# Modern approaches in language teaching

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**ABSTRACT**

This article discusses modern teaching technologies in language teaching. The features of teaching techniques are explained with concrete examples and evidence. Over time, approaches to language teaching have changed and we have come across modern classrooms. Each of these uses of language can be seen as a text, as it exists as a whole with a beginning, middle, and end, affirming organizational and content norms, and being based on appropriate grammar and vocabulary. Understanding the roles and relationships of the people using the text and how these are established and maintained, e.g., the relationship between a job seeker and a prospective employer. This article is a collection of ideas that such approaches can help to increase students' speaking skills and vocabulary.

# Til oʻqitishda zamonaviy yondashuvlar

**ANNOTATSIYA**

Ushbu maqolada chet tillarni oʻqitishda zamonaviy pedagogik texnologiyalar koʻrib chiqiladi. Taʼlim usullarining xususiyatlari aniq misollar va dalillarga asoslangan. Vaqt oʻtishi bilan tilni oʻrgatish yondashuvlari oʻzgardi va biz zamonaviy sinflarga duch keldik. Tilni ishlatishning har bir turi matn sifatida qaralishi mumkin, chunki u boshlangʻich, oʻrta va oxir bilan bir butun boʻlib, tashkiliy va mazmunli meʼyorlarni tasdiqlaydi va tegishli grammatika va soʻz birikmalariga asoslanadi. Matnni ishlatadigan odamlarning rollari va munosabatlarini tushunish, shuningdek, ish izlovchi va potensial ish beruvchi oʻrtasidagi munosabatlar kabi ularni

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qanday tashkil etish va qo'llab-quvvatlash haqida fikr bildiriladi. Ushbu maqola bunday yondashuvlar o'quvchilarning so'zlashuv qobiliyatlari va so'zlashuvini yaxshilashga yordam berishi mumkin bo'lgan g'oyalar to'plamidir.

# Современные подходы в обучении языкам

**Ключевые слова:**
подход,
коммуникация,
важно,
язык,
структура,
беседа,
задача,
текст,
сообщение,
контекст,
развитие.

**АННОТАЦИЯ**

В данной статье рассматриваются современные педагогические технологии в обучении иностранным языкам. Особенности методов обучения объясняются на конкретных примерах и доказательствах. Со временем подходы к преподаванию языка изменились, и мы столкнулись с современными классами. Каждое из этих видов использования языка можно рассматривать как текст, поскольку он существует как единое целое с началом, серединой и концом, подтверждая организационные и содержательные нормы и основываясь на соответствующей грамматике и лексике. Понимание ролей и взаимоотношений людей, использующих текст, а также того, как они устанавливаются и поддерживаются, например, отношения между соискателем работы и потенциальным работодателем. Эта статья представляет собой сборник идей о том, что такие подходы могут помочь улучшить разговорные навыки и словарный запас студентов.

In today's globalization process, great changes are taking place in all important spheres of society. Such changes have had a positive impact on the education sector, in which new requirements are placed on its quality. In contrast to traditional education, more attention is paid to independent learning in the study of subjects. Consequently, one of the tasks of modern education is to form a person with a holistic view of the world, a comprehensively developed person. Recently, there has been a growing interest in the integration of academic disciplines to achieve success in comprehensive education. This is especially true when teaching foreign languages. As part of the learning process, teachers and methodologists are actively working to create a concept of teaching based on interdisciplinary links, the ultimate goal of which is to increase the effectiveness of the educational process. By promoting different models of integrated learning, teachers strive to find common ground between different disciplines so that students 'knowledge in one area is used in the teaching of other disciplines and the learning process becomes more cognitive, will be simpler and more fun for students [1]. All this makes it possible to generalize and systematize the acquired language experience and make it more complete in terms of the educational function. Knowledge, skills and competencies acquired by students in the learning process a competency that teaches to apply directly in daily life creating approach-based STSs and applying them to the educational process the need arose. The word "competition" is derived from the word "to compete", Means "compete", "compete", "compete". Literally translated, it means "competitiveness". According to scientific pedagogical, psychological sources, competence, competence is a very complex, multi-part concept that is common to many disciplines. Therefore, his interpretations are both voluminous and both in terms of content and in terms of meaning and logic content.

