
EFFECTIVE METHODS IN TEACHING A FOREIGN LANGUAGE

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Abstract

Nowadays, under the influence of drastic changes of the contemporary world, the institutions of higher education focus on the promotion of equity and quality. Special attention is paid to the cross-border education, because the mobility of students and staff facilitates the “formation” of highly skilled workers in certain specialized areas. The main precondition of a successful implementation of mobility programs is a profound knowledge of foreign languages. The given paper deals with the importance of second language acquisition and outlines the strategies of a successful teaching process. The main emphasis is put on the “enhancement” of students’ motivation (including a good teacher-student rapport) and teaching a language through teaching a culture. The first one is regarded as a key element of a classroom success, while the latter simplifies learners’ comprehension of second language reality.

Keywords: acquisition, culture, globalization, higher education, motivation, methodology, innovation, foreign language, communication.

Nowaday, globalization acquires more and more importance in today’s world. It makes all the existed boarders and boundaries irrelevant and facilitates cultural, political, economic and environmental interconnections, which push people closer together through highly developed international trade and commerce, education exchange, rapid transportation and communication. The process of globalization has interfered into many spheres of life: “globalization together with new information technology and the innovative processes they foment are driving a revolution in the organization of work, the production of goods and services, relations among nations, and even local culture... it is changing the very fundamentals of human relations and social life”.

Language learning is one of the most important areas in human society. Language, which is a means of communication, can be acquired practically in a natural

environment, i.e. in the family, among the public or in an organized manner. Knowledge of language phenomena is taught theoretically. Knowledge of languages, especially multilingualism, is of great importance in our time of increased international relations. Pupils and students studying in our country usually study three languages. These languages are referred to by special names. These are: mother tongue, second language, and foreign language. The mother tongue is the first language that plays a special role in the formation of thinking. When talking about the second language, it is considered as the language of brothers and neighbors of other nationalities.

A foreign language is the language of a foreign country. Western European languages (English, Spanish, German, French) and Eastern languages (Arabic, Turkish, Persian, Chinese, Indian) are taught in our republic. These languages are included in the curricula of educational institutions. The process of teaching all three languages is different. The mother tongue and the second language are learned in a natural situation, and a foreign language is learned in an artificial environment. Communication in a foreign language mainly takes place in the classroom under the guidance of the teacher. Among the three languages, learning and teaching a foreign language differs sharply in certain aspects. This, in turn, requires the use of appropriate foreign language teaching technology. By carefully mastering the achievements of the methodical science, the foreign language teacher will be able to clearly know the standard of language experience of the student and to improve it further. Effective teaching of foreign languages requires knowledge of its methodology. Learning foreign languages and teaching depends to a large extent on the development of foreign language teaching methodology issues from the theoretical side and the creative application of theory in practice.

✓ ***The subject of the methodology*** is the process and methods of education through the subject of a foreign language, the science of teaching a foreign language, the study of teacher and student activity is considered the subject of the methodology.

The history of methods is the famous methodist prof. Deeply studied by I.V. Rakhmanov. The method of translation is mainly in two forms, called grammar-translation and text-translation methods. From the point of view of the grammar-translation method, a foreign language is studied for general educational purposes. Grammar exercises language It was done in order to develop the logical



thinking of the learner. Expressing grammatical knowledge is considered the main goal of education. The main principles of this method are as follows:

- Language learning is based on written speech.
- Grammar was taken as the subject of study, and the lexicon was chosen accordingly. Grammar exercises were the main method of work.
- First, grammatical rules were memorized, and then it was recommended to make sentences based on the rules.
- Grammatical forms and the meaning of words are revealed through literal translation.
- Language material is mastered by literal translation and dry memorization.
- Limited to individual memorization of words out of context.

The term intercultural communication is widely used in foreign language teaching methodology. It is this concept that we can apply in many different contexts. In fact: Intercultural dialogue is communication-information about the social origin, mentality, national character, way of life, traditions, value system, etc. of representatives of different cultures. In this process, it is necessary to educate and develop students in the spirit of respect, patience and correct understanding of the culture of the country they are studying.

Every foreign language lesson is a cultural intersection, a practice of intercultural communication. Because every foreign language word in this process reflects foreign life and culture. The task before teachers is to develop the ability of pupils and students to communicate and communicate. consists of For this, it is necessary to learn new methods of education aimed at developing the four speech activities in a foreign language, teaching manuals that teach people to communicate effectively. The formula of intercultural communication is patience and tolerance. It is necessary to avoid socio-cultural mistakes in intercultural communication will be done. For example, in German, "Tee oder Kaffee?" that is, to the question "tea or coffee" in our native language, we answer "Tee", "tea", but in German, such an answer is not correct. In German, "Bitte, Tee" means "Thank you, tea" is answered. Words connect people through communication. Proficiency and skill are formed as a result of using the new material simultaneously in all types of speech activity. In this process, communication tools, The quality and effectiveness of education will continue to increase if demonstration, types of modern technology, methods, and the principle of consistency are ensured. In order to successfully work, a teacher-teacher needs



not only subject, pedagogical and psychological knowledge, but also another special feature - the ability to communicate.

In the context of foreign language learning in the classroom, are primary school children also more likely than older students to reach native-like proficiency in the long run?

All research investigating whether earlier is better in instructed contexts points in the same direction:

1. Young children are very enthusiastic and love learning foreign languages. They find it fun and they enjoy discovering new worlds and new ways of saying things.
2. Young children are slower at learning languages than adolescent learners, in all aspects of language. To my knowledge, only one study by Jenifer Larson-Hall found a small advantage for an early start, but in that study, the children had six to eight hours of instruction per week for 44 weeks a year over six years, making the context of learning very different from the one or two weekly hours in other studies

In the case of immigrant children, there is much research evidence that young children are actually slower than older learners at the beginning of the learning process. Many studies have shown that adolescents and young adults are faster learners on all measures of language proficiency. Young children, however, eventually catch up with older learners and typically become indistinguishable from native speakers, which is usually not the case for adults.¹

Most of the research to date has focussed on the learning of English as a foreign language, in countries where there is much pressure for children to learn English in order to become successful global citizens. But what happens in England, where children grow up speaking the international language, and where the cultural context as well as inconsistent commitment from successive governments make the learning of foreign languages anything but central to the educational agenda? In a recent study we compared how children aged 5, 7 and 11 learn French in the classroom in England. All children were complete beginners at the start of the project and received two hours a week of similar instruction from the same teacher over 19 weeks. This study found that the older children learned faster, as they were better able to use a range of cognitive strategies to aid their learning, and they also used their more advanced literacy skills to support their

¹ "Science and Education" Scientific Journal April 2021 / Volume 2 Issue 4



foreign language learning. The younger children, however, were the most enthusiastic, as reported by many studies (e.g. Cable et al. 2010)

If on the other hand, 'better' means developing an enthusiasm for learning languages, as well as changing cultural perceptions about the centrality of languages to education by embedding them in the curriculum from the start, then much of the evidence suggests that younger is better. In our recent study comparing 5, 7 and 11 year olds learning French in England, 96% of the 5 year olds enjoyed learning French, and 88% of the 7 year olds did so too. It seems that even an hour per week has the potential to awaken a lifelong interest in foreign languages, which must be welcome in a country where foreign language learning is undervalued and in crisis.

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