



Improvement of Foreign Language Teaching Methodology Through Modern Pedagogical Approaches

MadinaXasanova

Kokand State Pedagogical Institute.

*Corresponding author's E-mail: madinax84@gmail.com

Article History	Abstract
Received: 06 June 2023 Revised: 05 Sept 2023 Accepted: 14 Dec 2023	<i>The role of modern pedagogical technologies in the field of education is discussed in this article. How education is developing step by step in keeping with the times, as well as the analysis of current problems and shortcomings of the foreign language teaching methodology is highlighted.</i>
CC License CC-BY-NC-SA 4.0	Keywords: <i>Universal, Methodology, Linguistics, Experimental, Communicative, Speech Association.</i>

1. Introduction

One of the urgent issues of the present time is to educate the young generation in the spirit of love and loyalty to the motherland, national pride, high morals and spirituality, pride in our ancient and rich heritage, national and universal values through the teaching of foreign languages. Sudden changes in the world education system promote the problems of creating the necessary conditions for students to learn foreign languages perfectly, to express themselves in all areas knowing English, and to develop their oral and written speech in a foreign language.

Education is an active interaction between teacher and students and it cannot be one-way. It depends on the teacher how successful the learning process is. It can be seen that each teacher is guided by his personal experience in choosing working methods. However, based on the results of experimental and practical work, it can be stated that the use of various techniques within the framework of communicative, inductive, deductive methods gives positive results and undoubtedly helps to increase the effectiveness of teaching.

2. Materials And Methods

The term "educational system" became widespread in connection with the study of the phenomena of pedagogic reality in a systematic and structural direction. According to the meaning of this methodological category, the educational process is considered a system. The foreign language learning process, carried out within a certain time and space, is an open (no clear limit) system and is expressed in the published foreign language "learning-methodical complex". The educational system consists of such categories as the intended goal, the content to be formed, and the method used (each of them will be covered in separate chapters). The method of teaching a foreign language means the set of activities of the teacher and the student, which ensures the achievement of the practical, general educational, educational and developmental goals of teaching a foreign language. The term "method" is used in the sense of "set of educational methods" and "direction of education". The first is used in the theory of education (for example, methods of teaching oral speech, methods of teaching pronunciation), and in the second sense, we find it in works on the history of teaching methods. E.g. Tajjima method of foreign language teaching, correct method, conscious-comparative method, traditional method, intensive method, audiovisual method, etc. Prof. According to Yefim Izrailevich Passov, the method is a system of principles directed towards the goal set in the educational process and related to the types of speech activity. In the sciences, general and specific demarcation is observed, e.g. general linguistics and special linguistics, general psychology and special psychology. When discussing the theoretical issues of teaching a foreign language subject, the general methodology is understood. The problems of selection, distribution, classification and description of language material are included in the task of general methodology. Scientific data on teaching one or another foreign language in specific pedagogical conditions are sought from a private methodology. E.g. Chinese language teaching methodology in Uzbek schools or Arabic language teaching methodology in Russian schools. In order to thoroughly research the relationship of methodology

science with a number of disciplines, it is necessary to reveal the idea of what theoretical status it has today. It is known from the first chapter that a person who hears or reads the term "methodology" associates it with three concepts. In the language of psychology, it is called association (lat. associatio - to connect, combine). The discussed term "foreign language methodology" evokes the following association (connection) in people's perception: firstly, a set of methods and methodical methods aimed at teaching a language (for example, pronunciation teaching methodology) is understood or scientific knowledge about teaching methods (conscious-comparative method, intensive method) and, finally, independent pedagogical science (a field with its own set of concepts, scientific principles) come to mind. "Methodology", which is considered a relatively independent pedagogical discipline, is connected with several disciplines in different ways. In relation to some subjects, the methodology works in the state of a small system (for example, compared to didactics) or in the right of fraternity (closeness) according to its relationship with other subjects. Before examining the relationship of methodology with various disciplines, it is useful to mention that students have studied this discipline before the methodology course. They are: didactics (a branch of educational theory of pedagogy), psychology and linguistics before methodology. studied (with the exception of some theoretical branches of linguistics, e.g. "Theoretical Phonetics", "Text Linguistics"). Methodology is also closely related to the science of psycholinguistics, which has been developing in recent years. The unity of language and thought, language and culture, knowledge of reality about its forms, methodology is fed from the known names of related sciences. Personality development is achieved in the process of education. The main functional task of education is practice recognized as a source of knowledge of objective reality. Practice in a foreign language is speaking, listening, reading and writing, and the product of learning is for students to acquire new information and use it in their lives. The student perceives a language unit using the sense of hearing, and then expresses it orally using the sense of speech movement. In one of the next lessons, language material acquired orally will be recorded, that is, hand and visual senses, as well as analyzers, will go through the stage of writing and reading during their activity. Listening comprehension of language units, speaking, writing, reading, and in the second year of education, teaching first reading, then writing is an example of fully complying with the requirements of the laws of the theory of knowledge. Perceiving the sound side of a language unit and verbalizing it is a live observation stage of the cognitive process. Graphic (reading) and motor (movement) perception are also included in this stage. After the students have mastered the unit sound and graphic form and the semantics (meaning) based on them, at the same time, its function (concept side), the second stage moves to abstract thinking. In the example of explaining (presenting) the English word a pen, the mentioned idea can be demonstrated practically. In the textbook, this lexical unit is presented first orally, and then in writing. When the written form is passed, it is necessary to give students a rule-generalization with the expression of grammatical abstraction and methodology: "In English, an article is used before a noun." A short definition-rule corresponds to the stage of abstract thinking in the theory of cognition. Now the students acquire the ability to independently use the article with new words, that is, the stage of transition from abstract thinking to practice is observed.

