is no mistake to say that the widespread introduction of advanced and modern innovative technologies into the educational sphere also opened the door to wide opportunities and heights for young people learning a foreign language.

Literature analysis and methodology: Language learning is one of the most important areas in personality society. Being a means of communication, language can be acquired practically in a natural environment, that is, in the family, among the public or in an organized way. And knowledge about language phenomena is taught in theory. In our time, when international relations are in full swing, knowledge of languages, especially multilingualism, plays a huge role. Students and students who study in our country usually learn three languages. These languages are referred to by special names. These are: native language, second language, and foreign language. The native language is the first language that serves separately in the formation of thinking. When the second language is spoken, it is treated as the language of its fraternities, neighbors, made up of representatives of other nationalities. A foreign language is the language of a foreign country. The languages of Western Europe (English, Spanish, German, faransuz) and Eastern (Arabic, Turkish, Persian, Chinese, Indian) are taught in our republic. These languages are contained in the educational plans of educational institutions. The process of

teaching all three languages is different. The native language and second language are studied in a natural situation, and a foreign language is studied in an artificial environment. Communication in a foreign language is mainly carried out in the lesson under the guidance of a teacher. Among the three languages, learning and teaching a foreign language differs dramatically in certain aspects. This, in turn, necessitates the use of appropriate Foreign Language Teaching Technology. By carefully mastering the achievements of the methodology of a foreign language teacher, the student achieves a clear knowledge of the norm of the accumulated language experience and its further improvement. Effective teaching of foreign languages requires knowledge of its methodology. The study and teaching of foreign languages largely depends on the theoretical development of issues of the methodology of teaching a foreign language and the creative application of the 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 subject of the methodology for studying the activities of a teacher and a student. The main concepts of methodology are Method, method, principle. Didactics-what do we teach? the content of training is calculated. Methodology-how do we teach? means methods and techniques of Education. The concept of method – methodology is derived from the Greek-Latin word “methodos” - “methodos”, which means paths, methods leading to a specific goal. In various literature one can find the narrow and broad meaning of the term. The term "methodology" in a narrow sense refers to the concept associated with the concrete course process of Education. It is interpreted as a controlled lesson process that covers the guidelines involved in the planning of classes and the preparation of teaching materials. The term "method" in a broad sense refers to the selection, stratification and distribution of educational material. In the Federal Republic of Germany, since the 60s, “didactics” and “methodology” have been used in a narrow sense. According to didactics what is the educational content taught? And how are methods of education taught? Deals with issues. The study of foreign languages is not only a means of mental education, but also a process of formation of a person's personality by familiarizing himself with the educational wealth and values of another culture and introducing them into his cultural life. The study of foreign languages in Europe has long been considered a privilege in obtaining a higher level of education and is considered to educate people who have privileges in public schools. The methodology of teaching a foreign language as a science has more than 200 years of history. During this period, it can be observed that different attitudes have been expressed to the methodology of teaching a foreign language. One such view is considered to belong to academician L.V.Shcherba. In his opinion, the methodology of teaching any subject, despite the fact that it is a science, is not considered a theoretical one. He solves practical issues. In particular, the methodology of teaching a foreign language does not rely solely on the arguments of psychology, but is based on general and private linguistic research. If linguistics deals with the patterns of origin and movement of linguistic phenomena, the methodology answers the question of what needs to be done in order to practically use the necessary linguistic phenomenon based on these laws. The most valuable of the books on methodology were also written by linguists. These included one of the 19th century phonetists and the great English linguist G.Suit was considered the most original phonetist and theorist linguist in England at the end of the 19th and beginning of the 20th centuries O.Yesperson, of the most prominent French linguists of the late nineteenth and early twentieth centuries, F.Bryuns and Brealya, includes a prominent anglist and prominent phonetist V.Fiotor and others. With the question of the methodology of language teaching in Russia, academician Shcherba and his mentor are the great linguistic scientist I.A.Boduen-de-Curtone and their disciples were engaged. Psychologists treated the methodology of teaching a foreign language in their own way. Methodology and psychology about the relationship of Sciences professor V.A.Artemov expressed a valuable opinion. In his opinion, Psychology provides material for methodology. The methodology studies how the teacher teaches. Psychology, on the other hand, deals with how students master this subject. But this opinion cannot be fully combined. Because the teacher is in the process of teaching, and the student, during the period of assimilation, experiences certain mental processes and situations, whether they want to or not, meets and is influenced

