



THE SPECIFICS OF TEACHING A FOREIGN LANGUAGE USING THE LATEST METHOD IN UNIVERSITIES

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Abstract

This article discusses the specifics of learning a foreign language using the latest method in universities. Considering the fact that the functional principle of teaching becomes the main thing in teaching a foreign language, and the communicative competence of students is put in the center of attention, an intensive search for new approaches, forms and methods of teaching is being carried out in the modern methodology of teaching foreign languages. Teaching any discipline requires a series of responsibilities and efforts on the part of the teacher and learner. The duties of the teacher include the choice of a specific methodology and a suitable method of teaching, the selection of tasks for each type of educational activity, teaching aids, taking into account the level of knowledge of the trainees, and much more. Effort, seriousness and responsibility are required from trainees. The difference between teaching foreign languages and other disciplines is that thanks to the language we express our thoughts and feelings.

Keywords: approach, method, foreign languages, study, creativity, specifics, university.

The needs of our state for highly qualified specialists capable of establishing business contacts and business cooperation with foreign partners, specialists who speak a foreign language at a professional level, are reflected in the working curricula of the country's universities. A foreign language today is not just a part of the culture of a certain nation, but it is also the key to success, a successful future career for students. Achieving a high level of foreign language proficiency is impossible without fundamental language training in higher education. In most universities of the country, students master at least two foreign languages. It is important for the teacher to know the latest methods of teaching a foreign language, special teaching techniques and techniques in order to optimally select one or another teaching method in accordance with the level of knowledge, needs, and interests of students. After all, teaching methods are not simple "algorithmic units", their rational and motivated use in foreign language lessons requires a creative approach on the part of the teacher,





because “pedagogy is a science and art at the same time, therefore the approach to choosing teaching methods should be based on the creativity of the teacher”.

Teaching methods are “ordered methods of activity of the teacher and students aimed at the effective development of the obligations of educational and educational tasks”. The method of teaching is "a tool of the teacher's activity to perform the leading function - teaching". The implementation of the teaching method is carried out through the use of a number of teaching methods, various approaches and working techniques. "Teaching techniques - a set of specific learning situations that contribute to the achievement of an intermediate (auxiliary) goal of a particular method." Unfortunately, in teaching practice, foreign language teachers often use time-tested standard teaching methods. Sometimes the process of teaching a language, regrettably, continues to be a “somewhat modernized version” of the grammar-translation method [1].

The requirements for a foreign language lesson change over time, the latest teaching methods are being developed. At the present stage of development of science in Uzbekistan, one can definitely say that the times when the ability to translate adapted, non-authentic texts from a foreign language and vice versa have already passed. Today, the educational process in the universities of Uzbekistan is being reformed in accordance with the pan-European requirements for the quality of education: informatization of the educational space, integration processes in modern domestic education, establishing cooperation between universities and European educational institutions in the field of educational and scientific activities, student international exchanges, the possibility of obtaining a second higher education and training in master's programs abroad [2].

In the conditions of reforming higher education, educational technologies for teaching foreign languages should also change. Language education itself is also being gradually modernized through the introduction of a modular-rating system for teaching foreign languages, interdisciplinary integration, democratization and economization of education brings to life innovations in the teaching of foreign languages. All this puts new requirements for teaching and teaching a foreign language in universities. The purpose of teaching a foreign language in higher education at the present stage is to master students' communicative competencies, which will allow them to realize their knowledge, skills and abilities to solve specific communicative tasks in real life situations. A foreign language acts as a means of communication, communication with representatives of other nations, so that in education the culturological or intercultural approach to teaching continues to





develop in the future within the framework of the concept of "dialogue of cultures", with the aim of forming students' polymer literacy.

In this regard, it is universities that are responsible for the quality provision of students with a set of language knowledge, skills, and this requires, first of all, the educational institution to systematically create conditions for the improvement of the qualifications of its teaching staff, to provide the institution with an appropriate material and technical base [3]. High-quality language training of students is impossible without the use of modern educational technologies. Modern technologies in education are professionally oriented teaching a foreign language, employment in teaching, the use of information and telecommunication technologies, working with educational computer programs in foreign languages (multimedia system), distance technologies in teaching foreign languages, creating presentations in PowerPoint, using Internet resources, learning a foreign language in a computer environment (forums, blogs, e-mail), the latest test technologies (creating a bank of diagnostic materials for the course of the subject "Foreign Language" for conducting computer testing in order to control students' knowledge of learning).

At this stage of the development of methodological science, the main methods of teaching foreign languages are communicative and constructivist methods.

