



MODERN METHODS OF TEACHING ENGLISH

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ANNOTATION

This article is about modern methods of teaching English in general secondary schools:

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Learning foreign languages in modern society is becoming inseparable component of professional training of a very different profile and the quality of their language training is largely depends on successful resolution of issues of professional growth and expansion of contacts with foreign partners. Therefore, the school is designed to provide a certain level of foreign language skills that could allow him to continue study during the period of higher education and postgraduate education, as well as by yourself. The success of training largely depends on the method of work teachers of a foreign language, from his ability to use various modern methods in the context of solving specific educational tasks. This tutorial outlines the main content of the course. "Methods of teaching foreign languages" for students of the Institute mathematics and mechanics. N.I.Lobachevsky in the direction "Teacher education (with two training profiles)." Purpose of the manual: to introduce students to the main provisions modern methods of teaching foreign languages; show connection methods with other sciences, which are basic for the methodology and in largely determining its contemporary content and status among others general educational and scientific disciplines; form in students ability to evaluate existing concepts of teaching foreign languages; introduce students to techniques, methods, means training and form the ability to effectively and creatively apply them on practice; give a holistic view of the nature and specifics professional activities of a foreign language teacher. The methodology of teaching foreign languages is a system knowledge about the laws of the process of teaching a foreign language and about ways impact on this process in order to optimize it. Teaching methodology foreign language (IJ) opens and substantiates patterns learning a foreign language. Historically, two functionally different methods have developed: general and private methods. The general methodology is usually devoted the study of patterns and characteristics of the learning process foreign language no matter what foreign language speech. So, the principles of selection of educational material, the ratio of oral and written speech at various stages of the lesson, etc. will be equivalent learning conditions are the same for any of the Western European languages studied in secondary schools of our country. However knowledge of the general patterns of learning IJ is insufficient, when a teacher is faced with specifics specific foreign language. So, ways to master verb Continuous forms are specific to the English language, bulky collocation models, declension of nouns and adjectives - typical for the German language, and methods of education numerals, the use of diacritics, the abbreviation of the article, the presence of the partitive article is in French. Significant differences are observed in phonetics: specific for English trithongs and diphthongs, for the French - nasal vowels. how shows

experience and practice, the teacher needs to develop and to implement such methods, methods and forms of training that facilitated quick student learning specific phenomena in a particular foreign language. So In this way, a private methodology explores the teaching of language and speech phenomena that are specific to a particular student foreign language. General and private methods are interconnected. General methodology enriched based on the experience of private methods. In its turn, the laws of the general technique are reflected in the particular. Thing foreign language teaching methods are accumulated about the object knowledge, a numerous theory that models the learning process; this is regularities of the learning process of IJ. The basic concepts that make up the foundation of the methodology can be include: the process, goals, content, principles, methods, techniques, means and organizational forms of training. The basic categories of the technique are considered: Method as a system of teacher's focused actions, with one hand, and student learning activities on the other. Reception - an elementary methodological act aimed at solving specific problems at a certain stage of the lesson. Method implemented in a system of techniques. Communicative-Oriented Method training is implemented in the following techniques:

- Rolebased communication
- Admission of students' orientative ability formation

Interaction Learning Techniques

- Techniques for organizing speech knowledge
- Techniques for deepening and expanding content
- Increasing the intensity of independent work
- Techniques for stimulating speech and thought activity

TCO means.

- Methods of standardized control.

Approach - a common starting position, starting from which the researcher considers most of his remaining positions. Debatable remains the question of theratio of method and approach. Domestic Methodists and Most Foreign Researchers consider that the learning approach plays a fundamental role and is the dominant idea on which the new method is built. Method and Approach interconnected and interdependent, they are characterized by constant interaction. A principle is a guiding idea. It is customary to distinguish the following general didactic, general methodological, particular methodological principles. K.V.Minyar – Beloruchev in his studies identifies the following principles learning: the principle of a differentiated approach, the principle of management the learning process, the principle of isolating specific landmarks, principle of an integrated approach to motivation in teaching foreign language. The purpose of training is what we strive for in the learning process of IJ, this is an ideally planned result [3]. First, the goal of training is only then is the technique developed. The purpose of training is closely related to learning conditions, since without them its achievement is impossible. Terms learning is the circumstances in which learning occurs. Learning tools are

