

METHODS USED IN FOREIGN LANGUAGE LEARNING IN OUR COUNTRY AND IN OTHER COUNTRIES

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Abstract: This article provides information about modern methods of foreign language teaching abroad and in our country.

Key words: Foreign language, speech, grammar, grammatical examples, audiovisual methods, teaching methodology.

Currently, a lot of work is being done not only on teaching foreign languages, but also on finding new methods of teaching and teaching all subjects and testing them in practice. This is one of the most important problems that must be solved in order to improve the educational process. The aim was to develop the students' foreign language skills. It should be said that these goals in learning a foreign language are not set by themselves or by other people or individuals, but are closely related to changes in the sciences of linguistics and psychology and the social development of society. For example: Let's take the audiolingual method. The emergence of this method was influenced by changes in the science of linguistics, i.e. structural flow.

It includes the following factors:

- Teaching a foreign language must first begin with teaching oral speech;
- Language learning is carried out on the basis of various structures and speech patterns;
- Exercises also require language-based exercises that require repetition of language material many times;
- The selection of grammatical patterns and lexis should depend on the results of comparing the foreign language with the mother tongue.
- Pronunciation requires a lot of attention. The main disadvantage of this method is the large number of mechanical exercises and the small number of actual speech exercises. The founders of this method are Methodist scientists Ch. Friz and R. Ladolar. For example: Ch. Friz says that the main content of the initial stage should be the study of structures. It is desirable that the formation of grammar skills should be based on this. Ch. is required to construct sentences, that is, skills and abilities must be tested. These are performed with the help of training exercises. Later, a new method began to form in the West. It was an audio-visual method. As its founders, it is possible to cite Yugoslav Methodists P. Guberin and Frenchman Pierre Rivon, L. Hugueneim, and others. This method is based on quick memorization of language (language material)

by hearing and seeing. The main advantage of this method is that it requires learning the material of the language being studied by connecting it to a real life situation. Language learning is mainly based on seeing, listening and understanding. According to the authors of this method, it aims to study topics that are common in everyday life (for example: apartments, household appliances, trade, etc.). Their mastery is carried out mainly on the basis of intuition and through the extensive use of technical tools. A lot of work has been done and is being done in our country and abroad regarding the issue of intensification of foreign language teaching. These led to the emergence of new intensive methods. So, what is the intensive method? How can it be understood? Intensive teaching, the common meaning of the word, is to teach students to perform speech activities in the studied foreign language, i.e. to speak, in a short period of time. This is mainly done based on the internal psychological capabilities of the students and their memory. (Leontev A. A. Kitaygorodskaya). So, the following two characteristics of intensive method (or intensive) teaching can be indicated: Learning a certain amount of educational material in a short time and carrying out speech activities in a foreign language accordingly; Maximum use of all reserves (psychological possibilities) of personal memory, i.e. increasing the activity of students. In the following years, it is necessary to do a lot of work to increase the activity of students in the course of the lesson. One of the most important tasks is to create an atmosphere of speech communication in order to increase their activity in the lesson by using the internal capabilities of the student's memory. The methods and various visual aids used by the teacher should be aimed at this goal. The psychological situation focused on speech communication is one of the necessary tasks in increasing the activity of students. E. I. Passov, one of the well-known Methodist scientists, said that the communicative approach currently used in foreign language teaching is a form of intensive teaching based on speech situations. A brief overview of intensive methods. The "right" method began to take shape. Prof. E. I. Gez said, "The correct method created a favorable opportunity and basis for intensive foreign language teaching." Some of the principle aspects of the correct method, such as the interest in oral speech, especially the selection of speech situations for dialogic speech, and the requirements for increasing students' activity in the lesson, are based on one or another of the current modern intensive methods. This is natural, because each new method preserves the good aspects of the previous method. In recent years, words denoting a new direction, such as audiolingual, audiovisual, hypnopedia, relaxopedia, suggestopedia, rhythmopedia, are often used. It should be said that audio-lingual and audiovisual methods cannot be used in the practice of intensive teaching. This is caused by their principled side, that is, not relying on the use of the mother tongue, learning by imitating the language, memorizing, and a large number of creative exercises.

