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THE IMPORTANCE OF MODERN PEDAGOGICAL METHODOLOGY IN TEACHING FOREIGN LANGUAGES TODAY

MIRVALIYEVA Malika*Tashkent State Transport University**Teacher of the Department of Foreign Languages*

ABSTRACT

This article discusses the importance of modern pedagogical methodology in teaching foreign languages today, and the need to learn foreign languages in educational institutions around the world and in our country, as well as in non-governmental educational institutions. Due to the current need to learn foreign languages, fundamental, linguo-sociocultural, and communicative methods of teaching a foreign language using modern technologies and new methodologies are comparatively analyzed, their role and importance in the educational process are shown and highlighted from scientific literature. It discusses ways to teach students a foreign language using modern pedagogical technologies.

Keywords: *foreign language, method, pedagogy, linguistics, intensive, teaching lexical units, linguocultural, linguistic means, image, external appearance, re-expression, form and meaning.*

ANNOTATSIYA

Ushbu maqolamizda hozirgi kunda chet tillarini o'qitishda zamonaviy pedagogik metodologiyaning ahamiyati hamda jahon va yurtimizda ta'lim muassalari hamda, nodavlat o'quv muassasalarida bugungi kunda chet tillarini o'rganishga bo'lgan yehtiyoz tufayli chet tilini o'qitishning zamonaviy texnologiyalar yordamida, yangicha metodologiyalardan foydalanib fundamental, lingvosotsiomadaniy, kommunikativ metodlar qiyosiy tahlil etilgan, ularning ta'lim jarayonidagi o'rni va ahamiyati ko'rsatilib ilmiy chiqatdan yoritilgan. zamonaviy pedagogik texnologiyalardan foydalangan holda talabalarni chet tiliga o'rgatishning yo'llari haqida fikr yuritilgan.

Kalit so'zlar: *chet tili, metod, pedaqgogika, lingvistika, intensiv, o'qitish leksik birliklar, lingvokulturologik, lisoniy vosita, tasvir, tashqi qiyofa, qayta ifodalash, shakl va ma'no.*

INTRODUCTION

Today, the importance of learning a foreign language in our country is becoming more and more important than in previous years. Foreign language

specialists are implementing new methodologies and methods of learning a foreign language. This will certainly increase the effectiveness of teaching foreign languages. Analysis of the main forms and problems of meaning in adjectives in a foreign language. Language is a means of communication between people. Theoretical problems of form and meaning have been the focus of attention of linguists, philosophers and scientists since the times of philosophers such as Aristotle and Plato. A foreign language is a language rich in polysemous words. The use of polysemous words in a text serves to increase the effectiveness of the text, not only in terms of their application. All people living on Earth are not only witnesses to the rapid changes in the world, but also direct participants in complex and continuous processes such as the development and progress of world culture, science and technology. In this regard, the study of a foreign language, which is one of the leading languages of the world and has become the second language of communication for 35 percent of the population of the Earth today, is gaining importance. In this regard, in our country, it should be noted that within the framework of the implementation of the Law of the Republic of Uzbekistan "On Education" and the National Program for Personnel Training, a comprehensive system of teaching foreign languages has been created, that is, a system aimed at forming a harmoniously mature, educated, modern-thinking young generation and further integration of the republic into the world community.

Over the years of independence, more than 51.7 thousand foreign language teachers have been trained, multimedia textbooks on English, German and French for grades 5-9 of secondary schools, electronic resources for learning a foreign language in primary grades have been prepared, more than 5 thousand language classrooms have been equipped in secondary schools, vocational colleges and academic lyceums. At the same time, an analysis of the current system for organizing the study of foreign languages shows that educational standards, curricula and textbooks do not fully meet the requirements of the time, in particular, the need to use advanced information and media technologies. Education is carried out mainly in traditional methods. The organization of continuous study of foreign languages at all stages of the education system, as well as the improvement of teacher training and the provision of modern educational and methodological materials, require further improvement.

By introducing advanced teaching methods using modern pedagogical and information and communication technologies, our state is creating broad opportunities for the growing younger generation to learn foreign languages, to radically improve the system of training specialists who can speak these languages

fluently, and on this basis, to create conditions and opportunities for them to widely use the achievements of world civilization and world information resources, and to develop international cooperation and dialogue.

Literature review. Currently, state standards for the system of continuing education in foreign languages in our country have been developed, and requirements for the level of preparation of graduates of all stages of education have been established. The standards of the system of continuing education in Uzbekistan were developed based on the requirements of the Council of Europe's "Common European Framework of Reference for Languages: Learning, Teaching and Assessment" (CEFR).

