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EFFECTIVE METHODS OF TEACHING FOREIGN LANGUAGES

Abstract: The article discusses the most popular and in-demand methods in teaching foreign languages at the moment. In accordance with the requirements imposed at the current stage of development of teaching methods, methods are selected that are aimed primarily at the formation of a full-fledged secondary linguistic personality. This article discusses the following methods: communicative, project, intensive, activity-based and distance learning methods. Each of the methods is effective in its own way, but at present, the most effective is the integration of methods, which allows you to highlight the best and use it for the benefit of students. The synthesis of methods gives a better result than individual methods.

Keywords. Education, linguistic, criteria, cognitive, concept, project, psychological.

Mastering foreign languages in modern society is an integral part of the professional training of specialists in various fields. Successful resolution of issues of professional growth, establishing and strengthening contacts with foreign partners largely depends on the quality of language training of personnel.

Consequently, a modern school is designed to provide a certain level of proficiency in a foreign language, which could allow students to continue studying it during their university and postgraduate education. The success of learning largely depends on the methodology used by the foreign language teacher, on the teacher's ability to use various modern methods in the context of solving specific educational problems.

At the current stage of development of methods for teaching foreign languages and cultures, special attention is paid to new trends in the selection of methods focused on the main goal of learning - the formation of the main features of the secondary linguistic personality of students. When selecting teaching methods (methods, models, forms of teaching), one should take into account the criteria according to which the methods used should:

- provide a comfortable atmosphere in which the student will feel free and at ease, stimulate interest in the language, develop in the student the desire to apply the acquired knowledge in practice, thereby allowing the student to achieve success in mastering the language;
- involve the student's feelings and emotions in the educational process, stimulate his cognitive, speech and creative abilities;
- make the student the main actor in the educational process, actively interacting with other participants in this process;
- create situations in which the teacher is not the central figure; the student must understand that learning a foreign language is connected to a greater extent with his personality (his interests) than with the methods and means that the teacher uses;
- to instill independent work of the student on the language according to his physical, emotional and intellectual capabilities; therefore, to ensure individualization and differentiation of the learning process;
- to provide for various forms of work in the classroom: individual, work in pairs, groups, fully revealing the creative abilities of students, independence of thinking, etc.

The material assimilated with the help of such methods, offered to students in the course of studying a foreign language, should be perceived as a means of interaction with communication partners.

At this stage of development of foreign language teaching methods, communication-oriented concepts have found the greatest application. The most popular among them are communicative, project, intensive, activity-based methods and distance learning methods.

Communicative Methodology

The logic of developing the communicative methodology led to the final advancement of foreign language culture as the goal of teaching foreign languages in school. The communicative method of teaching foreign languages is based on the communicative approach.

Many modern foreign scientists believe that the learning process should rely only on the content side, real communication and exclude work on the language form. To do this, it is necessary to use truly communicative tasks that are adequate to the goal. The principle of conscious learning is underestimated and the cognitive processes characteristic of mastering a foreign language are not taken into account.

Most domestic and foreign methodologists accept this interpretation of the communicative method, according to which the learning process should reasonably combine the systemic and content approaches, include work on both the form and content side of speech. This interpretation of communicativeness allowed domestic methodologists to introduce the term "communicative-cognitive method", that is, to draw attention to the cognitive side of the process of mastering a foreign language, when the language is studied outside the language environment and many features of its use, in particular socio-cultural ones, are learned at the level of knowledge.

Project-based methodology

Teaching foreign languages, being an integral part of the general education system, is subject to the main trends in the development of this system. This is most clearly expressed in teaching methods.

In recent decades, a trend such as projectivity has been forming in education. This concept was formulated in the context of the program for the restructuring of education proposed in the late 70s by the Royal College of Art in Great Britain. It is closely related to the project culture, which arose as a result of the unification of the humanitarian-artistic and scientific-technical directions in education.

Project culture is a general formula in which the art of planning, invention, creation, execution and design is realized and which is defined as design.