- Communicative method. Learning goal: mastering communicative competence. Learning content: texts should show conflicts that encourage the student to express their own opinion. Learning management is not carried out through grammar, but is directed by communicative intentions (intentions). The student finds himself in the center of learning. Language plane: the dominance of language development over language correctness, correctness, mistakes are allowed. Language becomes a means of communication. Exercises: exercises of the communicative direction. Students learn "communication in the process of communication itself. Therefore, all exercises and tasks must be communicatively justified by the lack of information, choice and reaction. Advantages of the method: students improve their oral speech skills; the fear of mistakes is overcome. Disadvantages of the method: due attention is not given to the quality of the language; communicative competence quickly reaches its limits.

- Constructivist method. Learning goal: the method is based on the actual active learning of students. The task of the teacher is not to teach, but to facilitate the learning process. The lesson is action oriented. Educational content: proximity to reality of students, students are encouraged to independently construct their knowledge (for example, within the framework of project activities) [4].

Language plane: as wide as possible. Exercise: Language production is at the center of learning. Advantages of the method: preparing students for real life, real life





situations. Disadvantages of the method: at the present stage, they have not yet manifested themselves clearly enough.

An example of a constructivist method is project-based learning.

The methodology distinguishes between traditional and alternative teaching methods.

- Under the concept of alternative methods, a number of different approaches, techniques, ways of transmitting the language are grouped. - There are such alternative methods as the Total Physical Response method, the suggestive method, the dramatic-pedagogical method, the silent method, the group method.

Innovative teaching methods include: computer-assisted learning (CALL), scenario method (story line method), simulation method, carousel method, station learning method, group puzzle method, role-playing game method, case study method (work over problem situations, students consider the problem, analyze the situation, present their ideas and options for solving the problem during the discussion).

Scenario method (story line method). This method is based on a combination of planned educational meanings - for example, stores-products-sales - with the interests and ideas of students. By receiving "impulses" from the teacher (the so-called key questions), students contribute to the creation of history. This method dispenses with text tutorials. We are talking about creative planning, selection of a hypothesis, experiences, systematization and presentation of the work. The designed story also contains elements from drama and role-playing. The teacher only sets the framework for the action and presents individual episodes. Students ask their own questions and find their own answers [5].

Project training. Organization of the lesson as work on a project. Features of the project method: - Orientation to action - Teamwork - Self-organization of students - Situational orientation, correlation with real life - Interdisciplinarity (interdisciplinary projects) - Integrity - the project is considered as a whole - Focus on the product, result.

Traditionally, the following main phases of the project are distinguished: Initiation - the invention of an idea for the project

- ✓ Project start
- ✓ Project implementation
- ✓ Project results presentation
- ✓ Evaluation (reflection) of the project

Station learning method. A learning technique in which students work on learning material that is organized into stations (students receive work plans with mandatory and optional tasks). When teaching by stations, students have the opportunity to



choose the distribution of time, the sequence of tasks and the social form used (individual work, pair work, group work). Thus, when using this method, students learn to plan their time, learn self-assessment, analyze their own academic success, plan and conduct stages of work. Work on stations allows for differentiation according to the abilities, interests of students, according to the degree of complexity of the task. Simulation method. Especially in teaching a foreign language to students of economic specialties of universities, the simulation method can be successfully applied. In cybernetics, this term is used to model and simulate reality. In training, we are talking about various simulation business games that provide students with the opportunity to develop their skills, apply knowledge in order to solve a particular problem in the so-called "safe environment", which simulates real situations, for example, in business, in work in a company. The simulation provides an opportunity for students to try themselves in a certain role - the head, the president of the company, gives the opportunity to explore the system of work of this enterprise. The participants in the game are given certain tasks - to achieve an increase in the company's profit, to conclude an agreement, to profitably sell the company's shares, and the like. Simulations are characterized by a high degree of interest of the participants, they are completely immersed in the game, embodied in their role, root for the result of the work, since the overall result of the game depends on the team spirit and the speed of decision-making [3]. Thanks to the simulation, the skill of strategic planning of students is formed, the ability to work in a team, negotiate, and convince a business partner develops. Simulations streamline students' knowledge, prepare them for the need to make quick and motivated business decisions in future activities. There are computer simulations, where participants work with a computer program, manage an imaginary company, and desktop simulations, where participants, companies, enterprises "exist" in the form of chips, cards.

Role play method. The role-playing game is an active teaching method, a means of developing the student's communication skills. The role-playing game is connected with the interests of students, it is a means of emotional interest, motivation of educational activities. Role-playing is an active way of teaching practical knowledge of a foreign language. The role-playing game helps to overcome the language barriers of students, significantly increases the volume of their speech practice. This is learning in action.

There are a large number of forms, types of role-playing in foreign language lessons. So, for example, you can use the role-playing game "At the interview", where students take on the role of employer and employee.





From all of the above, it should be concluded that today it is important for a teacher to constantly improve their knowledge of the methods of teaching foreign languages, introduce the latest educational concepts into their teaching practice, and keep up with the times.

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