In order to ensure that state education standards are thorough in all respects, a group of experts led by Englishmen Rod Bolbaito and Davis Alan was involved. Given the abundance of offers in the educational technology market in recent years, the question "What method do you teach?" has become even more relevant, reflecting the increased level of consumers of intellectual products. In our hectic time, when the education market offers various types of language courses, those who consider time to be gold and think about developing their work, studies and business often choose short-term courses with names such as "Learning a foreign language in two weeks", "Effective express method", "Foreign language at the subconscious level" and others. So, how effective are these teaching methods? Do they give the expected results? In the recent past, foreign language teaching was mainly focused on grammar. A lot of time was spent on reading and translating texts, and sometimes memorizing "topics" and writing dictations to revive the uniformity a little, and this process required hard work. Today, the main offer in the language market is formed based on consumer demand. According to S.G. Ter-Minasova, a leading expert in linguistics and foreign language teaching methodology, "Today, as a result of the functionalization of language teaching and the intensification of integration processes, the study of foreign languages, in particular, has become even more relevant. However, modern language learners are not interested in the history of the language or its theory. A foreign language has become necessary for them to meet their vital needs." Currently, several methods are offered to students studying a foreign language. One of them is the fundamental method. It requires at least 2-3 years of study and in-depth study of grammar. This method is mainly useful in training professional translators, and at the end of the study, students are able to look at the world through the eyes of a "native speaker," that is, a native speaker. On its basis, the language is studied as a real and complete means of communication. Currently, the fundamental method has not changed its purpose, but many other

methods have entered the arena of competition with the fundamental method. One of them is the linguo-sociocultural method. This method requires learning a language in a social and cultural environment. Its supporters condemn the fact that students set themselves the goal of learning “dead” lexical and grammatical forms. In their opinion, “a person is a product of culture. Therefore, language too.” In most cases, not learning a language in accordance with social life leads to many mistakes. For example, a student learning a foreign language may use the grammatically correct phrase *The Queen and Her relatives* at first glance, but it is difficult to understand that a British citizen is referring to *The Royal Family*.

Research Methodology. For those who do not know foreign languages well, the difference between the phrases *Don't you want to go?* and *Would you like to go?* is not so big, but for a British person they are different. In most cases, at conferences, the question “What other problems are you interested in?” is translated into a foreign language as “What problems are you interested in?” However, it is worth noting that in a foreign language the word “problems” has a negative connotation, and it is better to translate such a sentence as “What issues are you interested in?” According to linguists, 52% of such errors are due to the direct transfer of phrases from the native language into a foreign language, and 44% are due to the insufficient potential of the language learner. The most important thing in the process of learning a language is the correctness of the content of the transmitted information. The linguo-sociocultural method covers two types of communication. This is linguistic and intercultural communication. A university student should not only master reading, writing, and translating a foreign language, but also learn to see a foreign language from the perspective of another people's culture. A foreign language teacher should pay special attention to these aspects in the language teaching process. Therefore, in order to learn a language in depth and communicate easily, it is necessary to teach a foreign language effectively using the three methods listed above. In our opinion, first, it is necessary to teach a student to speak a foreign language, and secondly, to teach him to think in this language. This is a rather difficult, but feasible process. To do this, a foreign language teacher should enrich his teaching methods in addition to the standard approach with various games, communication with peers, exercises for finding errors, comparative analysis of texts, etc.

Today, this is effectively done by the 5-level “Headway” textbook, created by English stylists John and Liz Soares. This textbook for learning a foreign language includes a complete methodological package, that is, a textbook for students and a teacher, covering 120 hours of Elementary, Pre-Intermediate, Intermediate, Upper-

Intermediate, consisting of audiocassettes. Each lesson in the textbook consists of several sections. The first covers speaking skills, while the second is aimed at developing language skills (skills development). The following ones include working on texts (scan reading, reading for gist, summary reading, etc.), questions and answers, listening to and reviewing audiocassettes. The uniqueness of “Headway” is that it teaches grammar in two stages: first in the context of the lesson, then in the student’s workbook (self-study and revision). In addition to the textbook, the book “Headway Pronunciation” is also included to improve pronunciation. Another method of teaching a foreign language that has become quite popular today is the intensive method. It is based on memorizing about 25 percent of clichés, that is, the most necessary phrases for communication. Of course, a student who chooses this method to learn a language may not be able to read Byron's works in full, but he will be able to communicate with his interlocutor when necessary. The teacher who teaches using this method mainly uses dialogues as a weapon. It is not possible to learn a foreign language in 2 weeks even with the intensive method, but hardworking, self-motivated students can easily master the language in 3 months.

Conclusion/Recommendations. Using various pedagogical technologies in the classroom, the process of teaching a foreign language can be viewed from a completely new perspective and new mechanisms for personality formation can be mastered, achieving high-quality results in comfortable conditions. Whatever method the teacher chooses for teaching a foreign language, it should be based on the desire to give the student more knowledge and help young people master a foreign language. Only then will any method be effective.

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