

CONTEMPORARY APPROACHES TO TEACHING FOREIGN LANGUAGES.

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Annotation. Students at different ages have different characteristics, the way we teach them will differ too. With younger children we may offer a greater variety of games, songs and puzzles than we would do with older students. We may want to ensure that there are more frequent changes of activity. With a group of adolescents we will try to keep in mind the importance of a student's place within his or her peer group and take special care when correcting or assigning roles within an activity, etc. Our choice of topics will reflect their emerging interests.

Key words: *frequent changes, peer group, reflect their emerging, positive attention, fill out, require youngsters, ability range.*

Аннотация. Учащиеся разного возраста имеют разные характеристики, и то, как мы их учим, тоже будет отличаться. Детям младшего возраста мы можем предложить большее разнообразие игр, песен и головоломок, чем детям старшего возраста. Возможно, мы захотим обеспечить более частую смену деятельности. В группе подростков мы постараемся помнить о важности места ученика в группе сверстников и проявлять особую осторожность при корректировке или распределении ролей в деятельности и т. д. Наш выбор тем будет отражать их возникающие интересы.

Ключевые слова: *частые перемены, группа сверстников, отражение их возникновения, положительное внимание, наполнение, требования к подросткам, диапазон способностей.*

Annotatsiya. Turli yoshdagi talabalar har xil xususiyatlarga ega, ularni o'rgatish usullari ham har xil bo'ladi. Yosh bolalar bilan biz katta yoshdagi o'quvchilarga qaraganda ko'proq o'yinlar, qo'shiqlar va boshqotirmalarni taklif qilishimiz mumkin. Faoliyatning tez-tez o'zgarishiga ishonch hosil qilishni xohlashimiz mumkin. Bir guruh o'smirlar bilan biz o'quvchining tengdoshlar guruhidagi o'rni muhimligini yodda tutishga harakat qilamiz va faoliyat doirasidagi rollarni tuzatish yoki belgilashda alohida e'tibor beramiz va hokazo. Bizning mavzularni tanlashimiz ularning paydo bo'ladigan qiziqishlarini aks ettiradi.

Kalit so'zlar: *tez-tez o'zgarib turish, tengdoshlar guruhi, ularning paydo bo'lishini aks ettiradi, ijobiy e'tibor, to'ldirish, yoshlarni talab qilish, qobiliyat doirasi.*

Introduction.

The main tasks arising from the resolutions and decrees and speeches of President Sh.M.Mirziyoyev are to raise the level of education and upbringing of higher education workers, to ensure the full development of the nation's spirituality and knowledge, the humanities of public education, the involvement of advanced pedagogical technologies. [Mirziyoyev Sh.M. 2016]

We know that English is one of the second most spoken languages in the world. The number of learners of this language is growing day by day. In almost every corner of the world, there are many who speak and understand English. English is also the number one digital language of communication. Therefore, it is very important to teach English to the younger generation in order for our country to be among other countries in this period of rapid development. [2]

There are a great number of handful ways of specific strategies for inspiring of language learners. We can look through some activities. Methods and Materials. Keep Yourself Motivated. Consider how you felt as a child. How did you feel if your teacher wasn't enthused about what he or she had planned for class that day? It's the same with today's young children. If you, as the teacher and often a role model for younger students, think this is a fun exercise, they will as well.

Encourage. Praise and positive attention from adults are extremely important to young children. You often only need to offer them a lot of positive attention if you want them to like you and be motivated in your class.

Play Video Games. Play is a great way for kids to learn. If they are having fun with the game, they may not even realize they are learning. Consider this: kids might either sit and fill out worksheet after worksheet or play an English game to acquire the same principles. Which one would you choose to do?

I'm referring to games that are expressly meant to teach language and vocabulary when I say English games. For example, you might make a relay game out of vehicle vocabulary by having children pick a card with a word and then race to a box of vehicles (or a stack of vehicle photos) and bring the correct one to their peers.

Here's another illustration: Instead of giving them a worksheet to fill out where they should write the right verb next to the picture demonstrating the action, have them practice their verbs by doing the action for the word you say or the word on a card you hold up. You may also perform the action and have them write down the word. In the resource box below, you may get free samples of engaging classroom games.

