



MODERN APPROACH TO TEACHING FOREIGN LANGUAGES AND MAKING STUDENTS INTERESTED IN THE LESSON

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Annotation

The ability to learn foreign languages is a part of professional education is becoming an integral part of it. In specialists in various fields high level of cooperation with foreign partners therefore, their demand for language learning is high. Use of information technology and modern teaching methods the ability to quickly grasp new material. Different methods together, the teacher will be able to solve specific educational programs. That's it in connection with the teaching of foreign languages by teachers and students should be familiar with modern methods. Achieving the resulting goals develop the skills to choose the most effective methods for using multiple teaching and learning methods is an effective outcome will give. Teaching is done in small steps and is student-centered based on the knowledge system. Innovation in every field as time goes on is increasing. Today we want to improve the quality and effectiveness of education we understand very well that it is the basis of our development. Teacher lesson should be creative in their approach to science. This article discusses about modern approaches to teach foreign languages and making students indulge in lessons

Keywords: modern approach, foreign language, effective methods, teaching skills, competence, education

Introduction

The pedagogical process according to the law of acute instability and integrated perceptions of events change, formed pedagogical. The novelty is evaluated and the importance of this novelty is recognized are given. The law of implementation represents the vitality of innovation, according to him, new pedagogical innovations are spontaneous or conscious can be put into practice quickly or expeditiously. The law of stereotyping is the majority that new thinking has been established in educators and them to be active in the implementation of innovations describes. Ideas that initially acquired an innovative character in the process becomes an obstacle in the way of implementing more advanced innovations. Periodic repetition of pedagogical innovations and The legality of the return of news in new, more favorable conditions





represent recovery. According to the concept of modernization of education, the main aim of professional education in higher education is to train a qualified specialist of the appropriate level and profile, competitive, competent, and capable of effective work at the level of world standards, ready for continuous professional growth, social and professional mobility. The main strategic aim of teaching foreign languages will be the formation of a specialist ready for professional intercultural communication. In this regard, it is necessary to update the methods and approaches to training. There is a growing interest in its use. There are several types of interactive methods available today. The process is using these methods. Pedagogical technology - orderly, which leads to pre-planned results system of actions. There are many types of teaching methods. Students provide educational information mastery, comprehension of the subject, lecture, story, they need to strengthen their knowledge through explanation and video. The teacher needs to reinforce the learning information so that it can be understood one that teaches students to think about the subject how many methods should be used. The teacher asks students questions, an oral question spends General grouping based on the answers to the questions points are determined. The total points earned by the groups will be determined. Groups distribute the total points evenly among the group members. Interactive ("inter" - interact "under" - move) a conversation with someone means to start a conversation. Interactive teaching methods is a special form of organization of knowledge and communication activities then learners will be involved in the learning process that they know and be able to understand and think what they are thinking. The Boomerang technology used in the lesson is for students to think allows them to form logic, as well as their memory, develops the ability to express ideas, opinions, arguments in writing and orally. Modern approaches to teaching a foreign language are considered in the article. Knowledge of one or several foreign languages has become an urgent problem for many people. And in such circumstances, the search for effective approaches to teaching foreign languages aimed at solving specific professional problems has become relevant. The aim of the article is to analyze and classify modern approaches to teaching a foreign language. The above aim allows formulating the objectives of the study is to study the theoretical and methodological base of these approaches. The research methodology of modern approaches in teaching a foreign language is based on a theoretical analysis of scientific literature, data synthesis, pedagogical observation, practical teaching a foreign language. The approach to teaching is the basic category in the methodology giving an idea of the language researcher/teacher's views. It is the view both on the language itself and on how to master it. It is a component of the language teaching system, acts as the most general



