



ENGLISH LANGUAGE TEACHING AND LEARNING DEVELOPMENTS

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ABSTRACT	KEY WORDS
This article talks about modern methods and ways of teaching English	foreign language, methods, process, oral and written speech lesson, learning conditions

The methodology of teaching foreign languages is a system of knowledge about the laws of the process of teaching a non-native language and about ways to influence this process in order to optimize it. The methodology of teaching a foreign language(s) reveals and substantiates the laws of teaching a foreign language. Historically, there have been two functionally different methods: general and private methods. The general methodology, as a rule, is devoted to the study of the patterns and features of the process of teaching a foreign language, regardless of which foreign language it is speech. Thus, the principles of selection of educational material, the ratio of oral and written speech at various stages of the lesson, etc. will be the same in equivalent learning conditions for any of the Western European languages studied in secondary schools of our country. However, knowledge of the general laws of teaching is insufficient when a teacher is faced with the specific features of a particular foreign language. Thus, the methods of mastering the verb forms of Continuous are specific only for the English language, cumbersome models of word composition, declension of nouns and adjectives are characteristic of the German language, and the ways of forming numerals, the use of diacritics, the reduction of the article, the presence of the partitive article – in French. Significant differences are observed in phonetics: triphthongs and diphthongs are specific for English, nasal vowels are specific for French. As experience and practice show, the teacher needs to develop and implement such techniques, methods and forms of teaching that contributed to the rapid mastery of students of the relevant specific phenomena in a particular foreign language. So thus, a private methodology explores the teaching of those linguistic and speech phenomena that are specific to a particular foreign language being studied.

General and private methods are interrelated. The general methodology is enriched based on the experience of private methods. In turn, the regularities of the general methodology are reflected in the private one. The subject of the methodology of teaching foreign languages is the accumulated knowledge about the object, a numerous theory that models the learning process; these are the laws of

the learning process. The basic concepts that form the basis of the methodology include: process, goals, content, principles, methods, techniques, means and organizational forms of training.

The basic categories of the methodology are considered to be: The method as a system of purposeful actions of the teacher, on the one hand, and educational actions of students on the other.

Reception is an elementary methodical act aimed at solving specific tasks at a certain stage of the lesson. The method is implemented in a system of techniques. The communicative-oriented teaching method is implemented in the following techniques:

- ☐ Reception of role communication
- ☐ The method of forming the orientation ability of students

Methods of teaching speech interaction

- ☐ Methods of systematization of speech knowledge
- ☐ Techniques for deepening and expanding content
- ☐ Increasing the intensity of independent work
- ☐ Methods of stimulating speech-thinking activity by means of TSO.
- ☐ Standardized control techniques.

The approach is a common starting position, starting from which the researcher considers most of his other positions. The question of the correlation of method and approach remains debatable. Domestic methodologists and most foreign researchers they believe that the approach to learning plays a fundamental role and is the dominant idea on which the new method is based. The method and approach are interrelated and interdependent, they are characterized by constant interaction. Researchers unanimously express the opinion that there is no absolutely correct and effective method for all learning conditions and come to the conclusion that it is necessary to combine different approaches, principles and elements of various methods, taking into account the specifics of learning, since what is effective in some conditions can have a completely opposite result in others learning conditions.

The principle is the guiding idea. K.V. Minyar-Beloruichev in his research identifies the following principles of teaching: the principle of a differentiated approach, the principle of managing the learning process, the principle of identifying specific guidelines, the principle of an integrated approach to motivation in teaching a foreign language. The learning goal is what we strive for in the learning process, it is an ideally planned result. First, the learning goal is set, only then the methodology is developed. The purpose of training is closely related to the learning conditions, since it is impossible to achieve it without them.

Learning conditions are the circumstances under which learning takes place.

The means of teaching are the tools of the educational process, with the help of which the set goals are achieved more successfully and in a short time. The teaching tools include: textbook, workbook, tape recorder, flashcards. All of the above categories serve the learning system – a universal model of the educational process corresponding to a certain methodological concept. System training is a complete set of components corresponding to a certain methodological concept; it defines the goals, content, principles, methods, techniques, methods, means, forms of training organization and , in turn, is conditioned by them.

The system of teaching a foreign language is based on the provisions on the universal connection and interdependence of the phenomena of reality, on the integrity of the continuously

developing world and the systematic reflection of our knowledge about it. The integrity of the system is ensured by the diverse connections 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 initial provisions of the methodology of teaching foreign languages; at the level of the pedagogical process, that is, the activity of teachers and students mediated by the educational complex, which determines the final result — a certain degree of learning.

