

## Modern Methods and Approaches of Foreign Language Teaching Methodology

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**Abstract.** Interest in modern methods of teaching English is growing in many countries of the world. Today, many books and articles have been written to draw attention to this topic. Innovations and the use of new pedagogical technologies are showing good results. In the process of teaching English as a foreign language, the possibilities of using modern methods and approaches are considered.

**Key words:** Educational methods, innovations, Dialogic speech, communicative language teaching, intensive learning method, task-based learning method, ntercultural communication.

### Introduction.

The growing interest in modern methods of teaching English in many countries of the world raises the question of how it should be implemented - how the curriculum, subject matter, topic and methodology should differ from the familiar standards developed in the past. Much has been written about traditional English language teaching, and until recently there was limited demand for information on modern English language teaching methods. Currently, a new education system is developing in Uzbekistan. It is aimed at entering the world educational space. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process. In addition, it gives him the opportunity to expand his professional and cultural worldview in the process of studying various sources of information. Knowing one or more foreign languages has become an urgent problem for many. And in such conditions, it has become urgent to search for effective methods and methods of teaching foreign languages aimed at solving specific professional problems.

### Literature review:

The analysis of recent studies and publications has shown that reading stories, novels and other literary works written by famous Uzbek, English and American writers is very important in learning foreign languages. The approach to teaching foreign languages is studied by V. Bykov, R. Hurevych, M. Jhaldak, N. Morse, S. Sysoieva, Yee. . Polat and others Ye. in his work. Polat, M. Bukharkina, M. Moiseieva, O. Petrov, I. Trainiev, Ya. The main category of methodology is understood under Bykhovsky et al. That is, the approach to teaching is the implementation of the leading, superior idea of learning in the form of a

certain strategy and with the help of one or another teaching method. In a broad sense, the approach is the most general methodological basis for research and teaching in a certain field of knowledge, and serves as a methodological basis for the development of foreign language teaching methods and, accordingly, methodological models.

### **Analytical results**

The modern age requires a new approach, new methods of teaching foreign languages. Awakening a child's desire to learn, master new knowledge and activities in the meantime, build a further direction of their own education is the main goal of the current school. The students are given the task of independently studying, finding, analyzing materials, while the main task of the teacher is the right direction. The teacher needs to logically competently construct a lesson so that students are interested in learning English, since the practice of the traditional method, forcing students to cram words; grammar in practice did not give the desired result. The search for new teaching methods is associated with a lack of motivation among students to learn English. Very often, there is no positive motivation, since when learning a foreign language, students encounter some difficulties and do not absorb the material due to their psychological characteristics. Experiences show that the use of various, modern, fresh sources and means provokes students' interest, increases their motivation to study.

The communicative approach is the most widely used and accepted approach to classroom-based foreign language teaching today. It emphasizes the learner's ability to communicate various functions, such as asking and answering questions, making requests, describing, narrating and comparing.

Teaching methods are the process of interaction between the teacher and students, as a result of which there is a transfer and assimilation of knowledge, skills and abilities provided by the content of training [1, p. 85]. It should be noted that the teaching method is a complex, systemic formation, which is characterized by all the characteristics that underlie the classification. The combination of different forms of work and methods helps to creatively organize the lesson, arousing the interest of students in the subject. One of the important tasks and goals of modern techniques is teaching communication and mastering speech means. Moreover, each technique has distinctive features, due to the combination of different approaches, methods, and techniques in teaching EFL. Each of the methods has certain characteristics, some of them are more popular and in demand, and some less. In addition, new methods of teaching a foreign language are regularly developed, so now every teacher of the university can choose the most suitable method of work for himself. When teaching a foreign language in academic lyceums, task-based, project-based methods are most often used for communicative purposes.

The goal of these approaches and methods is to master a living, spoken language and to learn the ability to communicate. When using the communicative methods in teaching, students are more active. The task of the teacher in this case is the ability to involve everyone in the audience in the conversation. The essence of this method is to create real communication situations. When recreating the dialogue, the student has the opportunity to put into practice all the knowledge gained. An important advantage of the method is that it has a variety of tasks: role-plays, discussions, debates, etc. According to Willis (1996), there are six types of tasks:

- Listing tasks: For example, students might have to make up a list of things they would pack if they were going on a beach vacation.
- Sorting and ordering: Students work in pairs and make up a list of the most important characteristics of an ideal vacation.
- Comparing: Students compare ads for two different supermarkets.
- Problem-solving: Students read a letter to an advice columnist and suggest a solution to the writer's problems.
- Sharing personal experience: Students discuss their reactions to an ethical or moral dilemma.
- Creative tasks: Students prepare plans for redecorating a house.

The teacher sets up the tasks and the students' performance is the goal. The teacher must step back and observe, sometimes acting as a facilitator or a monitor. A classroom during a communicative task, students do most of the speaking actively, and frequently the scene of a classroom while leaving their seats to complete a task. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Teachers in communicative classrooms will find themselves talking less and listening more becoming active facilitators of their students' learning.

### **Conclusions of the research.**

It is important to note that all the above principles are interrelated, interdependent and mutually reinforcing. Therefore, adherence to the attached system requires compliance with all the above principles and how they are combined. While using modern educational project technologies, the most essential points are the following: availability of the required facilities with the corresponding access to the Internet, as well as training of the teaching staff who master ICT which demands relevant knowledge of how these technologies and methods can.

Consequently, it is necessary to consider the fact that in such classes a teacher bears great responsibility because he is not only a subject consulter but also an organizer of independent educational and cognitive, communicative and creative students' activity. A teacher obtains opportunities for educational process perfection, students' communicative competence promotion and integral development of their personalities.

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