

## Rare Problem of the methods of teaching foreign languages

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ONOMÁZEIN 64 (June 2024): 132-138  
ISSN: 0718-5758



## Abstract

The article tells about some problematic situations of teaching and learning the foreign languages. Development of modern linguistic features. Some natural habits of appearing in learning the languages.

Keywords: pedagogy, psychological, linguistic, capitalist, natural method.

## 1. Introduction

The study of psychological, pedagogical and linguistic literature shows that it is necessary to pay serious attention to the problem of the method of teaching foreign languages. In accordance with the topic of our study, we will consider only the methods in which visual aids are used.

At the end of the 19th century, when the capitalist production method reached the most rapid development in European countries, a trend called the natural method appeared in the teaching of foreign languages. Its founders are F. Guen, C. Berlitz, S. Krashen, M. Walter and others believed that in order to master foreign languages in the educational process, first of all, it is necessary to create the same conditions in the educational process as a person (in particular, a child learning his native language). Second, and this is especially important, all learned lexical concepts must be accompanied by the presentation of visual objects or their images to ensure that they are remembered and firmly mastered. This rule is important for the analysis of the method development process in the application of methods that involve the use of visual aids.

The lack of any theoretical basis and incompatibility with the requirements of mass education in the field of English were the weaknesses of this method. This led to the natural method not being widely used in teaching practice. However, it became the basis for a more progressive audiolingual method, with which it is customary to associate significant changes in the teaching of foreign languages. The audiolingual method appeared in the USA in the 1940s of the 20th century and is widely used there. Its founders are Ch. Friz and R. Lado. In their opinion, sentence models, imitations, text images, tables and other visual aids should be used in learning English. In the 50s in France, psychologists and linguists P. Rivan, A. Sovajo, J. Hugueneim and others developed an audio visual method of teaching foreign languages. The authors of this method suggested organizing all educational materials in the form of dialogues most typical of human life (for example, "Family", "Street", "Apartment", etc.). It should be noted that dialogues on magnetic tape are accompanied by the presentation of relevant visual information through slides, motion pictures and video films. In this, a complex (audio and video) approach to the use of visual aids and technical teaching aids in teaching English is evident.

## 2. Methods and materials

A.A. Lerontev bases the modeling method on an integrative basis. Its implementation makes it possible to present native and foreign languages in a mutually dependent manner. The scientist considers it appropriate to build "... a cross-linguistic comparative model that emphasizes the things that are common in the native and foreign languages and that are common in the formation of sentences in these languages, as well as what distinguishes them."

At the same time, the role of visualization in the process of teaching foreign languages not only does not lose its relevance, but also increases with the intensive introduction of the English language into everyday reality.

Thus, the interpretation of pedagogical literature informs that the process of teaching foreign languages to students of higher education institutions should be considered from a productive,

consequential and procedural point of view; by many approaches that use visual aids (the principle of visibility), visual information has the main role and importance. In the teaching of foreign languages, the principle of demonstrability is expressed in the "objectification" of non-object - event, psychological, mental and social essences, in the conceptualization of the object world - in the method of representation - image and image (perception). As a result, students develop adverbial, mobile, metaphorical and metonymic meanings, stable, similar, idiomatic and phraseological expressions and word structures. In addition, model representations of language phenomena impose restrictions on lexical and grammatical compatibility, the use of spatial predicates in the description of all non-spatial relations, etc.; at the same time, the world surrounding a person is axiologized, symbolized and spiritualized, and the inner world is parameterized and objectified. Language becomes a symbol of practical human experience, reflects the national identity of the worldview of its carriers, and ultimately seals their cultural identity - in the form of a linguistic representation of the world. At the same time, the language itself acquires the most unique properties: the ability to organize itself independently, develop itself independently, and manage itself independently.

Currently, in the science of modern style, great interest is expressed in the extralinguistic terms and conditions of communication in English, the personality of the subjects participating in it, as well as their knowledge of the world. This defines the cultural studies direction of the current method of teaching English, which chooses as its object of study the necessary vocabulary and the linguistic person who implements the necessary grammatical structures that correspond to the speech norms of the person belonging to another language community and another national view of the world. Therefore, the process of teaching English should be able to observe and imagine the linguistic and cultural experience based on the attitude of the student to himself and the whole world, as well as the experience of creative activity in the process of learning another culture. This position defines the essence of English language education as a whole value, as a system, as a process and in the present time as an outcome. Recently, the term "linguodidactics" is used more often in the method of teaching foreign languages. "Linguodidactics" determines the essence of speech activity with the mechanisms of social interaction of people.

In this context, linguodidactics is a methodological aspect of English language teaching theory. It develops the basics of foreign language teaching methods in connection with the expected relatively different results of this process.

At the current stage of the development of the method of teaching foreign languages, the anthropological approach is used, according to which all the attention of researchers is focused on the role and importance of the human factor in the process of teaching English.

Thus, it can be seen that in more than half a century, all aspects of English language teaching have been significantly revised. By now, students should be able to use English both orally and in writing because they are learning the language as a means of communication. Here we are talking about the four types of speech activity (listening and reading are receptive, and writing and speaking are productive), in addition to the three aspects of language related to them - grammar, vocabulary and phonetics. It is necessary to master all these forms of communication and all the functions of speech, so that knowledge of the English language becomes the following tools:

- a) interpersonal communication;

- b) enrichment of the inner world;
- c) defend their positions and views;
- d) spread their native culture;
- e) friendship between nations;
- f) socio-economic development.

The specific objectives of each speaking activity are:

In conversation

- 1) inform, inform, tell, report, announce, tell, etc.
- 2) the ability to explain, clarify, show, describe, etc.
- 3) the ability to approve, recommend, support, advise, highlight, express gratitude.
- 4) the ability to condemn, criticize, object, deny, accuse, argue.
- 5) convince, show, justify, convince, persuade, insist, etc.