The methodology of teaching foreign languages is connected 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 methodology as a means of ensuring the effectiveness and reliability of their research.

The content of teaching foreign languages is understood as a category that pedagogically interprets the purpose of teaching foreign languages. Since the goal is a multidimensional education, then the content cannot be one-component. Modern Russian researchers consider the content of education as a constantly developing category and distinguish it as a subject (including spheres and situations of communication; topics, texts; communicative goals and intentions; regional knowledge, linguistic knowledge; language material) aspect, and procedural (contains skills and skills of foreign language oral and written communication). The goals of teaching a foreign language are an important methodological category. The starting point in determining the strategic goal of education is the social order of society in relation to the younger generation. In particular, foreign language education for almost the entire twentieth century consisted in high-quality mastery of the subject. Then there was a turn from grammar–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 it was specified depending on the level of development of the methodology and the related objectives of teaching the subject, it was understood:

- mastering speech within a certain framework;
- formation of skills and abilities to understand the thoughts of other people and express their thoughts (in oral and written forms);
- development of speech skills in all types of speech activity;

Such dynamics of the development of the interpretation of the purpose of teaching a foreign language reflects the essence of the development of methodology as a science and related areas of scientific knowledge. There is no single point of view on the problem of goal-setting among methodists.

Currently, there are many methods for learning a foreign language in schools. Each of the methods has certain features, some have more popularity and demand, others – less. This article will cover the main methods for students to learn English. In the modern world, English is very popular, moreover, this language is the language of international communication, it is known all over the world. To date, there are a huge variety of methods for teaching English. In addition, new ones are regularly developed, so now every teacher can choose the best suitable method of work for himself. One of the oldest methods is classical, or fundamental. The purpose of the classical methodology is not so much to study as to understand the subtleties and details of the principles of a foreign language. The main task pursued by the classical methodology is the formation of the grammatical base of the language being studied. It is worth noting that it is preferred by many schools. The simplified scheme is as

follows – the study of grammar, basic rules, which are subsequently applied in concrete examples and fixed with the help of exercises. The only drawback, or rather, the disadvantage of the classical technique is the meager experience of conversational speech. It is possible to make up for this shortcoming by attaching other methods of communicative learning to the classical methodology. The other method is the so-called linguo-socio-cultural method. Supporters of the above method are those who believe that a modern foreign language should not be a set of lexical and grammatical rules. On the contrary, the absence of non-linguistic factors leads to the fact that learning English becomes boring and purposeless. Adherents of the linguo-sociocultural method elevate a foreign language to the rank of a communicative tool that helps a person not just to speak, but also gives an opportunity for self-expression. Following the principles of the linguo-socio-cultural method, we can safely say that a foreign language is a kind of mirror in which the way of life, traditions and customs, culture and history of the language are reflected.

However, in recent years, in the top of the most popular methods of teaching foreign languages, there is a communicative technique that occupies the first place in the ratings and calculations of statisticians.

Nowadays, the communicative approach is the most relevant method focused on what fundamentalists are not interested in at all – the practice of communication and the development of language skills. This approach is widespread in Europe and in the USA, and now it also occupies the main place in the English language teaching program in many schools. The programme, built on a communicative approach, does not imply particularly complex or specific vocabulary, complex theorizing about grammar and boring, time-consuming exercises. Classes are based on imitation of real situations, live, open communication, built on the need to achieve success in communication with another person – as it happens naturally in a child in early childhood.

The communicative methodology is based on four of the basic communication skills: reading, writing, speaking and listening comprehension. At the very first level, the greatest attention is paid to understanding and speaking. Translation, as you may have noticed, is not affected at all in this methodology, all manuals are originally in English. The fact that the practice of communication occupies a special place in the communicative methodology is also indicated by the name itself. The communicative technique is aimed at developing the skills and abilities of speaking a foreign language. It is also worth noting that the application of the methodology directly affects the structure of the lesson. Very often in the classroom it is necessary to use game situations, conduct group work, develop tasks for finding errors, for the ability to compare and compare. As a rule, such classes make not only memory, but also logic work actively, which allows you to develop the ability to think analytically and figuratively and, in turn, encourages you to express thoughts.

Learning is an active interaction between teachers and students, and it cannot be one-sided. It depends on the teacher how successful the learning process will be. It is obvious that each teacher is guided according to his personal experience in choosing methods and techniques of work. But, based on the results of the experimental work carried out, it can be argued that the use of various techniques within the framework of communicative, inductive, deductive methods gives a positive result and undoubtedly contributes to improving the effectiveness of grammar teaching. The author tries to adhere to the so-called "mixed" teaching methods. This allows you to achieve your goals and gives a high result.

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