



The Importance of Foreign Language Teaching in this Century

Doniyor Dovronovich Ergashev

English teacher of the English language department, "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers", National Research University

Annotation: The main purpose of this article is to provide an assessment of the role played by methods in education process, though there is also an account of the main different methods of foreign language teaching (FLT) that are in use today. To start with, it is noticeable to mention that knowledge of different approaches gives foreign language teachers a proper background reference to their own stand on pedagogical matters and classroom practice, furthermore helps them to understand the importance in this century.

Keywords: teacher, different methods, education process, noticeable to mention, knowledge, approach, foreign and local language, communicative competence.

Introduction

For a teacher, methods prescribe what materials and activities should be used, how they should be used and what the role of the teacher and how it should be like in the classroom. For learners, methods define what approach to learning the learner should take and what roles the learner should adopt in the classroom. All methods include prescriptions for the teacher and the learners. All methods are a pre-packaged set of specifications of how the teacher should teach and how the learner should learn derived from a particular theory of language and a theory of language learning.

An approach is the most abstract of all three concepts that refers to the linguistic, sociolinguistic principles underlying methods and techniques. For getting more information about what is approach it is beneficial to reckon about the following concerns, like what an approach is influenced by including the inquiry of what the theory of language is followed by how the language is viewed. Students need to understand the teaching system of the teachers and texts for listening, learning and guides to study the topic, study, get acquainted, there are resources to search, read and listen to.

Material and methods

Additionally, concerning the question of how the learners learn the language, it is simply significant to bear in mind what the psychological and cognitive processes are involved such as habit formation, induction, inference or generalization. In all cases, what conditions need to be met for these learning processes should be activated. A technique is, on the other hand, the narrower of all these two; in fact, it is a just single produce to use in a kind of place.

In foreign language teaching practice there are different approaches and they differ in different countries as well as the types of approaches are used differently. First of all, we have to analyze the types of approaches which are used by foreign teachers in other countries. As we looked at theoretical part, an approach is a theory of language teaching.

According to William, the theory of language underlying these methods is structural linguistics, and though there are some differences between British and American structuralism, both movements saw language as "a system of structurally



related elements for the encoding of meaning, the elements being phonemes, 114 morphemes, words, structures, and sentence types”. After concluding this, it is understandable for us that Grammar is no more based on the collection of rules, as it consists of structures as well. Moreover, studying a language means to collect and analyzing all these steps of the language and rules to combine word with each other.

For instance, the main features are the importance part of oral aspects of the language, running out from the accordant of the written language. It is fact that, these conceptions appeared to offer a scientific basis for FLT, which are considered to have transformed teaching from an art into a science.

As for Arthur these were summarized in the following five ideas:

1. Language is a speech.
2. A language is what its native speakers say; it is not what someone thinks they ought to say.
3. Languages are different from each other's.
4. A language is a huge amount of habits.
5. Teach the language, not about the language.

All choices are based on their theory of learning behavioristic habit – forming conceptions. All above-mentioned terms are currently in an active implementation both in foreign and local language teaching institutions in Uzbekistan, in the scope of communicative approach as it is an umbrella term to describe the methodology which teaches students how to communicate efficiently. It also emphasis on students responsibility for their own learning. It includes cooperating within group, self-activity and dictionary work. The first step of communicative approach is language acquisition rather than conscious learning.

Result and discussion

Topics and ideas in professional language teaching concepts about it have not been fully defined to date. When determining the topic, students should have the ability to formulate the idea of the text, highlight the raised issues. Questions addressed in the text are understood as questions raised in the text. The main idea of the text is the main idea that determines its content, opening, questions posed by the author. For vocational language teaching, it is necessary to classify course topics and determine the topics that form the basis of textbooks or textbook sections. The sequence of topics, issues of methodological support are the competence of teachers.

When choosing texts for the "Language" course, it is necessary to take into account the specified theoretical conditions. It allows you to take into account the speech skills necessary for the development of speech in the preparation of various types of plans, theses, annotations and writing theses.

As for Krashen “acquisition is a natural process, similar to the way student’s develop ability in their first language a it is subconscious process when students are not aware of the fact they are acquiring language but are using the language for communication”.

The following sources of information can be usefully used in foreign language lessons:

- chat is text communication on the Internet, which is a means of rapid communication between people over the Internet, which can be carried out in real time. The text version of the conversation allows the interlocutors to see what they type on each other's computer monitors. Pedagogical practice has some experience of using chats for educational purposes. In learning a



foreign language, the interviewer can be used by the teacher to control the material learned, as well as to communicate with each other during the work of students on joint projects.

- forum - a place for public topic communication, which is a special software web forum. The forum has a number of topics for discussion and a collection of forum participants. In the field of education, this Internet service is very widely used. In training today, the forum is the most common form of communication between teachers and students.
- e-mail is a set of software and hardware tools that ensure the transfer of messages between computers. Messages in plain text and non-text form (programs, graphics, videos, sounds), can be presented in open or encrypted form.

