

DEVELOPMENT OF FOREIGN LANGUAGE TEACHING METHODOLOGIES*Safarova Dildora,**teacher of department of teaching english language methodology**Usmonova Sevinch, Qodirberdiyeva Rayhona, Tojiqulova Saida**Jizzakh state pedagogical university**Students of foreign language and literature*

Abstract: this article examines the features of the development of linguistic techniques and their impact on the development of education. A cross-sectional and comparative analysis of the impact of the choice of the direction of development of training is carried out. Recommendations are given for the implementation of developments in foreign language teaching.

Keywords: analysis, method, research, systems, English language.

Teachers have an important, yet vastly undervalued purpose in today's society. With the increased availability of information and the advancement of communication technology, the perception and role of teachers is rapidly changing. There are various challenges as well as rewards that are inherent in the job. In order to grow and improve as a teacher and an individual, it is important to reflect on your personal feelings and teaching methods that define you as a unique instructor.

Being a teacher is a big responsibility and a big responsibility. Those who have any experience in education understand that the job requires not only mastery of the subject taught, but also an understanding of human psychology, the need to maintain composure and be as organized as possible. Frankly, it is tiring and exhausting at times. However, the job brings incredible satisfaction and a great deal of pride in the profession. There is the excitement of planning and executing projects with your class or taking advantage of a new teaching method shared by a more experienced teacher. Language teachers always emphasize the impact of writing on the language learning process. Students are mostly focused on speaking; thinking that this is the only thing they need to learn to become fluent in a particular language.

As language teachers, everything we do every day has the potential to be a teaching tool. For example, when we hear a song, we think about how we can use the lyrics to teach the language. When we cook a meal, we think about teaching our students the command forms of a foreign language. Everything around us provides a context for language learning opportunities. The same is true for our use of technology. Whenever we use technology in its various forms (email, essay writing, listening to podcasts, chatting, social interaction, spreadsheets, etc.), there is almost always a potential application to our language teaching. This, again, is a type of "context" for language teaching because we are taking the environment around us and using it to help learners make associations and connections. It is through the use of technology that we gain new ideas about how to create learning opportunities. In other words, we are looking at our teaching in the context of the environment around us. These two words, "method" and "approach," are often confused with each other because of their similar meanings. Both are instructional blueprints with principles and practices that guide the teaching and learning process. The difference lies in their level of flexibility. A method is a way of teaching that has

prescribed goals and guidelines, and the teacher has little or no leeway when it comes to implementation. An approach is a way of teaching whose principles can be applied in a variety of ways.

Methodology of teaching English refers to the combination of teaching methods used by the teacher when teaching children English and the methods used by students when learning the language. The methods are created based on the specific features of a given course.

Let's consider the tasks of the method, which acts as a means of teaching and learning, for the teacher and the student:

1. The first task of the teacher is to act as an organizer in the lesson. It is necessary to organize the introduction and explanation of the content of a new topic to students during the period of its study. In particular, the teacher should constantly look for the appropriate use of teaching aids and games when organizing English lessons in elementary grades. Because he sets tasks for the student, or rather, his acquaintance with the new topic, and on this basis he trains to correctly complete language and written tasks and, even if they remain, can subsequently use them independently.

2. The teacher is a coach. The next step of the teacher is the transition from the designer to the teacher who introduces, explains and teaches students the topic that must be disclosed for the full and adequate fulfillment of the lesson goal. When the teacher explains a new topic, he should check whether the students understand the topic or not.

3. The teacher has full control. He should also monitor the students' performance of language or written tasks during the lesson. In addition, the teacher should re-explain when the students have forgotten or have problems with the grammar resources related to the tasks. Here, the main goal is for the students to be able to consciously use the learning materials they have received and learned under the guidance of the teacher.

However, each of the methods of introduction, teaching and use of teaching has its own characteristics:

I. Introductory method of teaching. The method of familiarization is the first step in mastering the learning material. When learning a language unit, the student first hears it clearly or sees the graph in writing. Learn its meaning and use related to the object, event, action.

II. Training method of teaching. After the introduction, the training method of teaching is transferred. Students prepare for practice by getting acquainted with the learning material. Particular attention should be paid to the quantity, quality and level of performance of oral and written activities.

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