by the laws of psychology. A deeper study of the literature on methodology history shows that some researchers call methodology art. They usually refer to the opinion of the French Methodist Penlash, that is, there is no “good” or “bad” method, there are “good” or “bad” teachers. To those who think so, the German Methodist E.Otto can answer with his thoughts outlined in 1924. Including says: “if anyone considers methodology to be art, he will confuse the theory of Science with its practical application.” Each science has its own set of concepts. Among the main concepts adopted in the methodology of teaching a foreign language, the following can be attributed: the educational system, the method of education, the principle of education, the means of education, the methodological method. Method of teaching a foreign language-when it is called a complex of activities of a teacher and a student, ensuring the achievement of practical, comprehensive, educational and developmental goals of teaching a foreign language. The term method is used in the meanings” sum of educational methods “and” direction of Education”. While the first is used in educational theory in the sense of process methods, in the second sense we can find it in works on the history of teaching methodology. For example, a foreign language is considered a translation method of teaching, a togri method, a conscious - comparative method, a traditional method, an intensive method, etc.

Discussion and results: Phenomena of nature and society develop in interconnected and continuous communication. Since the sciences are the inics of objective reality, none of them exists separated from the others. The phenomenon and the subject at the same time can be a source of research in several disciplines, for example, the social phenomenon “language” from its point of view is studied by linguistics (linguistics), linguistics (psychology), educational science (didactics). The term” methodology of a foreign language “evokes in the mind of a person the so-called associative” connection”: first of all, the totality of methods and methodological methods aimed at teaching a language is understood or scientific knowledge about teaching methods, and finally, independent pedagogical science comes to mind. The methodology of teaching a foreign language has developed in harmony with didactics, interconnected. It is undoubtedly known to all of us that the teaching theories of all academic disciplines are based on didactics, from which they receive scientific feed. Foreign Language Teaching is also based on didactics. General Theory of didactics education, methodology science of teaching a particular subject of study, linguodidactics General Theory of Language Teaching, linguometodics is considered as the science of teaching a specific language. The term “method” means the method of work of a teacher-educator and student on the way to acquiring knowledge, qualifications, skills, the formation of a worldview in students and the creation of opportunities for cognition. This concept has countless definitions. The implementation of techniques in the teaching of foreign languages began in distant times, while the principles are relatively newer methodological terms. Historically, methods have been combined into four groups, the names of which are accepted to be called “tarjima”, “to’gri”, “qiyosiy”, “aralash”. The history of methods was studied in depth by the outstanding Methodist prof. I.V.Rachmanov. The translation method is mainly in two forms and is referred to by the name of the grammar-translation and text-translation methods. Grammar-from the point of view of the translation method, a foreign language has been studied for a general educational purpose. Grammatical exercises were performed with the aim of cultivating the logical thinking of a language learner. The statement of grammatical knowledge was accepted as the main goal of Education. The basic principles of this method are as follows: **1.** Language learning is based on written speech. **2.** Grammar was taken as the subject of study, the lexicon was also selected subject to it. Performing grammatical exercises is the main working method. **3.** Before, the grammatical rule was memorized, and then it was recommended to compose sentences based on the rules. **4.** The grammatical form and the meaning of words are revealed literally in the translation tool. **5.** By literal translation and dry memorization, the language material is assimilated. **6.** It is limited to memorizing words in isolation, out of context. Method without translation. Various manifestations of this method are historically known. They can be divided into two large groups: natural and correct methods.

