

*Xasanova Madina*

*Teacher of KSPI, Uzbekistan*

## **IMPROVEMENT OF FOREIGN LANGUAGE TEACHING METHODOLOGY THROUGH MODERN PEDAGOGICAL APPROACHES**

**Abstract:** The role of modern pedagogical technologies in the field of education is discussed in this article. How education is developing step by step in keeping with the times, as well as the analysis of current problems and shortcomings of the foreign language teaching methodology is highlighted.

**Key words:** universal, methodology, linguistics, experimental, communicative, speech association.

**Introduction.** One of the urgent issues of the present time is to educate the young generation in the spirit of love and loyalty to the motherland, national pride, high morals and spirituality, pride in our ancient and rich heritage, national and universal values through the teaching of foreign languages. Sudden changes in the world education system promote the problems of creating the necessary conditions for students to learn foreign languages perfectly, to express themselves in all areas knowing English, and to develop their oral and written speech in a foreign language.

**Methods and materials.** The term "educational system" became widespread in connection with the study of the phenomena of pedagogic reality in a systematic and structural direction. According to the meaning of this methodological category, the educational process is considered a system. The foreign language learning process, carried out within a certain time and space, is an open (no clear limit) system and is expressed in the published foreign language "learning-methodical complex". The educational system consists of such categories as the intended goal, the content to be formed, and the method used (each of them will be covered in separate chapters). The method of teaching a foreign language means the set of activities of the teacher and the student, which ensures the

achievement of the practical, general educational, educational and developmental goals of teaching a foreign language. The term "method" is used in the sense of "set of educational methods" and "direction of education". The first is used in the theory of education (for example, methods of teaching oral speech, methods of teaching pronunciation), and in the second sense, we find it in works on the history of teaching methods. E.g. Taijima method of foreign language teaching, correct method, conscious-comparative method, traditional method, intensive method, audiovisual method, etc. Prof. According to Yefim Izrailevich Passov, the method is a system of principles directed towards the goal set in the educational process and related to the types of speech activity. In the sciences, general and specific demarcation is observed, e.g. general linguistics and special linguistics, general psychology and special psychology. When discussing the theoretical issues of teaching a foreign language subject, the general methodology is understood. The problems of selection, distribution, classification and description of language material are included in the task of general methodology. Scientific data on teaching one or another foreign language in specific pedagogical conditions are sought from a private methodology. E.g. Chinese language teaching methodology in Uzbek schools or Arabic language teaching methodology in Russian schools. In order to thoroughly research the relationship of methodology science with a number of disciplines, it is necessary to reveal the idea of what theoretical status it has today. It is known from the first chapter that a person who hears or reads the term "methodology" associates it with three concepts. In the language of psychology, it is called association (lat. associatio - to connect, combine). The discussed term "foreign language methodology" evokes the following association (connection) in people's perception: firstly, a set of methods and methodical methods aimed at teaching a language (for example, pronunciation teaching methodology) is understood or scientific knowledge about teaching methods (conscious-comparative method, intensive method) and, finally,

independent pedagogical science (a field with its own set of concepts, scientific principles) come to mind. "Methodology", which is considered a relatively independent pedagogical discipline, is connected with several disciplines in different ways. In relation to some subjects, the methodology works in the state of a small system (for example, compared to didactics) or in the right of fraternity (closeness) according to its relationship with other subjects. Before examining the relationship of methodology with various disciplines, it is useful to mention that students have studied this discipline before the methodology course. They are: didactics (a branch of educational theory of pedagogy), psychology and linguistics before methodology. studied (with the exception of some theoretical branches of linguistics, e.g. "Theoretical Phonetics", "Text Linguistics"). Methodology is also closely related to the science of psycholinguistics, which has been developing in recent years. The unity of language and thought, language and culture, knowledge of reality about its forms, methodology is fed from the known names of related sciences. Personality development is achieved in the process of education. The main functional task of education is practice recognized as a source of knowledge of objective reality. Practice in a foreign language is speaking, listening, reading and writing, and the product of learning is for students to acquire new information and use it in their lives. The student perceives a language unit using the sense of hearing, and then expresses it orally using the sense of speech movement. In one of the next lessons, language material acquired orally will be recorded, that is, hand and visual senses, as well as analyzers, will go through the stage of writing and reading during their activity. According to J. Jalolov, when analyzing the subjects of study of mother tongue, second language and foreign language, which is the object of linguistic-educational studies, there are commonalities and sharp differences between them.

Modern teaching, in essence, is a particular teaching method that focuses on instructing students to improve their intellect by utilizing new and innovative

ideas, as opposed to making them recite information memorized from a syllabus to pass a rigid examination. Modern teaching focuses on the entire learning process, rather than focusing strictly on the final result, and is dedicated to helping students build skills as part of a constructivist approach to learning. Modern teaching methods are necessary because they help meet the educational needs of students in the contemporary era. It also focuses specifically on expanding their fundamental knowledge about the world and building critical thinking skills that will allow them to handle all kinds of challenges as they advance in their academic careers. Modern teaching methods feature several unique characteristics dedicated to helping support the growth of students' intellectual capabilities and skills. Some of these primary characteristics include;

- **Learner-centered:** Modern teaching methods are designed to focus on learners and keep them from being treated as denominators in classroom interactions.
- **Task-Based or Activity-based:** Modern teaching methods instruct students through activities and specialized tasks to broaden their education.
- **Resource-Based:** Teachers utilizing modern teaching methods are often dedicated to nurturing the resourcefulness of their students by encouraging the use of different, helpful project materials.
- **Interactive in Nature:** One of the most vital characteristics of modern teaching methods is that tasks, projects, and problems are often interactive.
- **Peer Collaboration:** Modern teaching methods don't just encourage students to learn from educators but also from their peers. Peer collaboration ensures students receive all of the attention and feedback they need.

**Conclusion.** In conclusion, it should be noted that today's education, which requires speed, requires advanced experience to be at the center of pedagogues

with universal knowledge and skills. It should be noted that the principle of consistency of study is determined by the tasks of teaching and the laws of education. If the knowledge is thoroughly mastered and better retained in memory, such knowledge, competence skills, can be applied in later stages of education and in life. Systematicity and consistency in education is required by the specific characteristics of students' practical activities.

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