

## Methods of teaching a foreign language

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**Annotation:** Teaching foreign languages occupies a significant place in the modern world; new social trends have led to the fact that languages are necessary not only for travel, but for study and work. The main goal of teaching a foreign language is the formation of communicative competence through familiarization with other traditions and participation in the dialogue of cultures.

**Keywords:** foreign language, teaching, productive teaching methods, educational materials, analysis of modern teaching methods.

### Introduction

The methodological system of teaching foreign languages is the basis of teaching, and it is this that allows the teacher to carry out the educational and teaching process. The problem of choosing an appropriate method of teaching foreign languages existed throughout the entire period of development of the methodology as a science. So I.V. Rakhmanov wrote: "...most methods differ significantly from each other only at the elementary level of training, and for the advanced level they are either not developed at all or differ little from each other..."<sup>1</sup>. Soviet teachers and scientists often pointed out the lack of a productive method of teaching foreign languages, so they conducted a large amount of research to improve existing methods or create new ones. As many years ago, the issue of choosing the most effective method of teaching foreign languages remains unresolved at the present time.

Characteristics of teaching a foreign language are:

- planned and systematic;
- specially selected educational content;
- the presence of a series of techniques and methods of work aimed at students memorizing this content and at control, which will determine the level of the student and the degree of his mastery of the educational material<sup>2</sup>.

In this regard, I would like to note that the methodology is a fundamental element of teaching foreign languages.

In the methodology of teaching foreign languages, the problem of finding the most effective methods of teaching foreign languages that meet the requirements of modern education standards remains relevant and unresolved. Therefore, in my work I conduct a detailed analysis of the main domestic and foreign methods of teaching foreign languages and determine their value in terms of efficiency and effectiveness in teaching foreign languages.

<sup>1</sup> Rakhmanov I.V. On the tasks of teaching foreign languages at school [Text]: a methodological manual for foreign language teachers / I.V. Rakhmanov. – 1950. – p.328-341

<sup>2</sup> Kolkova M.K. Traditions and innovations in methods of teaching foreign languages [Text]: a textbook for students and teachers / M.K. Kolkova; - St. Petersburg: KARO, 2014. - 288 p.

**The purpose of the study** is to find the most effective method of teaching oral speech in a foreign language and its potential application in secondary schools.

The purpose of the study assumes the following tasks:

- study the history of the development of foreign and domestic methods of teaching foreign languages;
- conduct a comparative analysis of domestic and foreign methods of teaching a foreign language, as well as identify their positive and negative aspects;
- analysis of modern methods of teaching a foreign language (communicative; interactive, project methods) to present the most productive of them when teaching speaking a foreign language in accordance with the selected target audience;
- describe the results of observations of the educational process in English lessons in a secondary school;
- provide a detailed analysis of the English lesson conducted using an interactive method of teaching speaking in accordance with the selected target audience.

### **Research methods.**

To solve the problems, a complex method was used, including theoretical analysis of foreign and domestic methods of teaching foreign languages, research of modern methods (communicative, project-based, interactive) to identify their effectiveness in teaching speaking in secondary schools. The work uses a comparative method to search for similar and different characteristics of foreign language teaching methods, and also applies a systematic approach to the study of pedagogical observations, methodological developments, analysis of teaching experience, discussion with the supervisor of the research problem, which helped to form the conclusions and provisions of this work.

**The scientific novelty of the study** lies in the presentation of the most effective method for teaching secondary school students to speak a foreign language.

### **Main part.**

Teaching methods are the most important component of the educational process, without the use of which it is impossible to achieve the goals set in the classroom.

The concept of “method” developed along with changes in the very methods of teaching foreign languages, both in domestic and foreign history of teaching. [5]

Currently, this concept does not have an unambiguous designation in the scientific literature. Method is a set of techniques for practical or theoretical mastery of reality to solve a specific problem. The method can be considered as ways of interaction between teacher and students aimed at solving educational problems. [5]

Development of methods of teaching foreign languages abroad

Having analyzed traditional foreign and domestic methods in research work, I consider it necessary to consider modern features of teaching foreign languages. Teaching methods are rapidly developing, and today many teachers place special emphasis on the current realities of social development and select a method focused on the formation of a linguistic personality. That is, when selecting modern methods and methods of teaching, the following criteria are taken into account: [6]

1. creating free and comfortable conditions for students;

2. development in students of the desire to speak a foreign language;
3. involving students in the educational process, focusing on their personal interests, developing emotions, feelings and sensations;
4. stimulation of speech and creative abilities;
5. defining the role of the student as the main character in the educational process, creating situations for active interaction with other students in which the teacher is not the central figure;
6. students' understanding that learning a foreign language is connected specifically with their personality and interests;
7. motivation of students to work on the language independently (at the level of physical, emotional and intellectual abilities);
8. ensuring a differentiated educational process, providing for various forms of work - individual, paired, group, stimulating the activity, creativity and independence of participants. [6]

### *Communicative method*

- 1) awareness of language use (that is, the concept of when and how language should be used to achieve various goals;
- 2) an understanding of how language changes (depending on various situations); an understanding of the participants in the situation themselves is also required (meaning the difference between formal and informal speech, written and oral);
- 3) the ability to read, understand, and create texts of various types and nature. These can be essays, stories, interviews, dialogues, and so on;
- 4) The ability to maintain a conversation (even with a limited lexical and grammatical base).

There is no need for the teacher to read lectures and create formulations and rules: they are themselves comprehended by the student.

### *Project method*

The use of the project method in teaching a foreign language can solve a number of tasks:

- the attractiveness of learning a foreign language increases;
- various forms of learning activities are implemented;
- independent research work is carried out within the framework of the specified topic;
- the level of collective responsibility increases (during the implementation of a joint project);
- students learn the rules for processing the results of joint work (in accordance with established rules).