Hypnopedia, Relaxopedia - these methods give good results only in memorizing language material, but cannot ensure its use in speech. That is why the famous scientist prof. Gegechkori L.Sh. suggests to consider hypnopedia and relaxopedia as one of the techniques that can be used in foreign language teaching, because they are aimed at remembering the given information. In the following years, pedagogy, psychology, social great attention is paid to combining research in psychology and medicine. An important issue at the moment is paying a lot of attention to students' new thinking, creative thinking and preparing them for life. This increases the demand for comprehensive study of the individual. Thus, the personality of the student became the central, main figure of the educational process. G. Lozanov - psychotherapist, doctor of medical sciences, Bulgarian scientist - directed a person to study the possibilities of internal reserves.

He began to study 3 important factors:

1. Open memory reserves;
2. To study the intellectual activity of the student's personality;
3. Positive emotion, (eliminates the feeling of fatigue).

(The teacher's role, authority; the relationship between the teacher and the student; mutual trust, high level of motivation, opening of the internal reserve potential of the individual. (This thesis is explained). Scientists L.Sh. Gegechkori and A.A. Leontev. Lozanov methodology includes the following:

- 1) when studying a large number of speech units;
- 2) to help students to use the language and vocabulary in the process of speaking a foreign language, to use the learned speech unit in another situation;
- 3) creating high motivation in learning to read;
- 4) the presence of psychological barriers (shyness, fear, shyness) gives very good results in removing them. Lozanov, who has this character, did not set himself the task of developing a foreign language teaching methodology. In the 1960s and 1970s, attempts were made to apply the Lozanov methodology to foreign language learning. At present, scientists and methodologists have developed their way by combining the intensive method with the "Right-hand" method used in our country. (Lozanov) said that it is appropriate to apply only some principles of this method.

1. Emotional-meaningful method (I. Yu. Schechter) focusing on meaningful changes in the process of role-playing games. The main tool in this method is the system of communicative tasks. Teaching according to this method is divided into 3 forms (periods):

- a) Learning to speak based on the most common situations in life. Grammar is not organized, and there is no homework. By the end of this period, it is possible to read educational texts containing 1200-1400 lexical units.

b) Transition to a speech process related to a profession. Manological speech develops widely in all aspects. Gradually, taking excerpts from translated works (referirovanie) is transferred to studying writing and grammar. Teaching a foreign language on the basis of various games consisting of problematic situations related to the profession, using texts of a scientific and scientific character.

c) Speech is increasingly formed according to a certain profession. Special texts, work-related documents, professional correspondence form the educational material. TRANSLATION METHOD. The name of this method is usually used in the plural with the term "Translation methods". Accordingly, it is not difficult to understand the meaning; foreign language material is translated into the native language. In Europe, first Greek and then Latin were taught, and translation was used as a method of understanding. In the second half of the 18th century and during the 19th century, the French language, and in the 20th century, the English language and finally the German language were learned through translation, and in the Muslim world, mainly Arabic and partly Persian were learned as foreign languages.

Dead and living languages were taught by the method of translation, and this process was considered a factor in the development of logical thinking. The Arabic language is a means of teaching the works of the Islamic religion, and most of the students learned it by rote memorization. Arabic, Persian, and Turkish languages are thoroughly studied in higher and religious educational institutions. Among the translation methods, the most common ones are known as "Grammar-translation method" and "Text translation method". the representatives of the first used word and color translation to teach grammar rules, while the supporters of the second aimed to use translation to read the text and understand its content.

Conclusion:

The use of both translation methods is intended only for educational purposes. A foreign language is learned in a receptive way. Foreign language teaching methods were developed based on the linguistic and psychological data of the time. Some teachers still use translation methods inappropriately. For example: oral translation of a text is a non-methodical method. It is not prohibited to translate some sentences or one or two parts of the text for a specific purpose. Using the dictionary, small texts can be given to be translated in order to reveal the meanings of new words. Here, the aim of translating the text is to teach the use of the specific vocabulary.

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