



SOME APPROACHES TO TEACHING FOREIGN LANGUAGES AT HIGHER EDUCATIONAL INSTITUTIONS

Qulaxmedova Gulnora Abdurahimovna

Tashkent Institute of Finance

Tel:91 191 44 61

Annotation

The article reveals some interesting methods of teaching foreign language as a second language. Nowadays education system forms an environment of knowledge, as well as the experience of independent activity and personal responsibility of language learners. The main task of the teachers of educational institutions is the search for methods for the development of educational competencies for students learning the language as a condition for ensuring the quality of the program.

Keywords: competence, communication, independent activity, integration, educational process, productive cooperation, active teaching methods, traditional teaching, individual opportunities, cognitive process, language proficiency.

Introduction

Language teaching is becoming a crucial issue in all countries and there are dozens of methods used to develop this issue. In contrast to traditional teaching, where communication, is developed mainly between the teacher and the student, new interactions arise in interactive learning. For the improvement and development of communicative and social competence, the listening and speaking abilities, participating in a different types of discussion, they must be integrated into productive interaction and cooperation with the media.

Over the long history of teaching languages, a great many different educational methods have been developed. Initially, all methods of teaching foreign languages were borrowed from programs designed to teach the so-called "dead languages" - Latin and Greek, in which almost the entire educational process covered reading and translating. It was such a method, the foundations of which were laid by the enlighteners at the end of the 18th century, that took shape by the middle of the 20th century under the name "grammar-translation method".

Research Methodology

According to this method, language proficiency is proficiency in grammar and vocabulary. The process of improvement is understood as a movement from one





grammatical scheme to another. In this method, the teacher planning first should choose what grammatical schemes he / she wants to teach. Then, texts are selected for these topics, from which individual sentences are singled out, and everything ends with a translation. First, from a foreign language to a native language, then vice versa. Despite some wrangling, this method has several advantages. Firstly, it really allows you to learn the grammar of the language. Secondly, this method is very good for people with highly developed logical thinking, for whom it is natural to perceive language precisely as a combination of grammatical formulas.

Another method which was used by teachers is called the "Total-physical response". The basic rule of this method is: you cannot understand what you did not pass through yourself. According to this theory, it is the student in the first stages of training who does not say anything. First, he must obtain a sufficient amount of knowledge and at the first lessons, the student constantly listens to foreign speech, he reads something, but does not say a single word in the language being studied. Then, in the learning process, there comes a period when he should already react to what he has heard or read - but only respond by action. This method is good primarily because the student in the learning process feels very comfortable. The necessary effect is achieved due to the fact that a person passes all the information received through himself. It is also important that in the process of learning a language according to this method, students communicate with the teacher, and with each other.

Another way to learn foreign languages, which I would like to talk about, appeared in the late 70s. It is called the "Audio-lingual method" Its essence is as follows: at the first stage of training, the student repeats what he heard after the teacher or the speaker. And only starting from the second level, he is allowed to speak one or two phrases from himself, everything else consists again of repetitions.

Analysis and Results

Active teaching methods provide a solution to educational problems in various aspects: the formation of positive educational motivation; increasing cognitive activity of students; active involvement of students in the educational process; stimulation of independent activity; development of cognitive processes - speech, memory, thinking; effective assimilation of a large amount of educational information; development of creative abilities and thinking outside the box; development of the communicative-emotional sphere of the learner's personality; disclosure of personal and individual capabilities of each student and determination of conditions for their manifestation and development; development of independent mental work skills; development of universal skills.





All of these criteria can be implemented in the use of interactive forms and teaching methods, which show new opportunities associated with the establishment of interpersonal interaction through external dialogue in the process of mastering educational material. Interpersonal relationships inevitably arise between language learners in a group, and the success of their learning activities depends on what they will be. The skillful organization of interaction on the basis of educational material can be a powerful factor in increasing the effectiveness of educational activities in general.

There are other methods, as well as goals and techniques that facilitate interactive activities. In modern practice of teaching a foreign language, various training options in cooperation are effectively applied. The main idea of training in cooperation is to create conditions for active joint educational activities of students in various educational situations.

At the present stage in the language teaching methodology, four aspects are distinguished: practical aspect; educational aspect; educational aspect; developing aspect.

Training practical aspect. Students master a foreign language as a means of communication and must be able to use it verbally and in writing. It is about mastering four types of speech activity: receptive - listening and reading, productive - speaking and writing, as well as the three aspects of language associated with them - vocabulary, phonetics, grammar.

The practical aspect involves mastering all forms of communication and all speech functions. The upbringing aspect of education involves the upbringing of morality in all its manifestations.

The educational aspect includes the acquisition of knowledge about the culture of the country of the language being studied, including literature, music, architecture, painting, history, knowledge of the structure of the language, system, character, features, similarities and differences with the native language, interference.

The developing aspect provides awareness of the means of expressing thoughts, how people pronounce, what words are used to nominate objects, comparing phenomena of the native and foreign languages, developing the sense of language, language conjecture, memory in all its forms, logic (analysis, synthesis, comparison), conclusions), the development of sensory perception, the motivational sphere, the ability to communicate, such traits as industriousness, will, determination, activity, and the ability to learn.

For the communicative competence of students, the holistic development of their personality.





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