



The Importance of Methods in Language Teaching Process

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Abstract: *The article deals with the importance of using modern innovative methods in the process of learning foreign languages. The aim for the methodology of teaching foreign languages include providing opportunities to communicate in English by creating an educational environment that provide real conditions for learning the use of the target language.*

Keywords: *Modern Innovative Methods, English atmosphere, thinking approaches, Communicative Approach, problem-solving, training materials.*

In modern society foreign languages is becoming an essential component of professional training. Experts in different fields interested in a high level of language proficiency, because it affects the successful solution of issues and professional growth. In many areas there is a need to establish contacts with foreign partners. Moreover, school would provide a basic set of knowledge that will help to study foreign language in higher educational institutions, training courses or independently. Today, there is a large set of training materials for people with different levels of language knowledge. Thus, the success and the achievement of this goal depends on the applied methods and teacher qualifications. The ability to use information technology and modern teaching methods contributes to the rapid understanding of new material. By combining different techniques, teacher will be able to solve specific educational methods.

According to scientific calculations of national and foreign scientists, the term “method” has two basic meaning: A certain path to the goal, means to achieve the result. Complete methodological system and the fundamental direction of the learning process, which prevail in the various periods of the science development. Modern stage is characterized by careful selection of methods of foreign languages teaching. Particular emphasis today is made on modern information technology and actual trends. There is a sort of selection of the most effective methods, techniques and tools during the preparation of specialists in various fields. The most important goal, according to scientists is the formation of a secondary language personality. Meanwhile, its features the development of different methods of teaching, thinking approaches, including reflection, cognitive interests, and general outlook.

It is essential to mention that the research is to observe the effect of language teaching methods on students’ foreign language exams, the exam which is necessary to pass from secondary school to high school. A language teaching methods scale developed by the researcher was implemented to define which methods English teachers use. It was found that there was a meaningful and positive relationship between methods and success. Furthermore, there was a statistically significant difference in students’ foreign language exam scores, depending on the language teaching method used by English teachers. In today’s world, the most important aspect of lifelong learning and development is language, as we are experiencing the information age. Activities such as reading, writing, thinking, problem-solving, questioning, and understanding are all performed with



language skills. Language is the basic tool for mental, emotional and social development. It has an important place in processes such as establishing communications, expressing emotions and thoughts, integrating with the outer world, transferring culture, and interacting with people. Language affects the characteristics of individuals, e.g., improving capacities, solving complex problems, scientific thinking, having various values, and a wider world viewpoint. This situation shows that language skills must be developed on a lifelong basis, and language development must not be limited to the education given at school. For this reason, many countries are interested in the application of new approaches and methods to develop people's language skills. There are many suggestions and arguments about language teaching. Although there are a many studies of the factors that affect learning a foreign language, we could not find enough research about teaching. The curriculum suggests to the teacher how they should teach and which methods they should use but there is no research about the usefulness and effectiveness of the methods suggested. This research focuses on language teaching and the relationship between methods and skills.

During the reign of Peter the Great a great number of educational institutions (*special schools, professional and classical schools*) were opened [1,69]. Their aim was not only to train specialists for the state and church but to train skilled workers in various fields (*seamen, builders, workmen, translators*). It was in these years when the learning of Latin and ancient Greek was followed by the learning of an additional foreign language that became the official educational subject. Latin, however, remaining the standard of systemacity and consistency as before, the teaching of "living" language was the grammar-translation method based on (XVIII-XIX) [2,45]. It is obvious that to control the level of understanding grammar the students were to translate from the native language, the sentences not being connected with each other in the meaning: "Lions, bears and elephants are strong", "This bear has a niece and a nephew", "These camels wrote their lesson of Russian language" [3,17-28]. The vocabulary was considered to be only the illustration for grammar learning. The words were recommended to learn out of context as the isolated units since they were supposed to differ from each other only by sound and graphic but not by the meaning, compatibility etc.

In this scientific research, we set a purpose to get acquainted with the ways and means of the use of methodical and teaching materials in teaching English language students in order to attract them to the knowledge of the people, whose language can study. Today, there is a large set of training materials for people with different levels of language knowledge. The success and the achievement of this goal depends on the applied methods and teacher qualifications. The ability to use information technology and modern teaching methods contributes to the rapid understanding of new material. By combining different techniques, teacher will be able to solve specific educational programs.