The essence of the term is also "efficiency", "flexibility", "Success", "success", "understanding", "efficiency", "readability" was also described on the basis of concepts such as "property", "property", "quality", "quantity" and in the general case the following basic competencies have been developed confirmed:

a) competence for self-development;

b) information competence;

c) socially active civic competence;

d) national and cultural competence;

e) mathematical literacy, knowledge of science and technology news competence to be and use.

Competence in independent and creative thinking Verbal (linguistic) competence Sociolinguistic competence Pragmatic competence Human thinking is formed from childhood. Therefore, before school, the process of spiritual and moral education in school and extracurricular education conceptually, on the basis of a single system and clear measures, all should be carried out regularly and continuously in stages and regions. The formation of emotional-volitional sphere and mental functions is directly related to the educational aspect. The educational aspect permeates the whole essence of the educational process and is closely connected with all educational processes. Therefore, in every lesson, the student must be directly involved in the educational process: he must be educated in everything - what the teacher says, how he says it, how the classroom is decorated. Thus, in the process of teaching a foreign language, many links should be formed between the components of the educational process that directly affect the effectiveness and quality of education, with the correct organization of training.

Communicative approach. Language is interaction; it is an interpersonal activity that has a clear connection with society. In this context, in the study of languages, attention should be paid to the use of language in both linguistic and social or situational contexts. This statement defines the teaching of a foreign language within the framework of communicative competence, by achieving which students can use the language for further constructive communication. Using a communicative approach, students in the classroom enter a foreign language communication environment, which brings them closer to the real working conditions of language in an inter subjective mode [5]. Language teaching and understanding of foreign cultures has aroused great interest in many nations throughout history. Over time, approaches to language teaching have changed, and today we are confronted with modern classrooms where the message conveyed is more important than the means of communication, and the process itself is more important than the product. Text-based instruction:

Text-based learning, also known as a genre-based approach, appears to be a competency that involves mastering different types of texts. Here the text is used in a specific sense to refer to structured sequences of language used in specific ways in specific contexts. For example, a person who speaks English during the day may use spoken English in a variety of ways, including:

**"Talking to a stranger in the park";**

**"A phone call to make an appointment at the supermarket";**

**"An unusual experience account for friends";**

**"Discuss a personal issue with a friend for advice".**

Each of these uses of language can be seen as a text, as it exists as a whole with a beginning, middle, and end, affirming organizational and content norms, and being based on appropriate grammar and vocabulary.

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Provide a clear understanding of the structure and grammatical features of oral and written texts. Link oral and written texts to their cultural context use:

"Designing work units to develop skills in relation to whole texts"

"Provide students with language-focused internships as they develop their language skills of meaningful communication through whole texts". According to this view, students in different contexts need to master the use of the most common types of text in specific contexts [4]. These contexts include: studying at an English-speaking university, attending an English-speaking elementary or high school, working in a restaurant, office or shop, communicating with neighbors in a residential complex to do.

Step 1: Creating Context In this step, students:

The social context of the actual model of the type of text being studied is introduced.

Investigate the structure of a text, the characteristics of the general cultural context in which it is used, and the social goals achieved by the type of text.

Investigate the context of a situation by studying the content of a sample text selected based on the objectives of the course and the needs of the students. Content research includes:

– Formation of knowledge on the topic of the model text and knowledge of the social activity in which the text is applied, such as recruitment.

Understand the roles and relationships of people who use the text and how they are established and supported, such as the relationship between the job seeker and the prospective employer

– Understand the communication channel you are using, such as using the phone, talking face-to-face Context creation activities include:

– Presenting context through pictures, audiovisual materials, reality, excursions, travel, and more;

– Determining social purpose through debates or surveys, and so on;

– Intercultural activities such as comparing the differences between the cultures of the two countries using the text;

– Comparing a model text with other texts of the same or opposite type, such as comparing a job interview with a complex verbal exchange involving a close friend, co-worker, or a stranger at a service meeting;

For example, the intransitive, interrogative, and participle forms of sentences are syntactic phenomena specific to both languages are listed. But if we analyze the word order in Simple sentences, the word order in English is Uzbek is much stricter than the language. The word order in Uzbek is the same as in English is relatively freer. This can be seen in the following examples:

– The hunter caught the rabbit;

– The rabbit was caught by a hunter;

– The hunter caught the rabbit.

To feel that the same idea is expressed, without taking into account some stylistic differences in the above statements not difficult. The word order in the following English sentence cannot be changed as in Uzbek.

