

IMPROVING THE METHODOLOGY OF TEACHING ENGLISH BASED ON INTERNATIONAL ASSESSMENT EXPERIMENTS

Muminova Mavjuda Mukhtorovna

Yakkasaroy district. 91 IDUM English teacher

The phenomena of nature and society are interrelated and in continuous contact develops. Since the sciences are the inicos of objective reality, none of them exist separate from the others. The event and the object are one of the same time the study of Talai Sciences takes place as a source, for example, the social phenomenon of "language" linguistics (linguistics), linguistics (psychology)from its own point of view,education (didactics) studies. The term "foreign language methodology" in the mind of a person the association"assotsation "of ya"follows:first of all, to study the language focused method and methodical methods are understood in the collection or teaching methods scientific knowledge about and finally, independent pedagogical science comes before us.

The methodology of a foreign language unit is relevant with didactics, without interaction evolved. Unit theories of all learning disciplines are applied to didactic science justification is undoubtedly known to all of us to receive scientific feed from it. Foreign language the unit is also based on didactics. General Theory of didactics, methodology is the knowledge of the unit of a particular study subject, linguodidactics is the unit of languages in general theory, linguometodics is seen as the science of a specific language transition.

The term "method" refers to knowledge, competence, acquisition of knowledge, worldview in learners teacher-educator in the way of forming and creating cognitive opportunities and the student's way of working means. This concept can be attributed to countless effects has. The implementation of methods in the teaching of foreign languages began from long periods, principles are relatively more recent methodological terms. Historically, methods have been applied to four groups combined, to call their names "translation", "mountain " ri", "comparative", "mixed" received.

The history of methods refers to Methodist prof. I.V.Deep by rachmanoff studied. The translation method is basically in two views, grammar-translation and the text is referred to by the name of translation methods. Grammar-point of translation method a foreign language from the point of view is studied for a general purpose. Grammatical exercises language performed with the aim of reading the reader's logical thinking. Grammaticus the statement of knowledge has been taken as the main goal of Education. This method has the basic principles are as follows:

1. Language learning is based on written speech.
2. The subject of learning is taken from grammar, subject to it in the lexicon selected. Grammatical exercises are the main working method of performance.
3. Before, the grammatical rule is memorized, and then the rule-based sentence structure recommended.
4. The grammatical form and the meaning of the words are in the translation tool revealed.
5. Language material with word-to-word translation and dry memorization approach is mastered.
6. Words are limited to out-of-context, solo memorization.

Method without translation. Various views of this method are historically known.

They can be divided into two large groups: natural and mountain methods. In natural method learning a foreign language should be monand to the conditions of acquiring a native language. Of method.

general purpose learn to read and write through learning to speak a foreign language the idea that there will be an opportunity to get formed in the practical goal of the project. Natural the most important of the principles included in the method is the creation of a language environment. Olg " a various approaches appear in the chapter applying applied methodological principles in practice was. This can be clearly noticed in the creative activity of method figures. In a new interpretation of a foreign language Objective, mainly, the results of pragmatic Linguistics Research were relied on. This area of linguistics interprets language as an area of human activity rather than a linguistic form system.

The goal of determining the main directions of a foreign language education is for learners "learn to deal", "Befaeigung zur Kommunikativ" (communicative

Kompetenz) new growth plans have been adopted. In the 70s "communicative the method" found its proof in several stages after a series of attempts.

At such a time, the science of methodology developed. No foreign language we have its we cannot take up the methodology without deep study. Foreign language in unit methodology the method of "communicative didactics" is also considered significant. Communicative didactics embodies the following.

- Open and flexible lesson concept;
- theme and content are important;
- the main form of work in the lesson: talk and work as a group;
- activating learners and using language creatively and freely
- attention needed to be great;
- Strong to exercise based on the principle of understanding to express thought pay attention;
- When opening a piece, setting the movement scale and organizing the exercise visualization (view support) plays an important role in making;
- Study everyday speech communication in a life situation (practice dialogue make);
- Careful use of language and at the same time understanding the original texts it is important.

Communicative didactics as a material of listening and understanding natural oratory the first to take advantage of the situation was the train, the road, on the transport, at the station ads, radio and television commercials, phone conversations, and the like you can give an example. Understanding by listening to information is up to acceptance goals changed. Telling and controlling what he listened to also

it turned out differently. This method depends on the target to the listener separated the following types of understanding:

In a broad sense, some of the details of the text are ignored, and its understanding the main content;

When specific information is important such as the need for weather for a specific location, the importance of the arrival and departure of a train, etc. the method is from the sentence.

It is this knowledge that we retain in our minds, communicative our study of didactic information, from the concept of " communication consequently, the term" intercultural dialogue" is used to refer to connected in terms.

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In the methodology of a foreign language unit, the phrase intercultural dialogue is now broad has been joining. It is this concept that we define in different contexts we can join. And in fact: intercultural dialogue - diverse culture the social background, mentality, national character, way of life, customs, system of values, etc. of its representatives is information.

To the culture of the country studying students in this process relative respect, patience and understanding the culture of the other country right it is necessary to educate and develop in the spirit.

Each foreign language lesson is a cross-cultural, intercultural dialogue practice is. Because every foreign language word in this process is foreign reflects life and Culture on themselves. The task of the teacher and from reading students' ability to access communicativeness, communication to. To do this, teach people to communicate effectively applications and four in a foreign language are aimed at developing speech activity it is necessary to adopt new methods of Education.

The formula for intercultural communication is impatience, restraint.

Intercultural dialogue requires non-inclusion of socio-cultural errors are. For example, in the German people, "Tee oder Kaffee?" "ya" ni "tea or coffee"

we answer the question "in our native language," - "Tee", "tea" - but in German while such an answer does not come right. In German, "Bitte, Tee" "ya", "Mercy, tea". The word connects the people to each other through communication. Nov.

as a result of applying the material in all types of speech activity at the same time skills and skills are generated. Communicative tools in this process,

the principle of scalability, types of modern technology, methods, consistency is ensured, the quality and efficiency of the product will continue to increase.

Teacher-not only to show the teacher's successful activities subject, pedagogical and psychological knowledge, but also another special feature—ability to communicate is also really necessary in skills and skills.

A person begins to acquire communication skills from the very beginning. But not everyone can establish communication as much as they want after being older.

According to its nature, the profession of pedagogy belongs to the professions of the "human-human" type and therefore also the ability to communicate leading to the educator, professional is counted from important marriages. Taking with the educator's readers children's interest in the subject of learning depending on the communication and treatment they go through, it means that growth motifs are formed. The teacher's communicative culture is his learning process it is professional-pedagogical communication with its subjects. Of communicative culture as a necessary level, it can be defined that the variable has its own

CONCLUSION

Learning a foreign language is a multifaceted learning process that complicates a person's psychological changes. Methods of unity of a foreign language, widely used in the methodology: the method of communicative didactics, the method of organizing intercultural communication and the method of organizing exercises. All three methods are interconnected and complement each other.

Since the subject of the methodology is associated with the science of didactics, the study of a foreign language in the period of communicativity is based. Learn a foreign language as a result, the culture of another country also plays. Obtaining knowledge of the necessary "technology of Organization of exercises" in foreign language education is important for the profession.

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