According to J. Jalolov, when analyzing the subjects of study of mother tongue, second language and foreign language, which is the object of linguistic-educational studies, there are commonalities and sharp differences between them. Modern teaching, in essence, is a particular teaching method that focuses on instructing students to improve their intellect by utilizing new and innovative ideas, as opposed to making them recite information memorized from a syllabus to pass a rigid examination. Modern teaching focuses on the entire learning process, rather than focusing strictly on the final result, and is dedicated to helping students build skills as part of a constructivist approach to learning. Modern teaching methods are necessary because they help meet the educational needs of students in the contemporary era. It also focuses specifically on expanding their fundamental knowledge about the world and building critical thinking skills that will allow them to handle all kinds of challenges as they advance in their academic careers. Modern teaching methods feature several unique characteristics dedicated to helping support the growth of students' intellectual capabilities and skills. Some of these primary characteristics include;

- Learner-centered: Modern teaching methods are designed to focus on learners and keep them from being treated as denominators in classroom interactions.
- Task-Based or Activity-based: Modern teaching methods instruct students through activities and specialized tasks to broaden their education.

- Resource-Based: Teachers utilizing modern teaching methods are often dedicated to nurturing the resourcefulness of their students by encouraging the use of different, helpful project materials.
- Interactive in Nature: One of the most vital characteristics of modern teaching methods is that tasks, projects, and problems are often interactive.
- Peer Collaboration: Modern teaching methods don't just encourage students to learn from educators but also from their peers. Peer collaboration ensures students receive all of the attention and feedback they need.

Modern teaching methods provide students a wide range of advantages when utilized correctly by eager teachers. Some of the most important advantages that these methods can provide include;

- Increase cognitive thinking skills
- Help students develop their prefrontal cortex
- Emphasize personal development
- Allow for unique learning patterns
- Provide application-based skill building
- Empower students to engage with challenging concepts
- Allow students to revise and review older concepts
- Modern teaching methods form a part of a mass educational reform, brought on by the advent of technology and the need to not only educate but also inspire and generate curiosity. This has resulted in the need to modify the traditional style of teaching in such a manner that the new teaching methods are demonstrative, explanatory and practical. These new teaching techniques involve a style of teaching that focuses on cognitive thinking and the development of new patterns of learning. In modern education methods, the student is central to curriculum designing and lesson planning. The teacher acts as a facilitator, paving the way for the student to learn, by providing the necessary resources and support. New teaching techniques and modern learning methods have been found effective in schools and on a higher education level as well.
- The education sector has consistently evolved and transformed over the decades to adapt to modern-day developments, particularly in the fields of science and technology. Subsequently, changes were also made to the manner in which education is imparted from the grassroots level up. Therefore, the latest teaching methods, with modern learning and teaching strategies, must be both knowledge- and technology-driven. This is important to thrive and progress in society as a whole.
- Modern teaching techniques avoid spoon-feeding students and encourage creative thinking and problem-solving. This is done by concentrating on developing application-based skills and learning in a manner that's relevant to the increasing needs.
- With an emphasis on innovation and generating curiosity, new teaching techniques inspire the entrepreneurial spirit, a crucial vehicle in the development of society. The traditional approach of memorizing and reciting, implemented on a mass scale, leads to a stagnated society. Modern teaching methods, on the other hand, foster progression.
- The scope of knowledge has increased. We are no longer isolated from one another, and there is a global exchange of information. This has also resulted in an increase in the human potential to adapt to and imbibe global knowledge. This can be done through new strategies and techniques of teaching so that education is more holistic.
- At last, by emphasizing an exploratory approach, modern learning methods shift focus from parroting to discovering and researching unexplored areas across different fields.