The hunter caught the hare; The hare caught the hunter; Caught the hunter the hare;

The next two statements are also incorrect in content. There are some types of sentences in English.

We do not find such structures in Uzbek.

There is a book case in the middle of the room.

There is a bookshelf in the middle of the house.

Or, conversely, at the stage of Uzbek syntax, some sentence structures are radically different from those in English.

– Cold – It is cold.

– You have to do it.

– It is necessary for you to do this work.

This is the kind of study that has created difficulties for students in foreign language teaching methods. It is important to take into account non-existent events more efficient ways of organizing the process in accordance with the purpose, the introduction of language material will help you choose. To prevent them, take a deeper explanation, fixing work have to go. Taking into account students' language skills in teaching grammar. We know from the methodological literature that teaching a foreign language in a school takes place in a bilingual environment is increased. Students' language experience in their native language and Russian before learning a foreign language will have. They have many grammatical terms, events, rules and occupy the qualifier. They have this experience with a teacher who teaches English in this class, in a group take into account and teach students to use them where required. English language mother tongue and Russian language, which they have mastered in teaching students many phenomena of morphology a positive transfer from the experience can be made. For example, prepositions in English are students is a difficult material to master, primarily because there are no prepositions in the language. Second, prepositions are abstract concepts as a set of words therefore, students face many difficulties in mastering them. If we based on the students 'existing language experience in Russian, it is easier to master the vocabulary.

Step 2: Model and deconstruct the text. At this stage, students:

"Investigate the structural language features of the model"

"Compare the model with other examples of the same text type"

Step 3: Build the text together. At this stage:

"Students begin to contribute to the creation of text-based integrated examples.

The teacher gradually reduces the contribution to the text as students become more able to control the type of text independently.

Collaborative thinking includes:

"The teacher invites the whole class to a conversation, discusses and edits, and then writes on the board".

Text structure

– Jigsaw and information listening texts

– Working tests in small groups

– Self-assessment and peer review activities

Let's look at the conversation-oriented aspects of students in primary school:

Students were taught the concept of sets in their native language in mathematics. Now they are teaching a foreign language. The teacher shows them a large piece of paper with a round shape drawn on it and asks the children what color this shape is. They recognize the color green and the teacher sticks the paper to the board. As a next step, the teacher shows another red shape as if they made a mistake with brown, but the

children correct it and soon the red shape is also pasted on the board. This exercise is repeated several times with different colors, with which the children are already familiar with English.

After a few minutes, four large round shapes appear on the board: blue, green, brown, and gray. The teacher then pre-teaches the word "collection" in English, points to each of the pictures, and repeats the new word with short sentences, such as: "So, this is a collection. And that too collection. Is this also a collection? Yes so. What is this?... Another collection?... Yes. How many collections are there on the board now? ... Four collections, right. He then asks the children to answer their questions:

T: "Now, what color is this set?.... Brown?... Yes, this set is brown.

T: "And what color is this set?.... Gray?... Yes, this set

gray. ' After learning a new word with him and reviewing the colors

students, teachers move to the next stage of language and curriculum integration. He asked:

T: What color are your eyes? (Points to his own eye to help the child).

Ch: "Blue."

T: "Blue? Ok. So Ana's eyes are blue. Then I write Ana's name on the blue set.

– Now everyone, repeat after me: Mother's eyes are blue. (Children repeat as suggested.) Soon the children will have a simple conversation with an English teacher, which could be:

T: What color are Melika's eyes?

Ch: Green.

T: His eyes are green ...

So it belongs in the blue set, right? ... (Children deny this) ...

Isn't it?

Then which set? Oh, green ... what is green ...?

Ch: Install!

T: Install ... to the right. (He writes the girl's name on it.)

Now, Paul, what color are the eyes of the boy / (girl) sitting to your left / (back / front)? His eyes .... Continue...

Ch: His eyes are blue.

T: They are blue, good. So which set does it belong to? (Showing packages.) Blue collection. Come and write his name on the blue set. Yes, it belongs to the blue collection. So tell me, what color are Jovan's eyes?

Ch: Jovan's eyes are blue.

The process is repeated with all the students in the class, whose names are written by the other children in the appropriate collections. During the process, the teacher encourages the children to use different forms of possession and to recognize the prepositional phrases they have already learned. It also encourages them to understand some new languages in the context.

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