

## EFFECTIVENESS OF USING DIDACTIC APPROACH IN TEACHING A FOREIGN LANGUAGE

*Iskandarova Oyshajon Muhammadovna*

*UrSU, student*

### **Abstract:**

The didactic teaching method entails a teacher instructing a student directly through planned lessons and lectures. It is distinguished by structured lesson plans, specific learning objectives, regular performance evaluations, teacher-to-student lectures, group discussions, and consistent learning schedules.

**Key words:** Approaches in language teaching, didactic approach, pedagogical approach, teacher-centered, learner-centered

Didactic method is an effective method for teaching students who have difficulty organizing their work and require the assistance of teachers for instructions. It is also used to teach basic reading and writing skills. Teachers are required to give instructions, commands, deliver content, and provide necessary information using this method. Students' activities include listening to and memorizing the content. The lecture method, which is one of the most commonly used methods in today's education system, is a type of didactic teaching. The sociability of the educational process, pragmatic, developing, and active nature of teaching in inter-subject integration, and strengthening sociocultural component as well as culturally oriented teaching are distinguishing features of the creative didactic environment in teaching foreign languages. According to Vasilyeva, one of the main purposes is the development of thinking, memory and imagination which are capable of forming both language and socio cultural competence of students [1: 104]. In language education one of the main purposes of foreign language teaching at higher educational institution is the formation of language personality communicative competence. It is about language personality knowledge, skills, and qualities that allow this personality to be efficient in speech and thought [2: 142-143]. The sociocultural component of communicative competence is particularly important, and it entails students mastering the national-cultural specificity of the target language country and the ability to build their verbal and nonverbal behavior in accordance with this specificity, as well as successful learning of facts from two or more ethnic cultures [3: 2136]. According to Mieder, textbooks for both native and foreign language teaching usually include at least some lists of proverbs and accompanying exercises, and proverbs play a role in foreign language learning as part of cultural and metaphorical learning[4: 147]. State-of-the-art information and communication technologies due to their didactic properties contribute to more

complete realization in practice of socio cultural, multicultural and competency-based approaches in improving students' linguocultural competence, and create virtual language and cultural environment. Didactic possibilities of modern information and communication technologies allow a completely new look at the organization of educational process. As the development of globalization is showing an upward trend we need to understand learning in the context of globalization, and this means that preparing students to cope with the prevailing situations. Therefore, teachers need to develop didactic competencies in the field of teaching-learning activities that help to create knowledge in an open-minded manner with new perspective. The quality of teacher is reflected in student's performance. Thus, teacher should be mentally prepared for developing didactic and pedagogical competencies in order to make students competent in the competitive world. Also, the significance of phraseological knowledge in second language competence is beyond dispute. It can enable learners to speak more fluently, makes their speech more understandable and helps them write or sound more native-like. Analyzing works of some scientists who investigate linguodidactic competence reveals existence of essential disagreements in understanding of the purposes and problems of linguodidactic training of the foreign language teacher [5, 6]. Scientists claim that linguodidactic competence has cross-disciplinary essence as it is formed at future foreign language teacher within a wide range of subject matters. It incorporates methodical competence which has subject-oriented character. In the maintenance of linguodidactic competence interpret tendencies of subject character which are urgent today in professional education which reference points serve constant selfeducation and self development, professional mobility, autonomy, creative identity. Therefore in situations when the teacher aspires to positive consequence of educational process and absolute achievement of the pedagogical goals, efficiency of quality of education decreases. It is especially important to consider incompleteness of the pedagogical goals when forming linguodidactic competence which constantly develops. As the evidence from Vadillo and Klingler [7], affirms that didactic strategies point to the group of developed activities considering not only students' understanding of ideas but also a mutual relationship among specific information and a particular activity. With the implementation of strategies in the process of teaching a foreign language, the professor looks for a common project. All students make the duties together in a collaborative group that means that they construct mutual knowledge and also, the basis of collaborative learning is the construction of agreement through group cooperation. Therefore, didactic strategies should be seen as a purpose organization of the teaching and learning processes structure to achieve goals, in which students not only learn a subject matter, but also gain knowledge of other forgotten contents as the capacity of cooperation, and value of people as human begins. Thus, justification of

system forming of methodical competence in the process of a language teaching within unity of purposes, contents, principles, methods, means and forms of educational interaction of the teacher and students in the educational process. The process of training of professional communication it is extraordinary multivariate, being synthesized and refracting through specifics of an object, it creates a basis of the new scientific discipline arising on a joint of above-mentioned sciences a professional linguodidactics. The didactic strategies must be innovative, diverse, answer to students' needs, have correspondence with cognitive matters, procedures and students' level.

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