Such abilities as intellectual ability, intellectual initiative, intellectual creativity and intellectual self-management contribute to the formation of criteria for evaluating the effectiveness of educational processes.

3. Results and Discussion

During the research process, students' creative and self-development levels were determined, and such skills as intellectual ability, intellectual initiative, intellectual creativity and intellectual self-management were developed:

- 1) the student cannot and does not want to perform certain creative assignments, at the same time, the passive student does not believe in his abilities;
- 2) an idle, sluggish student hesitates in his strength and capabilities, he can perform creative tasks only under the guidance of a teacher using the reproductive method;
- 3) the student can work in small groups without striving for individual creative activity, as well as introduce new elements for additional factors in the performance of creative tasks for the student
- 4) a strong student believes in his own strength and capabilities, sometimes he overestimates them.

The main indicators of the characteristics that characterize the development of creative abilities of students in the process of learning a foreign language:

- a) the importance of self-development; it is necessary to maintain a unique individuality, to have a high spiritual and material level, to be creative and to maintain an active social position;
- b) the importance of education and study; existence of family and community life; interest in the profession with individual creative features;
- c) the importance of personal creativity, motivation; flexibility of orientation, communication and behavior;
- g) the importance of figurative creativity; flexibility, originality and workmanship of creative images;
- d) importance of active creative activity; capacity for displays of curiosity and ingenuity.

According to S. Rubenstein, the automatic components of consciously performed activity, which are formed by doing exercises and training, are called skills. In the literature on psycholinguistics and methodology, the term "speech proficiency" is interpreted differently. According to one of the existing opinions, speaking skills differ from speaking skills in that speaking skills are more creative in nature. Speech skills are performed mechanically according to their characteristics. A. According to Zimnyaya, speaking skills, in accordance with their nature, represent the need to develop mechanically the actions of activity, that is, the lexical, grammatical and phonetic aspects of thought formation are activated. In other words, language tools may be activated, not the thought itself.

4. Conclusion

it should be noted that today's education, which requires speed, requires advanced experience to be at the center of pedagogues with universal knowledge and skills. It should be noted that the principle of consistency of study is determined by the tasks of teaching and the laws of education. If the knowledge is thoroughly mastered and better retained in memory, such knowledge, competence skills, can be applied in later stages of education and in life. Systematicity and consistency in education is required by the specific characteristics of students' practical activities.

References:

1. Xasanova M., Ubaydullayev S. Communicative language teaching and learning //boshqaruv va etika qoidalari onlayn ilmiy jurnali. – 2022. – т. 2. – №. 1. – с. 125-128.
2. Madina X. Zamonaviy Ta'lim muhitida ta'lim strategiyalarini ishlab chiqishning ingliz tilini o'qitish samaradorligini ta'minlash asoslari //boshqaruv va etika qoidalari onlayn ilmiy jurnali. – 2023. – т. 3. – №. 3. – с. 27-30.
3. Xasanova M., Usmonova M. Techniques, tools and organizational forms of developing educational strategies //conferencea. – 2023. – с. 22-24.
4. Dilafruz A. The Practice-oriented approach to learning in europe //conferencea. – 2023. – с. 79-80.
5. Aliyeva D., Aliyeva S. Future of modern education system //conferencea. – 2023. – с. 37-39.
6. Muhtarovna A. D. Modern pedagogical innovations in teaching foreign languages for defectologists //euro-asia conferences. – 2021. – т. 3. – №. 1. – с. 168-170.
7. Sayyora, Alimsaidova. "IMPROVEMENT OF SOCIOLINGUISTIC COMPETENCE IN TEACHING THE RUSSIAN LANGUAGE." INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429 11.09 (2022): 313-316
8. Алимсаидова С.А. Дидактические принципы при обучении неродному языку Международный научный журнал «Молодой учёный». – Казань, 2015. – №23 часть X. С. 1062-1063
9. Xasanova M. ANALYSIS OF THE PEDAGOGICAL MECHANISMS OF THE EDUCATIONAL PROCESS IN THE FORMATION OF THE ACTIVITY OF TEACHING THE WORLD ENGLISH

