



THE CHOICE OF A METHOD OF TEACHING A FOREIGN LANGUAGE, AS AN INDIVIDUAL TEACHER'S APPROACH TO THE LESSON

Erkinova Solokhidinova Ra'nokhon Anvarjon qizi

Part-Time Teacher of Namangan Institute of Civil Engineering, Uzbekistan

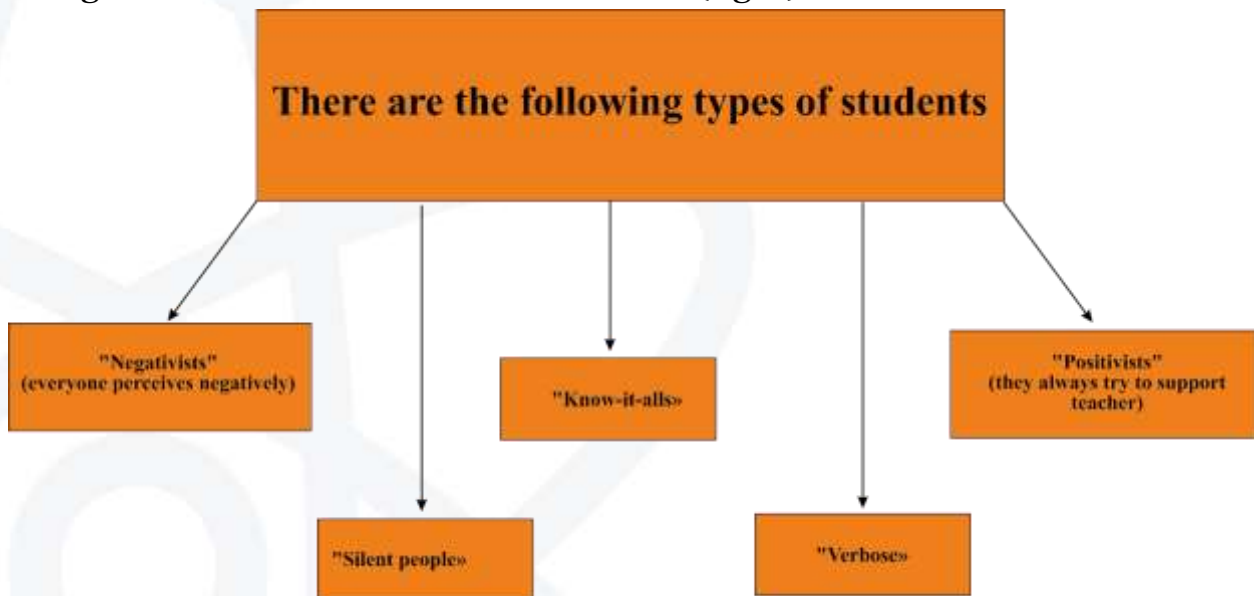
Abstract

The article describes the methods of teaching a foreign language. The essence of their application during the lessons of teaching a foreign language.

Keywords: Methods, forms, pedagogical technology, audience structure, grammatical-translation method, lexical-translation method, direct method, mixed method, consciously – comparative method, collaborative learning method, communicative system-activity method, project method, interactive teaching method.

Introduction

There are many methods of teaching English, and each teacher has the right to choose a method that is comfortable and close to himself and his teaching style. The choice of a teacher depends on many factors. For example, a teacher analyzes the psychological structure of a student audience. (fig. 1)



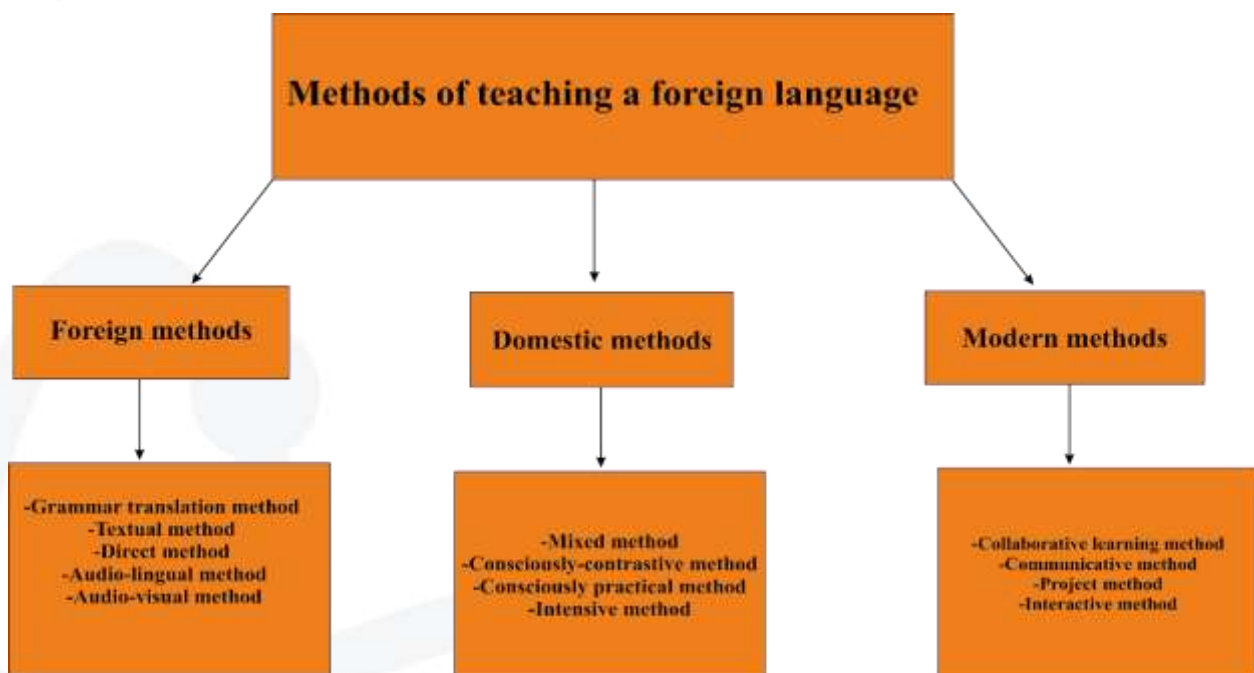
Thus, the teacher forms the pedagogical technology of the teaching process.

