



## MODERN TRENDS IN ENGLISH LANGUAGE TEACHING IN UZBEK LANGUAGE

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### Abstract

This article is devoted to the study of modern trends in the methodology of teaching a foreign language and their influence on the formation and development of the student's personality. The article discusses the principle of active communication, the principle of individualization in a communicative technique, the principle of personality-oriented thinking in an intensive technique, through which the ultimate goal is achieved: to teach students not only to participate in communication in a foreign language, but also to introduce them to a foreign culture.

**Keywords:** methodology, teaching, foreign language, communication, skills.

### Introduction

Currently, the global goal of teaching a foreign language can be formulated as follows: to teach students to communicate in a foreign language. But with such a formulation of the goal, it becomes an end in itself. The goal of education is much wider than the acquisition of certain skills and abilities, and the potential of the subject "foreign language" is much wider. Therefore, the goal of teaching a foreign language in modern conditions can be formulated as follows: to teach students not only to participate in communication in a foreign language, but also to actively participate in the formation and development of the student's personality, while introducing him to a foreign language culture. Successful achievement of the set goal is possible only through the equivalence and interconnectedness of all aspects of education. Adhering to such an attitude, the teacher is directly involved in the formation of the personality of the student, which is undoubtedly a positive side of the learning process. Based on this,





most of the modern methods of teaching a foreign language are based on the principle of active communication (communicative method, project method, distance method). Communication involves building learning as a model of the communication process. In order to give learning the main features of the communication process, firstly, it is necessary to switch to personal communication with students (the principle of individualization in the communicative method, the principle of personality-oriented thinking in the intensive method), which creates a favorable psychological climate in working with the audience. Secondly, to solve this problem, it is necessary to use all methods of communication - interactive, when there is interaction between the teacher and students on the basis of any activity other than educational, perceptual, when there is a perception of each other as individuals, bypassing the status of teacher and student, informational when the student and the teacher exchange thoughts, feelings, and not words and grammatical structures. The manifestation of students' interest in the topic being studied, the productive assimilation of new material is associated not only with the teacher's ability to use new technologies and modern didactic techniques in teaching, but also to establish psychological contact with the team, find an approach to each student. The effectiveness of the lesson depends on a benevolent atmosphere in the classroom, when the personality of each individual student is not suppressed, but a favorable environment is created where the goals and objectives of the teacher satisfy the needs of students in obtaining knowledge in a particular subject area. And the third necessary condition is the creation of communicative motivation - a need that encourages students to participate in communication in order to change the relationship with the interlocutor. "Communication should be built in such a way that there is a gradual mastery of speech material" [1]. Communication can be motivated by a variety of stimuli. When working with a project methodology, this is work on joint projects. The same stimulus is used in both distance learning and intensive methods. Often the situations used in the course of training are of a problematic nature, since they should contribute to the formation of different opinions among trainees and not give an unambiguous solution. Discussion of such situations allows considering different opinions, causes the need to defend one's point of view, i.e. there is a need to communicate in a foreign language. The use of problem situations also has another positive side, as it makes it possible to solve educational problems, since it is possible to educate an active personality only when discussing situations based on genuine values. It is also important to note that situationality should permeate all stages of the assimilation of speech material at all stages of learning. In addition, collective joint activity is widely used in almost all methods. The tendency to replace individual work with group work