tools of the educational process, using which are more successfully and in a short time achieved goals. Learning tools include: a textbook, workbook, tape recorder, cards. All of the above categories cater training system - a universal model of the educational process, corresponding to a certain methodological concept. System training - a complete set of components that matches a specific methodological concept; it defines goals, content, principles, methods, techniques, methods, means, forms of organization of training and in their own the turn is determined by them. The system of teaching a foreign language is based on the provisions on universal connection and interdependence of the phenomena of reality, about the integrity of an ever-evolving world and the systemic reflection of our knowledge of him. The integrity of the system is ensured by diverse relationships. between its elements and their interaction during the functioning of the system. With regard to teaching foreign languages, it is advisable to consider the concept of a system at two levels: at the level of the most significant phenomena and processes that determine the starting points of the teaching methodology foreign languages; at the level of the pedagogical process, that is, activities teachers and students, mediated by the educational complex, which determines the end result is a certain degree of training. The methodology of teaching foreign languages is associated with a number of other sciences - basic and related. The basic sciences include philosophy, pedagogy, psychology, psycholinguistics, linguistics, communication theory, etc. The data of related sciences are used by the technique as a means of ensuring the effectiveness and reliability of their research. A special place belongs to didactics, which together with the methodology have a common object of study - the educational process. Difference is that didactics studies this process as a whole, and the methodology in relation to a particular subject. Nature of the relationship between these sciences can be defined as the relation of the general theory to a particular form its implementation on the material of a particular subject. This connection is manifested in commonality of the main categories that make up the conceptual apparatus of both sciences, and can also be seen in their basic teaching principles. United are research methods. This does not mean, however, that in relation to didactics technique is only an applied discipline, it is independent pedagogical science. Moreover, the teaching methodology foreign languages opens up opportunities for expanding the base of didactics, theoretical provisions which are developed mainly on the basis of basic science studies, i.e. cognitive focus student activities. The methodology of teaching foreign languages is studying patterns of communicative and cognitive activity of students. The technique solves not only the problems of education, but also the problems of education means of a foreign language, which is not included in the range of problems studied didactics. The content of teaching foreign languages is understood as a category, pedagogically interpreting the goal of teaching foreign languages. Since the goal is a multidimensional education, then content cannot be single-component. Modern domestic researchers view the content of training as constantly developing category and distinguish in it as a subject (including areas and situations of communication; topics, texts; communicative goals and intentions; regional knowledge, linguistic and regional knowledge; language material) aspect as well as procedural (contains skills and foreign language and oral communication skills). The goals of teaching a foreign language are an important methodological by category. The starting point in determining the strategic goal Learning is the social order of society in relation to the younger generation. In particular, foreign language education in Throughout almost the entire twentieth century, possession of the subject. Then there was a turn from grammar and translation methods to the problem of practical mastery of a foreign language. However the very concept of "practical knowledge of a

foreign language” was clarified and concretized depending on the level of development of the methodology and related

with her goals of teaching the subject it was understood:

- mastery of speech within a certain framework;
- the formation of skills to understand the thoughts of other people and expressions of your thoughts (in oral and written forms);
- development of speech skills in all types of speech activity;
- training in communicating on IJ in the unity of all its functions:

cognitive, regulatory, value-orientational, etiquetteAccording to this method, ownership the language is proficiency in grammar and vocabulary. Process improvement is understood as a movement from one grammar circuit to another. So the teacher planning a course on this method, first thinks about what grammatical schemes he wants to light up. Then, texts are selected for these topics, of which Separate sentences are highlighted, and everything ends with a translation. First, from a foreign language to a native language, then vice versa.Concerning text, usually it is the so-called artificial text, in which meaning is hardly given to meaning: it is not so important that you you say, the important thing is how you say it. Some adherents of this method (G. Ollendorf) believed that the textbook should be selected so that their content is more repulsive than attracted students because when learning a language, it’s important to learn the grammar, and not a text that merely illustrates it. Only in the 60s in the USSR foreign benefits began to penetrate. As for the English language, then these are the famous textbooks of Hornby and Eckersley. And in 1965 our "Bonk" - a textbook on which, for all its shortcomings, more than one the generation nevertheless mastered English very poorly. The main the disadvantage is, of course, that the traditional method creates ideal prerequisites for the emergence of the so-called linguistic barriers, as a person in the learning process ceases to express himself himself and begins not to speak, but simply simply combine words through some rules. This method of studying foreign languages dominated until the end of the 50s and was practically the only one with which everyone was taught. However, despite some well-deserved complaints, The traditional method has several advantages: it allows you to assimilate grammar at a very high level; the method is good for people with much developed logical thinking, for which it is natural to perceive language precisely as a combination of grammatical formulas.

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