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METHODS OF TEACHING A FOREIGN LANGUAGE

Annotation: The article discusses the professionalism of the teacher, his methods of teaching a foreign language and expressed not only in the ability to correctly allocate time and tasks between students, but also his primary task is to teach students to use the learned language constructions illiterate.

Keywords: language, foreign language, methodology, knowledge, communication, rule, result, barrier, task, student, teacher

To know a foreign language meant to be an aesthete, to belong to a certain circle, or (the most harmless option) to be considered an oddball. But times are changing... Everyone who is going to learn a foreign language has a specific goal. Someone needs only basic knowledge to "read and translate with a dictionary" business correspondence in the office, and someone dreams of defending a thesis at a prestigious foreign University. Different means are used to achieve different goals.

Long-term training is usually designed for those who are serious about mastering a foreign language perfectly, and know that good results can only be achieved by patient work. Classes in accordance with this method of teaching English are held in groups of 12-15 students. This number of students is considered optimal for achieving the main goal of training - the ability to express their thoughts freely in a foreign language. With this number of students, the teacher is able to combine students into small subgroups or pairs, giving them group tasks. In addition, co-education of students expands their vocabulary due to the constant exchange of vocabulary and perception of new idioms from the mouth of not only the teacher, but also among themselves. The communicative method of teaching foreign languages has another advantage: from the very first lesson,

communication in the classroom is carried out only through the language being studied.

Thus, the combination of these two factors helps students in a very short period of time to overcome one of the main difficulties in learning a foreign language - the language barrier. To improve the effectiveness of the lesson from the point of view of conversational practice, the teacher unites students in pairs or mini-groups and invites them to perform an oral task together.

In the process of group or pair work, students get rid of their characteristic at first, show speech independence, try to correct each other, while getting an additional opportunity to speak out. Solving a specific task set by the teacher, students focus their attention on a specific topic and learn to use new and already known grammatical and lexical structures in situations that are as close as possible to normal life. In addition to working in pairs, the teacher organizes group discussions and conducts role-playing games, acting as a host.

At the same time, it determines the topic of the conversation, making sure that each student has the opportunity to express their opinion. The popularity of the method is actively maintained by the communicative approach, which, as its name implies, is aimed at the practice of communication. This technique is currently rapidly developing in our country. The communicative method, as its name implies, is aimed at the possibility of communication. Of the 4 "exercises" that support any language training (reading, writing, speaking and listening), special attention is paid to the last two. You will not hear particularly complex syntactic structures or serious vocabulary in the classroom. Oral speech of any literate person is quite different from literate writing. But, however, it would be a mistake to think that the communicative method is intended only for light elite conversation. Those who want to be a professional in a particular field regularly read publications on their subject in foreign publications. Having a large vocabulary, they are easily guided in the text, but to maintain a conversation with a foreign colleague on the same topic is a huge effort for them.

The communicative method is intended, first of all, to remove the fear of communication. A person armed with a standard set of grammatical constructions and a vocabulary of 600-1000 words can easily find a common language in an unfamiliar country. However, there is a downside to the coin: clichéd phrases and a poor vocabulary. Add to this a lot of grammatical errors, and we will understand that the only way not to pass for, say, an unintelligent interlocutor - increased attention to partners, knowledge of etiquette and a constant desire to improve. Those who study using the communicative method are called "light cavalry".

The task of the teacher is to use simulation of real-life situations to cause students to be as motivated as possible to speak. The communicative method mainly discusses topics that students are familiar with in their native language, which makes it possible to focus on the ability to use the language spontaneously, i.e. on the development of communication skills. "Students are promoted to the rank of the subject of educational activity and the subject of intercultural communication, i.e. they become the central element of language education as a system. This means that it is the student, the prospects of his personal and language development that become the starting point when designing and analyzing the content of foreign language learning processes".

In the classroom, most of the time is spent speaking, although reading and writing are also given attention. At the same time, the teacher speaks less than the students, directing their activities in the right direction. He sets the exercise, and then goes into the background, only observing and evaluating. This is the communicative method - namely, the process of learning is likened to the process of communication, more precisely, it is based on the fact that the learning process is a somewhat simplified model of the communication process.

The use of a communicative teaching method removes the language barrier. To do this, the class creates situations that are close to reality, interesting to students, when discussing which they learn to communicate freely, feel a real need to interact with other participants in communication. But the communicative method requires a high level of training from the teacher himself. This requires a

comprehensive approach, the teacher must think through every step and every action. Also, much depends on the students themselves. They should know that if they do not make their own efforts, no one will be able to teach them a foreign language.

Along with other forms of work, games increase the effectiveness of teaching, make the learning process more interesting, contribute to the successful assimilation of educational material, and form teamwork skills. By replaying various situations, students learn the ethics of behavior in a particular area, learn sign language, learn new words and expressions that are inherent in conversation, whether in a formal or informal setting. It is very good in such cases to let them listen to or watch a live conversation of native speakers on a given topic, so that they can see and hear how to speak better, which words are better to use.

Thus, a communicative approach to teaching foreign languages allows teachers to build their classes using topics of conversation that are interesting to students, about which they have an idea from their real life, to motivate students to learn a live language, to communicate in any situation, regardless of the level of language proficiency. After all, in the end, students must overcome the language barrier, which very often prevents them from entering into a conversation even with a good knowledge of the language.

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