The delivery time of a letter can be from a few seconds to ten minutes, and it is mainly delivery, not distance depends on the number of transitions from one network to another in the process, as well as the organization of the service in a particular network in the way of message transmission. Receiving electronic messages, as well as to them preparation and sending of answers can be done at a convenient time for any participant. therefore, e-mail is called interactive technologies that are implemented in the "offline" mode, because sending a letter and receiving a response to it usually take some time (several minutes, hours, days, etc.).

In conclusion, today not only European and American language teaching experts, but also language teaching practitioners in Uzbekistan view communicative language teaching as an approach, and not a method which sees communicative competence as its goal of language teaching and it seeks to include all of the four language skills into communicative classroom activities.

REFERENCES:

1. Brown, H. Douglas. Principles of Language Learning and Teaching. 4th edition. San Francisco State University: Longman, 2000.
2. Cooper, L. Robert, Joshua A. Fishman. "A Study of Language Attitudes." In J.A. Fishman, R.L. Cooper, Conrad A.W. The Spread of English.
3. Akhmedova S. I. CHARACTERISTICS AND STYLES OF MAGIC REALISM IN THE WORKS OF CHINESE AND GULF ARAB COUNTRY WRITERS //Oriental renaissance: Innovative, educational, natural and social sciences. – 2022. – T. 2. – №. Special Issue 26. – C. 347-351.
4. Crystal, D. English as a Global Language. 2nd edition. New York: CUP, 2003.
5. AKHMEDOVA S. I. cultural, historical, scientific and economic relations". – 2022.
6. Emma Arthur. (2017). "Language teaching approaches and methods" *Applied Linguistics*, March 5, 2017.
7. Bakhodirovna I. S. „Use of New Pedagogical Technologies in Foreign Language Lessons“ //IJAPR, ISSN. – 2020. – C. 2643-9123.
8. William E. (2017). "The superior teacher has regularly gotten superior results regardless of the method". From Bull's *Spanish for Teachers: Applied Linguistics*.
9. Abdullayeva, Markhabo (2022). THE APPEARANCE OF THE TERM "EDUCATION DICTIONARY" IN WORLD LINGUISTICS IS ANALYZED. Oriental renaissance: Innovative, educational, natural and social sciences, 2 (Special Issue 28-2), 48-52.



10. Akramxodjayeva Dilfuza Abduganiyevna. Talabalarida leksik kompetensiyalarni rivojlantirish. Ta'lim fidoyilari-Respublika ilmiy metodik jurnal ISSN 2180_2160. 2022/1/28. Pages 363-369
11. Kamola Abdujabarova. IMPROVING LITERACY SKILLS THROUGH LEARNING READING. Журнал Наука и образование 4/ 2021 ISSN 2414-5718. В -78
12. Saodat S. THE BENEFITS OF USING CRITICAL INCIDENTS IN TEACHING LANGUAGES //Conference. PERSPECTIVES OF IMPLEMENTING INTERNATIONAL EXPERIENCE IN FOREIGN LANGUAGES TEACHING. – 2021. – Т. 11. – С. 86-89.
13. Karima Saydanovna Rakhmanberdiyeva. FORMATION OF INDEPENDENT EDUCATION IN STUDENTS. BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNAL. 2022/3/4. pages 328-330.
14. Rakhmanberdiyeva, Karima Saydanovna (2022). ANALYSIS OF INDEPENDENT LEARNING TECHNOLOGY IN FOREIGN LANGUAGE TEACHING TO STUDENTS. Oriental renaissance: Innovative, educational, natural and social sciences, 2 (3), 35-39.
15. Istamova, G., Babaeva K., Khudoyarova. Innivativa methods of teaching as a second language. Xorijiy Filologiya til, adabiyot, ta'lim (Foreign philology) 2019/5/30. Bet 172-175.
16. Камола Абдужабарова. The main features of teaching reading in efl classes. Журнал Хоразм маъмуни академияси ахборотномаси 8/2021 В 242-244.
17. Doniyor Dovronovich Ergashev (2021). TEACHING A FOREIGN LANGUAGE WITH ADVANCED TECHNIQUES. Academic research in educational sciences, 2 (1), 401-409. doi: 10.24411/2181-1385-2021-00082
18. Кадырова Диёра Миразимовна, & Муталова Г.С. (2022). МОДАЛЬНОСТЬ ГАЗЕТНОГО ДИСКУРСА. *E Conference Zone*, 120–122. Retrieved from <http://econferencezone.org/index.php/ecz/article/view/509>
19. САЛАХУТДИНОВА МУБИНА, МУТАЛОВА ГУЛНОРА МОРФОЛОГИЧЕСКОЕ ИССЛЕДОВАНИЕ АРАБСКИХ ТЕРМИНОВ СВЯЗАННЫХ С ПАНДЕМИЕЙ COVID-19. 2022/4/28. *E Conference Zone* Page 22-25.
20. Shakirova, D. T. (2022). Algorithm of Formation S Strong Education Brand in Tertiary Education. *Vital Annex: International Journal of Novel Research in Advanced Sciences*, 1(6), 111-117.
21. Rakhimova, S., & Shakirova, D. (2022). DISTANCE LEARNING HAS ITS OWN IMPACT ON THE EDUCATION PROCESS AND ITS INTEGRITY. *Архив научных исследований*, 2(1). извлечено от <https://journal.tsue.uz/index.php/archive/article/view/2112>