

## METHODS OF TEACHING FOREIGN LANGUAGES

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### Abstract:

The article discusses ways to speed up the process of mastering a foreign language, the need to move from the classical approach to the communicative approach in teaching a foreign language. The main types of activities and requirements for a foreign language teacher when using a communicative approach are presented.

**Key words:** technology, communication, methodology, communicative approach, teaching, foreign language.

With the development of high technologies, globalization of the economy and a more advanced system of public communication, the question arose of developing new methods of teaching foreign languages, more effective and efficient. The usual method of teaching through books, studying grammar and performing the same type of exercises, reading and translating texts (grammar-translation approach) has been replaced by a communicative method. When using the grammar-translation method, students learn to correctly translate from Russian or Uzbek into a foreign language and from a foreign language into Russian or Uzbek, and also study grammar in depth. However, such a student, who is able to perfectly translate written texts, cannot speak a foreign language. The communicative technique bridges these gaps. For students studying a foreign language, an important task is to enrich their vocabulary. This becomes a serious problem for many students. Someone simply memorizes these words, someone builds associations, someone remembers words only after they hear or see them somewhere or use them themselves in speech. The teacher's task is to monitor how well the student remembers new words.

As part of the traditional (grammar-translation) approach, teachers simply ask for translations of words in the student's native language, and the student says them in foreign language. However, there is a more effective method that develops both memorization of words and communication skills in a foreign language. The modern multilateral method originates from the so-called "Queensland Plan", developed in 1920 [1, 36]. Its basic principles are that a foreign language cannot be learned through rote memorization, since it is created individually by each person.

Thus, training exercises should be minimized in favor of students' spontaneous speech. Language is culture, i.e. cultural knowledge is transmitted in the process of teaching a foreign language through authentic language materials. Each lesson should be built around a single focus; students in one lesson should learn one isolated unit of learning content. Grammar, like vocabulary, is taught in measured portions in a strict logical sequence: each subsequent lesson

should increase the existing stock. All four types of speech activity must be present simultaneously during the learning process [2, a 157]. The educational material is presented in long dialogues followed by exercises in question-and-answer form. As a rule, the texts offered for studying this method give a good idea of the culture of the country of the language being studied. However, the role of the teacher limits the ability of students to creatively use the studied material in situations of direct communication with each other. The goal of such training is for students to achieve an average level of proficiency in a foreign language [3, a 17]. The teacher never draws students' attention to errors in speech, as it is believed that this can slow down their development of speech skills.

Active learning is, of course, a priority at the present stage of teaching a foreign language. After all, effective management of educational and cognitive activity is possible only when it is based on the active mental activity of students. Teaching a foreign language at a university using innovative technologies involves the introduction of a number of psychological approaches, such as: cognitive, positive, emotional, motivational, optimistic, technological [4, a 3]. All these approaches are addressed to the student's personality.

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