lingua didactic basis for mastering the language, and gives an idea of the chosen knowledge strategy, which serves as the basis for the choice of teaching methods and techniques. The research approach to teaching is aimed at developing students' skills and scientific search skills, at the formation and development of creative abilities (creativity). Research training is a special approach to teaching based on a person's natural desire for an independent study of the world. In research teaching, the educational process is carried out based on an independent search of new cognitive orienting points by students. This allows ensuring that learning involves not only the assimilation of new information but also the organization of students' creative activities. In psychological terms, a student's educational and cognitive activity under certain conditions goes up to the research activity of a scientist. Organizational ways to use the research approach in teaching English include individualization of education, students' free choice of additional educational services, the maximum variety of opportunities, sources of information, special attention to the organization of intersubject communications in individual work with students, and the creation of conditions for creative cooperation. The organization of research activities in a foreign language takes place both at different levels and in various forms and manifestations. As for the integration of educational and research activities of students, this problem is still under development. In pedagogy, these activities are most often considered separately. The task is to combine (integrate) educational and research activities, to determine the goals, content, and methods of organizing educational and research activities. The developing approach to teaching foreign languages, the development vector of which is set by personality-oriented and competency-based approaches, provides a process of continuous development of the student's personality. Being an active and competent subject, the student interacts with various speech partners in the conditions of their native and non-native cultures, accumulates social experience, and acquires the qualities necessary for socially adequate interaction to solve personal and socially significant tasks. A person's social development of using a foreign language is understood as a process of formation and improvement of socially valuable qualities of a person as they accumulate, integrate, and actively reproduce social experience within their own and non-native cultures, which provides the opportunity for effective activity in the social sphere. Using the activity-based approach forms the students' motivation to learn a foreign language, creates a positive emotional background of the lesson. The methods of work can be varied: game forms of activity during the introduction and consolidation of new vocabulary, the use of toys, the intensification of speech activity using a variety of didactic and handout material, the creation of computer animation and slides, voiced in a foreign language.



. Thus, the attention of pupils concentrates on use of forms, and training in grammar is carried out indirectly, in direct communication, excepting studying of grammatical rules. The computer is loyal to a variety of student's answers: it doesn't accompany work of pupils as laudatory comments which develops their independence but creates favorable social psychological atmosphere at a lesson, giving them self-confidence that is an important factor for development of their identity. The development of education is organically connected with increase of level of its information potential today. This characteristic feature in many respects defines both the direction of evolution of the education, and the future of all society. Video has been proven to be an effective method in teaching a foreign language as a second language for both young and adult learners. Video can be used in a variety of instructional settings - in classrooms, on distance-learning sites where information is broadcast to learners who interact with the facilitator via video or computer, and in self-study and evaluation situations. It can also be used in teacher's personal and professional development or with students as a way of presenting content, initiating conversations, and providing illustrations for various concepts. Teachers and students can always create their own videotapes as content for the class or as a means to assess learners' performance. It is so close to language reality containing visual as well as audible cues - video is an excellent medium for use in the language classroom. It can be used in many different ways and for teaching or revising many different language points. These notes are intended to help you think about how you can use video in your classroom. They are not exhaustive, because ultimately the ways in which you use video are limited only by your own imagination. Languages are not fixed but constantly changing, so is the media; television, radio and newspapers which are an extraordinarily rich source of language in use. In order to expose foreign language learners to the target language the use of technology need to be taken in the classroom as much as possible. For that reason, a great tendency towards the use of technology and its integration into the curriculum developed by foreign language teachers has gained a great importance. Particularly the use of video has received increasing attention in recent studies on technology integration into teacher education curricula.

Unlike other approaches, the activity-based approach sets the formation of various types of speech as a guideline. The focus of this approach is on the mechanisms that provide the process of formation and development of socio-cultural skills with their subsequent implementation in the process of communication, that is, the process of transmitting speech-expressive statements from one participant to another as a result of the primary communicative activity (speech production) and secondary communicative activity (speech perception).





In parallel with the development of activities, the student will be able to form his/her system of values, supported by society. From a passive consumer of knowledge, a student becomes an active subject of educational activity. The category of activity with this approach to learning is fundamental and semantic for the entire learning process. The communicative approach is perfectly motivated: its task is to interest students in learning a foreign language using accumulating and expanding their knowledge and experience. Students should be prepared to use the language for real communication outside the classroom, for example, while visiting the country of the language being studied, while receiving foreign guests at home, during correspondence. At the same time, the term communicativeness does not come down only to the establishment of social contacts through speech; it is the personal acquaintance with the spiritual values of other cultures.

The learning process in the framework of the communicative approach is built on the model of communication. Following this model, teaching is as close to real as possible communication.

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