With this in mind, instructors and students should be familiar with methods of foreign languages teaching. They further can choose the most effective techniques to achieve their goal. In fact, by the end of the 20th century in pedagogy has accumulated a lot of interesting and effective methods and approaches. Scientists have enriched the methodology of foreign languages teaching, so it has become complex and multifaceted science [6,25]. Meanwhile, it is evident to say that for several decades in education system dominated mainly training with an authoritarian approach. As a result, students played the role of passive objects, which rarely take the initiative. Currently at the forefront there is personality-oriented education designed to change the situation and to involve students in the process. Namely, problematic method allows to develop in a person the necessary qualities for being an independent person. Through this the process of learning a foreign language goes more effectively. Thus, leading didacticians identify several basic ways of organizing the learning process using the problem method [2,28].



Most often, learners are given a new text in which there is a new vocabulary and unknown information. As a monologic activity they write a story or essay, where express their opinions and produce new facts. Dialogic activity involves the construction of a dialogue between teacher and students, who have to answer questions. For this used information from the new text. The next stage of study is thinking activity. Students write the presentation, which make certain conclusions. This allows to check logic and reasoning, as well as the correct understanding of the text as a whole. Heuristic tasks is a special form of activity in which students themselves must do some sort of discovery of a new rule or law. For example, they can identify the particular use of the verb or time in text. Students are required to independently uncovering new phenomena and essence. As a specific form of organization of classes, you can choose the experiment, reports, simulations, surveys, data collection, analysis of the facts, and so on. Subsequently, to secure the teacher can use a programmable tasks. Teacher makes exercise so that the knowledge can be used and new rules can be trained.

One of the important methods is Communicative Approach. The act of communication is the main unit of communication activities that play an important role in the development of foreign languages. The student must be able to communicate in a new language. In the training needs to be given enough attention to the formation of speech skills and development of communicative competence.

Communication is always accompanied by a number of conditions to ensure the adequacy of:

- ✓ Functionality.
- ✓ Contextuality.
- ✓ Novelty.

Students gradually pass the different stages of developing of their own skills. In the future, they need to engage dialogue on their own, using the acquired skills. A similar situation occurs during the development of new material. The teacher should regularly ask questions about studied topic, offering each member of the audience to give their answer.

Another method to teach a foreign language is Interactive Methods.

At present, widely used interactive learning tasks and exercises. They demonstrate high efficiency, depending on the age group. To such actions are usually related:

Speech warm-up. Group work in teams (*round tables, discussions, mini-conferences and so on*).

- ✓ Various games.
- ✓ The use of audio and video materials.

Warm-up implies some dialogue between teacher and students, allowing you to enter a class in a subject. It also serves to master language skills and vocabulary repetition. Appearance of opportunities to use new and old vocabulary [7,83].

Innovative methods is an integral part of the modernization of the whole system. Teachers should familiarize themselves with the most progressive approaches and later combine them and use in work [5,412].

In conclusion, Modern Innovative teaching is necessary for the present and future of education to help learners to reach their full potential. Education should serve the long term intellectual needs of the learners, for instance, whether providing new material by instructors helped the learners to gain new insights or opened up new channels of intellectual stimulation or enhanced student's essential and creative thinking power. Moreover, Modern Innovative methods is a necessity for all trainers in order to meet the educational needs of the new generations. However, teachers'



competency for innovative teaching is a key factor influencing its performance. Thus, the role of modern innovative methods in teaching foreign languages is very critical specifically, for not only foreign language teachers and but also learners. The main significance of the study is that current situation and the change of the learners' psychology requires versatile techniques as well as methods in teaching foreign languages, since the aim of teaching a foreign language is a communicative activity of learners. In addition, innovative methods are used as assistance for teachers and in building the platform of knowledge for learners. The aim for the methodology of teaching foreign languages include providing opportunities to communicate in English by creating an educational environment that provide real conditions for learning the use of the target language. It is obvious to say that currently, the combination of traditional and newer teaching methods of language teaching will ensure a higher level of learning. Furthermore, since the purpose of learning the English language is communicative activity, which requires practical command of the language, the task of teachers is to revitalize all students in the learning process to create a context for their creative activity.

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