Learning a foreign language in a natural method should be monotonous to the conditions of mastering the native language. 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 in the practical goaltarzi. The most important of the principles included in the composition of the natural method is the creation of a language environment. Various approaches have appeared in the chapter on the practical application of the proposed methodological principles. This can be clearly felt in the creative activity of the manifestations of the method. In a new interpretation of the goal pursued from foreign language education, mainly the results of pragmatic linguistic research were relied on. This branch of linguistics interprets language as a sphere of human activity, and not a system of linguistic forms. A new set of conclusions, which began to accumulate in the field of foreign language education since the beginning of the 70s, led to heated discussions in the field of determining the purpose of Education. New curricula were adopted, the purpose of which determined the main areas of foreign language education was to “teach students to behave”, “Befaeigung zur Kommunikatsion” (Kommunikative Kompetenz). In the 70s, the “communicative method”, after a series of attempts, found its proof in several stages. Against this background, the science of methodology has developed. No foreign language can we master without in-depth study of its methodology. In the methodology of teaching a foreign language, the method of “communicative didactics” is also considered significant. Communicative didactics combines: - An open and flexible lesson concept; - the topic and content are important; - the main form of work in the lesson: talking and working in groups; - it is necessary that there is a great focus on the activation of students and the creative and free use of language; - strong attention to the exercise on the principle of expressing thought from understanding; - visualization (Vision support) plays; - The oral use of language and at the same time the understanding of original texts is considered essential. Communicative didactics prioritized the use of a natural speech situation as a material of understanding by listening, that is, we can give examples of such things as announcements in transport, at the station, advertisements on radio and television, telephone conversations and so on. Listening and understanding of information the goals set for acceptance have changed. Telling and controlling what he listened also took on a different turn. Based on the purpose, this method distinguished the following types of understanding for the listener: a) to understand the main content of the text in a broad sense, not paying attention to certain details; b) when specific information is important, for example, the need for obhavo for a specific place, an announcement on the arrival and departure of the train, etc., are It is this knowledge that we retain in our consciousness, study information on communicative didactics, which, based on the concept of “communication”, is connected with the term “intercultural communication” in a mutually meaningful way. In the methodology of teaching a foreign language, the phrase intercultural communication is now widely used. It is this concept that we can apply in different contexts. And in fact: intercultural communication is the communication – information of representatives of different cultures on the basis of social background, mentality, national character, lifestyle, spelling, system of values, etc. In this process, it is necessary to educate and develop students in the spirit of respect, patience and understanding of the culture of another country in relation to the culture of the country being studied. Each foreign language lesson is a crossroads of culture, the practice of intercultural communication. Because every foreign language word in this process reflects foreign life and culture. The task before teachers is to grow the ability of students and students to engage in communicativeness, communication. For this, it is necessary to master new methods of education aimed at the development of teaching aids and four speech activities in a foreign language that teach people to communicate effectively. The formula for intercultural communication is patience, tolerance. Madaniyatlararo muloqotda ijtimoiy-madaniy xatolarga yoʻl qoʻymaslik talab etiladi. For example, in the German people, “Tee oder Kaffee?” that is “choymi yoki kofemi” in our native language to the question, - “Tee”, “choy”- we answer, but in German such an answer does not come. In German, “Bitte, Tee” is answered, that is, “blessing, tea.” The word connects people through communication. As a result of the application of new material at the same time in all types of speech activity, skills and abilities are formed.

