

DIFFERENCES BETWEEN METHODS OF TEACHING FOREIGN LANGUAGES

Gafarov Iqboljon

Farg‘ona Davlat Universiteti

Ingliz tili o‘qitish metodikasi kafedra mudiri

Karimova Mohinur

Farg‘ona Davlat Universiteti

Xorijiy tillar fakulteti 4-bosqich 20.119 talabasi

***Annotatsiya:** Ushbu maqolada xorijiy tillarni o‘rgatishning hozirgi kundagi dolzarb usullari ko‘rib chiqiladi, ularning tasnifi tavsiflanadi va ularning o‘zaro ta‘sirini tahlil qilinadi. Muallif mavjud usullar o‘rtasidagi mavjud farqlarni ko‘rib chiqadi va mashg‘ulot samaradorligiga ta‘sir qiluvchi o‘qitish usullari va usullarini tanlash bo‘yicha tavsiyalarni ta‘kidlaydi.*

***Kalit so‘zlar:** o‘qitish usuli, faol metod, interfaol o‘qitish usuli, chet tili, xorijiy sinematografiya, axborot texnologiyalari, ikki tilli metod, noan‘anaviy o‘qitish, chet tillarini o‘qitish.*

***Аннотация** В статье рассматриваются актуальные в настоящее время методы обучения иностранным языкам, описывается их классификация, анализируется их взаимодействие. Автор рассматривает имеющиеся различия между существующими методами и выделяет рекомендации по выбору методов и приемов обучения, влияющих на эффективность учебного занятия.*

***Ключевые слова:** метод обучения, активный метод, интерактивный метод обучения, иностранный язык, иностранная синематография, информационные технологии, билингвальный метод, нетрадиционное обучение, обучение иностранным языкам.*

***Annotation:** This article discusses currently relevant methods of teaching foreign languages, describes their classification, and analyzes their interaction. The author examines the existing differences between existing methods and highlights*

recommendations for the selection of teaching methods and techniques that affect the effectiveness of the training session.

Key words: *teaching method, active method, interactive teaching method, foreign language, foreign cinematography, information technology, bilingual method, non-traditional teaching, teaching foreign languages.*

In the modern globalized world, the tendency to study foreign languages is noticeably increasing. At the same time, English remains the most popular foreign language. Internationalization of higher education can be considered in this case as a reaction and active participation in changes. Based on this, it is worth noting that the study of various teaching methods and the identification of the most effective ones are an urgent topic for scientific research. Focusing on the ongoing changes caused by globalization, the modern education system is actively moving into an innovative mode of development, to the development and use of new teaching methods and technologies.

Modern methods of teaching English are based on the classical methods of learning foreign languages. However, the psychological aspect, foreign cinematography, information technology had an impact on her. Teaching methods are a way of interaction between a teacher and students, as a result of which the transfer and assimilation of knowledge, skills and abilities provided for by the content of training takes place. It is necessary to analyze the existing teaching methods to identify their differences. The classification of teaching methods is carried out by dividing them into passive, active and interactive. The passive method is a form of interaction between students and the teacher, in which the teacher is the main actor and controls the course of the lesson, and students act as passive listeners, subject to the directives of the teacher.

The teacher's communication with students in passive lessons is carried out through surveys, independent, control works, tests, etc. The active method is a form of interaction between students and teachers, in which the teacher and students interact with each other during the lesson and the students here are not passive

listeners, but active participants in the lesson Interactive method - interaction, being in conversation mode, dialogue with someone. In other words, unlike active methods, interactive methods are focused on broader interaction of students not only with the teacher, but also with each other and on the dominance of student activity in the learning process. Immersion in the language environment, intended as the goal of interactive learning, can realize itself through the CLIL integrated learning methodology.

CLIL (Content and Language Integrated Learning is subject—language integrated learning) - the study of other subjects in English — it can be mathematics, literature, physical education and much more. Advantages of this method: comprehensive development of the child; parallel study of other subjects; interesting presentation of the material; a combination of different techniques: listening, speaking, writing. Within the framework of CLIL, it is allowed to conduct psychology, sociology, ethics and cultural studies lessons in order to cover not only English grammar, but also the fundamental basics of human education. The advanced method of interactive learning is the bilingual method.

The bilingual method is a bilingual presentation of educational material. Its peculiarity is the parallel translation of everything that the teacher says. The method involves watching videos with subtitles, reading bilingual books, simultaneous translation of direct speech. The effectiveness is enhanced if the student has the opportunity to talk to his family in English at home. Modern methods of teaching English have replaced reproductive methods with interactive ones. Today, gaining knowledge is the interaction of a student and a teacher. The curriculum is built, first of all, taking into account the age characteristics of students. For preschoolers and younger schoolchildren, such a type of lesson as a game, a journey, a video, a competition and others is more suitable. An adult student prefers a classical lesson. Traditional tasks are also suitable for this age: compose a story, do an exercise, read the text, perform listening, and so on.

The advantage of using interactive teaching methods when teaching foreign languages is to immerse students in the language environment. This practice

contributes to the development of thinking in the taught foreign language. It is worth noting that at the moment, students of different ages are in demand for two types of teaching methods: the passive method is a traditional lesson, the basis of which is the study of lexical and grammatical material with subsequent assignments, this method is preferred for adult learners; an interactive method, which uses various non-traditional teaching methods: immersion in a language environment (interactive games, watching movies, listening to musical compositions, etc.), preference for interactive methods is given when teaching younger students. In some cases, there is a synthesis of various teaching methods. Methodology cannot be reduced to any one, even a "very important method", and even more so "the only scientific one".

Methodology is a complex dialectical, holistic subordinated system of methods, techniques, principles of different levels, spheres of action, orientation, heuristic possibilities, contents, structures. Most of the methods are not used in isolation, but in combination, in interaction with others. Among all the dependencies that determine the construction and choice of teaching methods, their compliance with the goals of education is in the first place. In practice, the teacher, choosing them, is usually guided by these goals and the content of education. Further, he correlates teaching methods with a specific pedagogical task, analyzes the educational situation, determines the level of development of students and the level of formation of both general academic and private skills. The interaction of interactive and integrated learning can be traced during the application of the CLIL method. After analyzing the object and subject of this study, the author puts forward the following recommendations:

1. Application of synthesis of teaching methods. It is not necessary to be limited to only one way of learning, if the student is familiar with all possible options and chooses several that he particularly likes, then the effectiveness of training will increase.

2. Application of the experimental method. In order to increase efficiency, the teacher may resort to abandoning traditional canons. It is recommended to use watching cinematic works, social videos, and reading comics as teaching methods.

3. Creation of author's methods. As the teacher acquires teaching experience, he must realize his potential in methodology.

References

1. Kohanovsky V. P. Philosophy and methodology of science: Textbook for higher educational institutions.- Rostov n/A: "Phoenix", 1999.- 576 p.
2. Sternin I.A. Language problems of integration of educational systems // Problems and prospects of integration of higher education in Russia into the world system of education and science: proceedings of the International Scientific Conference (February 20-21, 2001). – Voronezh, 2001. – Part 2. – pp. 141-145.
3. Fedotova N.N. Globalization and education // Philosophical Sciences. - 2008. – No. – pp. 5-24. 5. Khamidullina I.I. Bilingual education in schools in Russia and abroad [Electronic resource] // Successes of modern natural science. – 2012. – № 5. – URL: <http://natural-sciences.ru/ru/article/view?id=30088> (accessed: 11/15/2023).