### 3. Discussion and conclusions

In writing - the ability to quickly record one's own and other people's statements, write from what has been read, modify the material, write a speech plan or theses, write letters, comments, reviews.

Reading - a newspaper or magazine article; the ability to read not too complicated literature at high speed.

In listening - the ability to understand real foreign speech and the basic meaning of television and radio programs at an average speed in everyday communication.

In translation - the ability to act as an interpreter in everyday situations of social interaction.

The educational goal of teaching English to professionals is to learn about the culture of the English-speaking country or countries being studied, including literature, music, painting, history, and more. Knowing the structure of the language, its system, character, characteristics, similarities and differences with the mother tongue. Satisfying the cognitive interests of a person in any field of activity: from hobbies to professional activities.

The developmental goal of learning is to understand that there are many tools for expressing thoughts, how people pronounce words and sounds, what vocabulary units are used to designate objects, and a comparative analysis of the phenomena of the mother tongue and the languages being studied. The approximate development of language is also the development of all forms of memory and logic, perception, motivation, communication skills, diligence, will, determination, activity and learning.

The above objectives are traditional and can be applied to almost any academic subject (with some modifications). They, of course, have not lost their importance even today, but despite this, the goals and objectives of English language education announced by the Council of Europe at the current stage of society's development in the context of globalization are becoming more and more powerful. They are aimed at forming various competencies that allow a person to easily and effectively interact with other people in the conditions of modern society.

Today, for a specialist working in any field, the development of such basic competencies, which are

necessary for normal adaptation to the conditions of a consistent and rapidly changing modern world, is in the first place.

He has the following competencies.

- 1) Social and political competences.
- 2) competences related to life in a multi-ethnic and multicultural society, which help to prevent the emergence of xenophobia, prevent the spread of an atmosphere of intolerance and help to understand cultural differences and be ready to live with representatives of other nations, languages and beliefs.
- 3) Competencies that determine the ability to have written and oral communication, which is so important in professional and social life, where there is a threat of isolation from society for those who do not have these competencies. This group of competencies also includes knowledge of several foreign languages, which is becoming more and more important these days.
- 4) Competencies related to the emerging information society. It includes the ability to study new information technologies, to know not only their strengths, but also their weaknesses, to be critical of information disseminated by various mass media, as well as advertising.
- 5) Competencies that realize the desire and ability of a person to develop and learn throughout his life, not only in his professional, but also in his personal and public life.

Undoubtedly, language teaching is of particular importance in modern conditions. It is aimed directly at acquisition of communicative, informational and other competencies, as well as preparation for social cooperation and awareness of various problems of the current multinational world.

However, without diminishing the importance and importance of others, it should be emphasized that today English language teaching is primarily aimed at forming communicative competence. However, without reducing the importance and importance of others, it should be noted that today's English language teaching is primarily aimed at the formation of communicative competence.

This type of competence is considered by the Council of Europe as a unit consisting of several components or competences. Let's consider the essence of each of them.

Linguistic competence is a person's acquisition of a certain formal language knowledge base and language material, i.e. related abilities and skills related to grammar, phonetics and vocabulary. In addition, the question of exactly which lexical units, grammatical structures, as well as inonyms are needed by people of different ages, professions, and others, in the way of ensuring their effective social interaction in English, has been and still remains open. The fact is that words, grammatical constructions, intonations are studied in order to turn them into a meaningful speech, that is, to have a clearly expressed speech direction.

Indeed, if we teach communication in a non-native language, we should not limit ourselves to having a linguistic code, a certain number of abilities and skills, as well as developing them in certain situations of social interaction. Verbal communication should be included in other types of activities, in which it serves as a means of their implementation and not only as an opportunity to exchange some information with another person, but also as an opportunity to understand the interlocutor as a person, which will certainly lead to success in cooperation with him. For this, the activity-cognitive approach as a science should be the basis for teaching foreign languages, in which

the language itself is used as a means of performing cognitive activities, as well as independent acquisition of knowledge, abilities and skills in various fields. It is related not only to communication, but also to perception and interaction, their functions and types of communication. These functions include communication and information (communication), understanding and establishing relationships, emotional (perception), advocacy, coordination and influence (interaction).

Thus, today the main emphasis is not on teaching the language, but on speech, which, as we know, always depends on the situation, and the situation, in turn, is determined by its time and place, the characteristics of the interlocutors in communication, and its goals. Therefore, in addition to linguistic competence, sociolinguistic competence is also needed to solve communication problems in each individual case.

Sociolinguistic competence is the ability of an English speaker to select, use and modify language forms to suit the existing context. To learn this, a language learner must know the specific features of the meaning of words and phrases, how it changes depending on the style and nature of communication, as well as how it affects another person.

For example, in phonetics, the word "bye-bye" pronounced with a falling intonation in English means a threat or a warning.

In response to the wish of good morning, if it is addressed to a friend, it should be answered with a high intonation, "Morning", if it is addressed to a respectable person or a stranger, it should be answered with a falling intonation.

At the level of vocabulary, this lack of competence is even more noticeable. For example, it is completely unnatural for a child to call his mother "mother", but it is correct to say "mum". The same phrase, "You look cute today" directed at a little girl or an older woman, can be a compliment in the first case and a muffled form of insult in the second.

A similar situation is also observed at the level of grammatical structures. In fact, it would be very unnatural to invite a friend to a meal, "Can you have a hamburger with me for lunch" or, on the contrary, to say to the boss: "Hey, friend, let's eat some of God's blessings."

As can be seen from the above, sociolinguistic competence has a lot in common with issues of speech acceptability.

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