The quality and effectiveness of Education will continue to increase if communicative means, exhibitionism, modern types of technology, methods, principle of consistency are ensured in this process. For the successful functioning of the teacher-teacher, not only subject, pedagogical and psychological knowledge is considered necessary, but also, again, another special feature– the skills and abilities of the teacher to be able to communicate. From infancy, a person begins to acquire communication skills. But after growing up, not everyone can establish the necessary level of communication. The pedagogical profession, by its nature, belongs to the profession of the "man-man" type, and therefore the ability to communicate is considered to be the leader for the pedagogue, professionally important skills. Depending on the communication and treatment of the educator with students, children's interest in the subject of study is formed, which means, educational motives. The method of pedagogical communication has an impact on the culture of subject knowledge, the consequentiality of skills, interpersonal relationships by students, creates a specific moral and psychological climate in the educational process. Communication is an important condition for the socialization of the individual. At this point, it is considered necessary to know what pedagogical communication is actually. Pedagogical communication is the interaction of the teacher and the educator, which is based on mutual information, above all educational information, exchange, helps to understand the partner of pedagogical communication, as well as to carry out the activities of interaction. In this case, information is delivered both verbally, through speech and through non – verbal means. In the process of pedagogical communication, the teacher should play the main role and become an example for students. This is judged by its communicative culture. The communicative culture of the teacher is professional – pedagogical communication with the subjects of his educational process. As a necessary level of communicative culture, it can be established that in this case the teacher will be able to positively perceive his pupils and colleagues, and will be able to unconditionally ensure the achievement of the goals of education and upbringing. The social significance of communicative culture lies in the fact that the teacher who occupies it is able to create a positive psychological climate in the interaction of all subjects of the educational process, to carry out humanism and democratization, being important principles of modernizing education. Personal significance is that a teacher with a communicative culture has a high level of self-confidence, enjoys communication built with his tutor, feels free in selected work activities. The following can be included in the structure of the teacher's communicative culture: **1. Communicative skills. 2. The accessibility of the educator to communication. 3. The culture of communication of the educator. 4. Methods of pedagogical communication.** Communicative skills can be divided into the following groups: **1. Socio-psychological skills.** They prepare students to enter into communication, make a positive impression, help each reader to accept his personality, the level of his position, predict the development of interpersonal relationships, make it possible to apply the means of psychological influence, convince, absorb, identify. **2. Moral-aesthetic skills.** These are the skills to be able to see communication on a humane, democratic basis, to follow the rules of professional etiquette, to put in place the dignity of each student as a person, to establish creative cooperation with the team of students and each student. **3. Aesthetic skills.** It is determined by the ability to harmonize internal and external states, have an artist's ability, aesthetic expression, attract adolescents to a high cultural level of communication, activate their emotional mood, optimistic perception. **4. Technological skills.** It is determined by the ability to choose different forms of interaction of educational means, methods, methods, the choice of the optimal method of managing communication, adherence to pedagogical femininity, increasing its educational effectiveness. The range of personal qualities necessary for the culture of pedagogical communication includes such as sociability, openness, self-control, assertiveness, sincerity, patience, endurance, tactics. The teacher should form not only his communicative skills, but also intercultural communication of students. It is required that the teacher is well versed in the psychology of students-young people, has a thorough knowledge of their social views, socialization processes. It should be especially noted that pedagogical, intercultural communication can achieve success according to the final result or lead to inadequacy depends on what kind of treatment method this

pedagogue-teacher can choose and how he can apply it in practice. During the lesson, the educator should not only work on his own, but also be able to interest students in the course process, teach them to express their opinion freely. Of course, this result can be achieved only by organizing a lesson, using advanced, modern innovative technologies in extensive practice. The innovative activities of the educator include the analysis and assessment of innovation, the formation, implementation and analysis of the purpose and concept of future actions, as well as the assessment of effectiveness. As can be seen from all the above opinions and opinions, in order to achieve such positive results, the pedagogue should turn to the next step in teaching a foreign language, that is, “exercise technology”, and its practical application leads to skills and qualifications in obtaining knowledge.

Conclusion: Learning a foreign language is a multifaceted teaching, in the process of which a person experiences complex psychological changes. In particular, the process of comparing a foreign language with a native one occurs. In this process, various techniques and technologies of teaching are used. With the help of modern pedagogical technologies, teaching a foreign language by comparing a native language gives an effective result. Teaching a foreign language requires knowledge of its methodology. Methodology and technology play an important role in the process of learning a foreign language. When organizing a lesson, there are various methods of methodological science. Methods widely used in the methodology of teaching a foreign language are: the method of communicative didactics, the method of organizing intercultural communication and the method of organizing the exercise. All three techniques are related to one and complement each other. Since the science of methodology is associated with the science of didactics, during the study of a foreign language, it is based on communicativeness, and the method of communicative didactics occurs. In the process of applying the method of communicative didactics, the pedagogical's method of forming intercultural communication is also formed. As a result of learning a foreign language, the culture of another country is also mastered. In order to acquire the necessary knowledge in foreign language education, the “technology of organizing an exercise” plays an important role. An exercise is the best way to absorb all knowledge. The exercise gives a positive result not only in foreign language education, but also in mastering all field knowledge. The effective organization of the lesson, the role of pedagogical activity and modern pedagogical technologies in it are incomparable. It is important to organize the process of learning a foreign language with an approach to communicativeness, to bring the next stage to the level of intercultural communication, to achieve such results, to focus on yes, the last step, “exercise technology”. For the consequent Organization of the process of teaching a foreign language, it is necessary to master the knowledge of modern pedagogical information and communication technologies.

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