By mastering the design culture, the student learns to think creatively, independently planning his actions, predicting possible options, solutions to the tasks set, implementing the tools and methods of work he has learned. The design culture has entered many areas of educational activity in the form of project methods and project teaching methods. The project method is also actively included in the teaching of foreign languages.

Intensive Methodology

In the context of the rapid development of science and technology in all spheres of life and at all stages of the formation of personality and specialists, the problem of transition to an intensive path of development arises. This problem is no less relevant for teaching foreign languages and cultures. The search for optimal ways to solve this issue led to the emergence of a method based on suggestive influence on students in the late 60s - early 70s of our century.

The suggestive direction appeared in connection with the attempt of the Bulgarian psychotherapist Georgiy Lozanov to use suggestion as a means of activating reserve mental capabilities in the educational process, in particular, when teaching foreign languages.

The use of suggestion allows you to bypass or remove various kinds of psychological barriers in students in the following way. The teacher conducts classes taking into account psychological factors,

emotional impact, using logical forms of teaching. He also uses various types of art (music, painting, elements of theater) in classes, with the aim of emotionally influencing students.

A language portfolio is a set of documents containing information about the learner's language learning experience, the level of different language skills – writing, reading, speaking, listening and translating – and examples of these skills. It promotes language learning and the development of cultural competence. It usually consists of three parts: a language passport, a language biography and a dossier. The language passport enables language learners to summarise their language learning experiences and describe them meaningfully, using the terminology of an international rating scale. The language biography focuses on: communication, culture, connections, comparison and communities. It enables learners to assess their own progress in language learning in the five skill areas. It also encourages them to set personal goals for language learning and the development of intercultural competence, and to plan strategies to achieve their individual goals. Teachers can use the language portfolio method to help their learners become more autonomous. In addition, language portfolios can be used in teacher education and training programmes (pre-service and in-service) to encourage a reflective, learner-centred approach to language learning and to raise awareness of international language assessment criteria.

An essay is usually a short text, often written from the author's personal perspective and requiring independent research. In every professional course, students should be encouraged to read books in a foreign language and undertake assignments related to their study in essay format. Essays are a good introduction to template writing, which is the basis for much more complex writing undertaken later in personal and professional life. Students are taught to write synthesis essays, develop an outline, draft, seek and receive feedback, revise, correct and reflect, and develop skills in searching for and selecting information from additional sources such as the Internet, specialist journals and other specialist publications.

Giving oral presentations is one of the important components of a FL course as it develops students' oral presentation and public speaking skills. Asking students to give presentations has the following advantages: – it gives the presenting student a good opportunity to practise speaking without outside help; – it gives other students good listening practice; – it increases the presenting student's confidence in using the FL; – it can be a good diagnostic and assessment tool; – it can be good practice for a real situation when students may actually need to give presentations in English in their professional life; – it is an excellent generator of spontaneous discussions and essay topics. University students will need presenting and briefing skills in their future jobs; so they should be trained to give instructive and demonstrative speeches and presentations followed by discussions. In addition, these are the main types of presentations for students who do not speak languages, since they are simple, and their more direct structures are suitable for use even by students with pre-intermediate language skills.

Team learning in the most general sense covers a wide range of forms of organization. One of the specific forms, which has become quite common in recent years, is the simultaneous teaching of two teachers in a class. Very often these are teachers who are accompanied by assistants who are native speakers of the target language. In addition, there is another type of cooperation between teachers - interdisciplinary learning, which is organized in various academic disciplines.

Conclusion. It should be noted that when choosing a teaching method, you need to take into account not only your own preferences, but, above all, focus on the age, abilities, interests and psychological characteristics of the students. Focusing on them, it is much easier to choose the most acceptable and effective method.

At the moment, there is no universal method, since the effectiveness of a particular method depends on many factors. At the current stage of methodology development, there is an integration of

methods. It can be said that the formation of a complex method has begun, which incorporates the best elements of different methods.

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