

MODERN METHOD IN FOREIGN LANGUAGE

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Annotation:

Changes in education, occurring under the influence of the rapid introduction of information technology in all spheres of life, impose serious requirements on the level of competence of a teacher who needs to master the role of a consultant for a student. Researchers and educators from around the world emphasize the special need for media education.

Key words: media education, method, learning, disciplines.

The concept of a teaching method is very complex. However, despite the various definitions that are given to this concept by individual didacts, something common can be noted that brings their points of view together. Most authors are inclined to consider the teaching method as a way of organizing educational and cognitive activities of students.

The word —method in Greek means —research, method, path to achieving the goal. The etymology of this word also affects its interpretation as a scientific category. —A method - in the most general sense

- is a way to achieve a goal, a certain orderly activity, the philosophical dictionary says. Obviously, in the learning process, the method acts as an ordered way of the interconnected activity of the teacher and students to achieve certain educational goals. From this point of view, each teaching method organically includes the teacher's teaching work (explanation of new material) and the organization of active educational and cognitive activity of students.

The teacher, on the one hand, explains the material himself, and on the other, seeks to stimulate the educational and cognitive activities of students (encourages them to think, formulate conclusion

independently, etc.). Sometimes the teacher himself does not explain the new material, but only defines its topic, conducts an introductory conversation, instructs students for the upcoming educational activities (teaching work), and then invites them to comprehend and learn the material from the textbook. It

combines the teaching work of a teacher and the active educational and cognitive activity of students organized by him.

All this allows us to conclude: by the methods of teaching should be understood the methods of teaching the teacher and the organization of educational and cognitive activities of students to solve various didactic tasks aimed at mastering the material studied.

The teaching method organically includes the teacher's teaching work (teaching) and the organization of educational and cognitive activity of students (learning) in their relationship, as well as the specifics of their work to achieve educational, developmental and educational goals of teaching. The essential features reflected in these definitions are that: firstly, it is an activity whose goal is to educate an individual and solve educational problems, and secondly, it is always a joint activity of a teacher and a trainee. It follows that the basis of the concept of —teaching method is the activity of subjects of the educational process. The teaching method almost always involves the active activity of the teacher, accompanying the student. It is worth considering that the more complex the activity, the more diverse the methods should be. And training is one of the most complex types of activities and therefore has a number of different methods.

The teaching method cannot be invented; it is developing gradually. Its development can be compared with the improvement of a mechanical device. Both of them, primitive at the beginning, are gradually improved by the combined efforts of generations. From the point of view of the leadership role of teachers, teaching methods can be assessed as ways of organizing educational and cognitive activities of students and managing this activity. Emphasizing the cognitive orientation of existing methods, they can be defined as the ways in which students, under the guidance of a teacher, go from ignorance to knowledge, from incomplete and inaccurate knowledge to more complete and more accurate knowledge. From the logical and substantive side, teaching methods can be assessed as the applied logical method by which students consciously master knowledge, skills and abilities. Wanting to emphasize the substantive and methodological essence of teaching methods, they can be defined as a form of movement of the content of training.

Each method includes a variety of teaching methods. Each of the techniques is designed to bring students closer to the ultimate goal of learning. Reception is nothing more than an elementary methodological act aimed at solving a specific

problem at a certain stage, in other words, a reception is an element of a method, its component, a one-time action, a separate step in the implementation of the method.

Receptions are central to the learning activities of students and have a decisive effect on it. Thanks to a skillful combination of interconnected techniques, the teacher manages to increase the effectiveness of the educational process, to show his methodological skills. Working with isolated lexical units on the board, analyzing the structure of the written sentences, controlling loud pronunciation of words, phrases, naming objects in pictures - these are all examples of tricks that help to solve separately posed problems. But it should be noted that the weak level of formation of techniques is one of the reasons for the difficulties students encounter in learning, especially when doing homework on their own. In contrast to the technique, the method should be considered as a second and higher power generalization stage.

Each teaching method serves to achieve a specific goal, designed for a specific time, for students of a certain age, with a certain level of development and training, for teachers who can work with this method, and for those conditions that exist in the school and in society as a whole.

A capable teacher who has developed a series of techniques that, in his opinion, seems best for the conditions in which these techniques have appeared, cannot but be skeptical of what he himself created. He knows that the best method is perfection, and man-made perfection is a ghost, and so the best method always remains just a wonderful ideal. The better the teacher knows his discipline, owns the pedagogical, psychological laws of the learning process, the more likely it is that he will choose the most pedagogically effective teaching method.

Any method should always be flexible. Therefore, a method is a certain set of teaching methods aimed at achieving a certain goal during a certain period of time, in the presence of certain teaching aids, taking into account the age, general development of the student, as well as the school and society.

Reception is an integral part or a separate side of a method. For example, in the method of organizing the work of students with a textbook and a book, the following techniques are distinguished: taking notes, drawing up a plan of the abstract, statement of theses, citing, reviewing, writing a dictionary of the topic covered.

Separate receptions can be a part of various methods. So, the technique of drawing up a schematic model can be an element both as a method of working with a textbook or a book, or as an element of another method – the teacher explains the new material when the students draw up a schematic model (supporting summary) of the new lesson material.

The same method of training in some cases can act as an independent method, and in others - as a learning method. For example, explanation is an independent learning method. However, if it is only occasionally used by a teacher in the course of practical work to clarify students' mistakes or to reveal the logic of solving a problem, then in this case the explanation acts only as a teaching method, which is part of the practical work method.

The method and technique may change places. For example: the teacher presents the new material by the method of explanation, during which, for greater clarity and better memorization, draws the attention of students to text or graphic material in the textbook. Such work with a textbook acts as a technique. If during the lesson the method of working with the textbook is used, then the teacher's additional explanation of a term no longer acts as a method, but only as a small additional technique. Thus, various teaching methods can act both as a method and as a learning method.

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E- Global Congress

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Date: 30th June, 2023

Website: <https://eglobalcongress.com/index.php/egc>

ISSN (E): 2836-3612

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