has been developing for a long time. Teamwork is very energizing. The formation of skills and abilities takes place in a system of collective actions that contribute to the internal mobilization of the capabilities of each student. Forms of collective interaction are easily implemented in the classroom. This is work in pairs, threesomes, in small groups and in full groups. It should also be noted that role-playing communication, constantly interacting with personal communication, is its prerequisite and condition. Situations of role-playing communication, in which the skills and abilities of foreign language communication are formed, provide a transition to a higher level of communication. And yet, collective work in all methods is implemented in different ways. In the communicative technique, this is the creation of situations similar to real ones, the formulation of problematic issues and their discussion. When working with an interactive technique, these are role-playing games, which, however, also allow personal manifestation. When working with role-playing games, there is never a contradiction between “I am a mask” and “I am a learner”. This is natural, since the behavior of students is set in situations of educational dialogues, and the personal attitudes and values of the characters do not contradict the worldview of the students. In distance learning, collaborative learning is widely used, and so that the cognitive activity of the students does not become passive, the communication of the student is not limited to communication with the teacher, for this, joint group work on various joint projects is provided. But first of all, where possible, international projects with native speakers are used. Progress and fundamental changes in the methods of language learning are undoubtedly associated with innovations in the field of personality and group psychology. Now there are noticeable changes in the minds of people and the development of new thinking: there is a need proclaimed by A. Maslow for self-actualization and self-realization. “The psychological factor of learning foreign languages is moving to a leading position. The authenticity of communication, balanced demands and claims, mutual benefit, respect for the freedom of other people - this is a set of unwritten rules for building constructive relationships in the "teacher-student" system" [2]. Sh.A. Amonashvili writes that “pupils should be given the opportunity, communicating with the teacher, to feel like his equal associates, to feel that the teacher needs them, that without them it is difficult for the teacher. Therefore, the task of the teacher is to believe himself and “make” the students believe that everything that happens in the lesson is true. If I want the children sitting at their desks, looking into my eyes, expecting something important from me, to really enjoy every school day, to be educated and educated, without thinking that they are being educated and educated, I must take care of so that the thread of our business relationship is continuous and strong... I must muster





up the courage and play the unique role of an educator-actor. And the essence of this role lies in the fact that business relations between me and the children should not lose their truthfulness for them, deprive them of a sense of free choice, a sense of exclusivity of their participation in the activities in the lesson. "At the present stage of development of teaching foreign languages, when choosing a teaching method, it is necessary to proceed from the characteristics of the team in which it will be used, it is necessary to take into account the personal characteristics of the students, their age, interests, level of training, the period during which the training will take place, as well as the technical equipment of the educational institution" [4]. The next characteristic found in all methods is cognitive independence. It should be taken into account the fact that in the current situation, teaching a foreign language should be built on a fundamentally new basis, which shifts the emphasis from transferring ready-made knowledge to students to obtaining them in the process of active educational and cognitive activity, due to which an active personality with creative thinking is formed. This principle is widely used in the activity methodology, since it is designed primarily for people with established logical thinking. In addition, it allows you to consciously master language tools and use them meaningfully, and it also ensures the formation of solid knowledge and skills. At the center of the learning process according to the method of distance learning is the independent cognitive activity of the student. The specificity of this area is the independent activity of students in mastering different types of speech activity and the formation of the necessary skills and abilities. At the same time, the distance learning system does not have a rigid schedule of classes, i.e. gives the opportunity to study at a convenient time for the student. The features of an intensive teaching methodology, for example, the performance of polyfunctional exercises, are becoming increasingly widespread in the methods of teaching foreign languages. However, it must be remembered that polyfunctionality should be characteristic of all types of speech activity in the study practice under consideration, since several types of activity are involved in this process: listening, speaking and certain grammatical knowledge. The same is the case with conditional speech exercises, which were once a characteristic feature of the communicative methodology. Now they are also used in the interactive technique. There is another idea that is found in almost all methods, with only slight variations. This is the principle of managing the educational process based on its quantization and programming in a communicative concept. In this case, everything is subjected to quantization, starting with goals and ending with the material, the educational process is divided into certain cycles. In the project methodology, such a phenomenon is called the principle of systematicity", which manifests itself not only in dividing the





material into topics and subtopics, but also in the cyclical organization of the educational process. The educational process in distance learning is subject to structuring; the structure of the course is modular so that the trainee can clearly understand his progress from module to module or choose a module depending on the level of his training. Such a systematization of training is used to more specifically set the goals of training courses; moreover, the material grouped by topic is more convenient for memorization, use and consolidation.

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