10. Madina X. et al. Zamonaviy pedagogik yondashuvlar vositasida xorijiy til o'qitish metodikasini takomillashtirish //Science Promotion. – 2023. – Т. 2. – №. 1. – С. 222-225.
11. Xasanova M. THE PRACTICE OF USING AN ELECTRONIC COPY INSTEAD OF A TRADITIONAL METHOD //Conferencea. – 2023. – С. 119-122.
12. Aliyeva D., Alieva S., Sharobidinov M. PEDAGOGICAL MECHANISMS OF ENSURING EFFICIENCY OF ENGLISH TEACHING //Академические исследования в современной науке. – 2023. – Т. 2. – №. 23. – С. 19-23.
13. Aliyeva D. SYSTEMIC AND STRUCTURAL FEATURES OF ENGLISH AND RUSSIAN PHONETIC TERMINOLOGY //SCHOLAR. – 2023. – Т. 1. – №. 14. – С. 141-144.
14. Daria, K., & Vasilyevna, G. N. (2023). THE PROBLEM OF MORAL CHOICE INM. A. BULGAKOV'S NOVEL" THE MASTER AND MARGARITA". *Gospodarka i Innowacje.*, 35, 124-127.
15. Vasilievna, G. N. (2023). THE USE OF INTERACTIVE FORMS OF LEARNING IN THE DEVELOPMENT OF COGNITIVE ACTIVITY OF STUDENTS IN THE STUDY OF M. BULGAKOV'S NOVEL" THE MASTER AND MARGARITA". *Gospodarka i Innowacje.*, 35, 110-113.
16. Vasilievna, G. N. (2023). THE THEME OF THE LOST HUMAN PERSONALITY IN THE WORKS OF FM DOSTOEVSKY. *Gospodarka i Innowacje.*, 36, 69-72.
17. Гончарова, Н. В. (2015). Использование приёма беседы при изучении рассказа В. Распутина" Уроки французского" в студенческой аудитории. In *Молодежь и наука: реальность и будущее* (pp. 385-387).
18. Vasilievna, G. N. THE THEME OF LONELINESS IN THE STORIES OF L. PETRUSHEVSKAYA.
19. Popova, E. I. (2022). The Principle of Philology and Philological Analysis of the Word. *International Journal of Social Science Research and Review*, 5(8), 165-169.
20. Попова, Е. И. (2019). Семантическая обусловленность переносного употребления временных форм русского глагола. *Актуальные научные исследования в современном мире*, (2-3), 99-104.
21. Popova, E. I. (2023). FEATURES OF THE FUNCTIONAL CLASSIFICATION OF SENTENCES ACCORDING TO THE PURPOSE OF THE STATEMENT. *Gospodarka i Innowacje.*, 35, 138-141.
22. 2559. <http://www.boletindeliteraturaoral.com/index.php/bdlo/article/view/534>
23. Попова, Е. И. (2023). ПРИРОДА И ЭВОЛЮЦИЯ ОБСТАНОВОЧНОЙ РЕМАРКИ. *Gospodarka i Innowacje.*, 41, 146-151.
24. Popova, E. I. (2023). TECHNIQUES OF SEMANTIZATION OF RUSSIAN VOCABULARY IN A FOREIGN LANGUAGE AUDIENCE. *Open Access Repository*, 4(03), 227-234.
25. Rajapova, M., & Mamadaliyeva, M. (2023, April). INTERPRETATION OF ALLEGORICAL MEANS IN DISCOURSE. In *International Conference On Higher Education Teaching* (Vol. 1, No. 1, pp. 15-19).
26. Rajapova, M. (2023). STUDY OF DISCOURSE AND SPECIFIC CHARACTERISTICS OF ALLEGORY. *Наука и технология в современном мире*, 2(17), 53-55.
27. Rajapova, M. (2023). BADIY USLUB VA ALLEGORIYANING O'ZIGA HOS XUSUSIYATLARI TADQIQI. *Педагогика и психология в современном мире: теоретические и практические исследования*, 2(9), 121-124.
28. Malika, R. (2021). ISSN: 2249-7137 Vol. 11.
29. Rajapova, M. (2022). Linguocultural Features of Allegorical Means Used in the Literary Text. *Scienceweb academic papers collection*.
30. Rajapova, M. (2021). BADIY DISKURSDA KOGNITIV METAFORALARNING ISHLATILISHI. *Scienceweb academic papers collection*.