Practice shows that the project method improves the culture of communication and generally leads to mastery of a foreign language.

### *Interactive method:* [7]

- allows the student's creative side to develop;
- focused on attracting the cognitive forces and aspirations of the individual;
- contributes to the awakening of independent interest in knowledge;
- develops the ability to concentrate on the creative process.

This method appeals to the experience and abilities of students, helps in the learning process to form or develop communication skills.

## **Domestic methods of teaching foreign languages**

### *Mixed method*

One of the characteristic features of the mixed method was the teaching of grammar. At the initial stage of teaching a foreign language, grammar was studied unconsciously, that is, all the rules were not highlighted, and students did not attach importance to one or another grammatical structure. Already at the next stages of learning a foreign language, representatives of the method considered it advisable not only to rely on the rules, but also to analyze their meaning, trying to understand them. At the third stage, it was recommended to systematize the previously studied material. The mixed method is characterized by teaching speaking, which received special attention, and the need for which was often written by domestic representatives of this methodology. Moreover, the mixed method for the most part allowed the use of the native language (which was used as a means of semantization and control). Translation from native to foreign and vice versa was also allowed, but not at the very beginning of training.

### *Conscious-comparative method*

- 1) conscious learning of a foreign language involves the use of the native language (for drawing parallels, support, a basis for comparing grammatical rules and lexical phrases);
- 2) the main way of semantizing a language and understanding it as a system is translation;
- 3) maintaining a clear sequence in mastering the skills, abilities and knowledge that are necessary to present the material and organize it.

Representatives of the conscious-comparative method distinguish between productive material and receptively assimilated material. For the first time, criteria for choosing productive and receptive vocabulary were outlined, divided into basic and additional. Based on the point of view of I.V. Rakhmanova, the basic principles of active vocabulary selection include: compatibility; stylistic unlimitedness; semantic value; exclusion of synonyms; description of concepts; additional: frequency and structure ability of the word. [4]

### *Conscious-practical method*

The use of the native language base is largely hidden from the learner. Reliance on visual-situational and logical thinking is necessary, because verbal communication is built on a set of images of the external world, concepts and linguistic signs. To imprint these connections, a sensory-visual stage in learning is necessary. The conscious-practical method is ensured by the use of audiovisual visual aids, which help to understand the connection between an image, concept and word, reproduce a word or speech pattern based on a visual prompt, imagine a communication situation and speak in accordance with it. [3]

### *Intensive method*

- 1) various forms of collective interaction;
- 2) person-oriented communication;
- 3) role-based organization of the educational process;
- 4) concentration in the organization of educational material and the educational process;
- 5) multifunctionality of exercises (implies simultaneous and parallel mastery of language material and speech activity).

The intensive technique solves the following problems:

- harmonious combination of optimal teaching methods with personality development in the learning process;
- creating motivation for learning and communication that is close to real;
- overcoming psychological barriers;
- mastering maximum volumes of material in minimum time;
- active use of the learned material in practice;
- high learning efficiency. [8]

Features of the intensive method are as follows:

- 1) using methods that activate subconscious and conscious mental processes to create a language base;
- 2) developing tasks that awaken in students the desire to communicate in a foreign language;
- 3) convenient organization of interaction between students (both among themselves and with the teacher).

### **Results of the analysis and their discussion.**

An analysis of foreign methods of teaching foreign languages showed that the methods used throughout science have not lost their practical significance to this day. We can conclude that the history of the development of methods is based on the principle of continuity. At the same time, replacing each other, educational methods did not abandon existing teaching practices, but improved them and developed them taking into account the socio-economic development of society, the achievements of other new sciences, and most importantly, the needs of students. All the foreign methods discussed are still used by foreign language teachers. It should be noted that each of the described methods has its own advantages in relation to a specific learning situation. That is why teachers are given the opportunity to vary them in accordance with age, level of language proficiency, interests, as well as the characteristics of the target audience.

An analysis of domestic methodology showed that the purpose of training was the formation of reading and translation skills; which, unfortunately, had a negative impact on textbooks, which were completely filled with grammatical rules, and had a particularly bad effect at the initial stage. Dissatisfaction with this situation led to the development of a conscious-practical method in the 50s of the last century, which sought to synthesize a clear speech orientation of learning and the psychologically sound use of conscious systematization already at the first stage of mastering a foreign language. Moreover, intensive methods have made a huge contribution to the methodology of teaching foreign languages in Uzbekistan. Achievements of intensive methods in the field of activating the processes of perception and assimilation of the material basis of communication, in revealing new reserves of its motivation and in developing adequate forms of collective interaction should become the property of domestic methods in order to increase the efficiency of the educational process.

### **Conclusion.**

Domestic and foreign representatives of foreign language teaching methods point to the effectiveness of using interactive methods as one of the ways to develop communicative abilities, as well as critical thinking of students. According to the results of a study by the US (National

Training Center), aimed at determining the role of interactive training, they came to the conclusion that the highest level of training can be achieved using interactive methods.

Consequently, the use of interactive teaching methods contributes to better memorization of educational material, its identification and further practical implementation. The effectiveness of the method depends on the learning conditions, comfort, which affects the interaction between teachers and students, the relationship of students with each other, as well as on the psychological and age characteristics of the target audience.

We can conclude that one of the most important differences between the interactive method and other methods is the organization of the educational process, the forms of learning new material, and the interaction of students with each other and the teacher.

The main features of interactive learning are equal interaction between teacher and students, an atmosphere of success, conscious regulation and activation of behavior, the formation of student independence and the development of their creative and communicative abilities.

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