Pedagogical technology is a set of techniques, an area of pedagogical knowledge that reflects the characteristics of the deep processes of pedagogical activity, the peculiarities of their interaction, management, which ensures the necessary effectiveness of the educational process [1].



The use of modern pedagogical technologies in the process of teaching foreign languages allows you to reproduce learning situations, helps to complement traditional teaching methods, contributes to the formation of fundamental skills of foreign language communication from the awareness of the ability to express thoughts in another language to the independent solution of communicative problems, increases the desire, interest of students in learning, makes -a new look at the studied subjects, thus revealing their creative and intellectual capabilities, talents [2].

Thus, the teacher is faced with a choice of teaching methods, the structure of which is set out below:



The grammar-translation method is a method, the essence of which is to study the language formally, in a semi-conscious semi-mechanical way. With this method, all the material, rules, examples, everything is memorized. This method gives good results in understanding the readable text and translating text from a foreign language.

Lexico-translation method – at the center of this method is vocabulary, this method is memorizing original works, vocabulary in this method is relegated to the background and is studied only as a commentary on the text. This method achieves general educational goals, reading and translation of the text.

The direct method is a method that arose on the basis of the natural method, and was called the direct method, because its supporters sought to associate the words of a foreign language and its grammatical forms directly (directly) with their meaning. The methodological principles of teaching by the direct method are as follows:



1. The basis of teaching is oral speech, since any language by its nature is sound.
2. Exclusion of the native language and translation.
3. Particular importance was attached to phonetics and pronunciation, since mastering the sound side of speech is an indispensable condition for oral communication.
4. Learning a word only in context, that is, as part of sentences.
5. Learning grammar based on induction.

The mixed method is a combination of the extreme positions of direct and grammatical-translation or text-translation methods.

The characteristic of the mixed method was the recommendation regarding the teaching of grammar. As a rule, at the initial stage, grammar was studied «practically», that is, without realizing and singling out the rules – intuitively. At the second stage, all representatives considered it necessary to analyze the phenomena and rely on the rules. At the third stage, it was recommended to systematize the previously studied material.

Consciously - the comparative method is a method in which productive and receptively assimilated material were clearly distinguished. For the first time, criteria for the selection of productive and receptive vocabulary were developed, divided into basic and additional ones.

The consciously-contrastive method is based on the comprehension of the action, and not the mechanical development of a skill, conscious, and not intuitive mastery of the language.

Consciously comparative method played a positive role in the development of methods of teaching foreign languages. The need for further improvement of this method was dictated by life. Conscious mastery of a foreign language as a means of communication presupposes awareness of linguistic phenomena and the functioning of phonetic, lexical and grammatical material in speech in accordance with the communication situation, the acquisition of practical knowledge as a base for self-control and self-correction. This is ensured by a rational combination of theory and practice (80% of the time is devoted to training exercises and speech practice, 20% - to mastering language knowledge); using the techniques of conscious and unconscious imitation, leading to the purity of sound and structuring, as well as the strength of skills.

collaborative learning method – the essence of the method is to create conditions for active learning activities of students together in different learning situations. In this case, the students in the class should be divided into small groups of 3-4 people. In a small group, students should be psychologically compatible with each other.





Otherwise, there will be no educational cooperation with students in small groups. This subgroup has one common task. Each student in the group is given a separate assignment for this task. That is, each student is responsible for completing the assigned task, and it is explained that the main task is to get the result of the task.

The communicative system-activity method is a communication-based method in which the learning process is likened to the real communication of students. Participants in this method try to solve real or imagined problems by communicating and discussing it using a foreign language. But this method requires the language readiness of the students.

Design Method

The project is an opportunity for students to express their own ideas in a creatively thought-out form that is convenient for them: making collages, posters and announcements, conducting interviews and research (with subsequent design), demonstrating models with the necessary comments, drawing up plans for visiting various places with illustrations, a map and etc. With this method, at the center of the learning process moves from teacher to student, which allows you to raise the student's internal motivation, it is with this method that students have the opportunity to reveal their creative potential, to show research and organizational skills, imagination, activity and independence.

Interactive teaching method – in this method, the key concept of the interactive method is interaction, which involves interpersonal communication, and the most important feature is the ability of a person to «take the role of another», imagine how a communication partner or group perceives him, and accordingly interpret the situation and construct his own actions.

Which of the listed methods the teacher chooses depends on his approach to the lesson, the goal set by him, which he wants to receive after completing the English language course.

Literature

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