When playing games, you can utilize points and competitiveness to motivate your children, but not for children under the age of six, as the competition may be too stressful for them. For them, simply playing the game is sufficient motivation. You can also give extra credit on occasion but do so sparingly so that it remains "extra" and a unique incentive. Furthermore, if you utilize it too often, children may receive so much additional credit that it distorts their true grades.

Get Their Hands Dirty Literally and figuratively. Children enjoy working with their hands, so whatever you can do to get them to hold the stuff they're learning about is beneficial and enjoyable for them. This might be anything from setting up a sensory table with sand and beach materials to having them each bring in a piece of fruit while teaching fruit terms. You are getting their hands filthy in the learning

process whenever you can get young children up and doing instead of listening (often passively).

Get Them Moving. Motivate Youngsters by Getting Them Moving Movement is an important part of motivating children. The greatest strategy to keep kids from zoning out is to get them up and moving at least once per class time. Even if you only ask them to come up to you rather than you going to them for assistance, the movement will help them break out of the trance that can occur when they sit in one place for too long. It is also beneficial to group the youngsters for study projects and activities. Allow them to move the desks around or sit on the floor to mix things up if possible.

Many games, such as miming, moving certain body parts, and passing things around as part of a game or race, require youngsters to move without leaving their chairs. As a result, even teachers with huge classes and little room to manoeuvre can use this strategy, though to a limited extent.

Change the pace. Alternate calm and exciting games to keep the kids alert and interested while preventing the class from becoming chaotic. Effective learning requires good discipline. [1]

Adolescents. One of the greatest differences between adolescents and young children is that these older children have developed a greater capacity for Annotation thought as they have grown up. In other words, their intellects are kicking in, and they can talk about more Annotation ideas, teasing out concepts in a way that younger children find difficult. Many adolescents readily understand and accept the need for learning of a more intellectual type. At their best, adolescent students have a great capacity for learning, enormous potential for creative thought and a passionate commitment to things which interest them. Adolescence is bound up with a search for identity and a need for self-esteem. This is often the result of the students' position within their peer group rather than being the sequence of teacher approval.

As a result, in my experience as a teacher of young learners, they need stimulation from the start of the lesson to the final minute. From the moment they

enter the classroom, to the minute they leave, something needs to be happening. This is partly because at this age (3-11 years) our students tend not to be goal orientated. There is no ability to see the future or to understand whether their English is or is not improving. At this age level, young learners are generally unable to see past the activity they are engaged in, so as teachers, we need to encourage immediate motivation. This motivation must come from the task we as a class are doing at the present time.

So it is crucial that we incorporate a fun element into our lessons so that learners at this level enjoy what they are doing. As we said in our analysis of young learners earlier, young learners will enjoy being challenged within their ability range, but they will learn more if they are enjoying what they are doing. So remember to not let your students get bored. They need to be engaged and active. A tip here is to have lots of activities prepared and not make them too long – long enough for them to be interesting but not so long that students lose interest. Vary your tasks too. For example, don't make them all 'drawing' activities. Students who don't like drawing will soon latch on to the fact that in Ms. X's lesson 'all we do is drawing'. The dislike of the method of learning will quickly develop into dislike of the subject itself. [Kuchkarova 2021]

But it is not all about having fun in the classroom. Having lots of activities up is not going to work all by itself. Yes, we can reward our students when they do well, and indeed we should. But there are more effective motivational strategies that we can employ to be successful at this level as well. So here we look at five key elements that will help to keep our young learners interested in the lesson.

Conclusion

One of the recurring nightmares for teachers of adolescents, in particular, is that we might lose control of the class. We worry about lessons that slip away from us, and which we can't manage because the students don't like the subject, each other, the teacher or the school - or sometimes just because they feel like misbehaving, or because issues in their life outside the classroom are affecting their behaviour and outlook on life. Yet teenagers are not the only students who

sometimes exhibit problem behaviour (that is behaviour which causes a problem for the teacher, the student him - or herself, and, perhaps, the others in the classroom). And, whatever the causes of this behavior, a problem is created. Teachers need to work both to prevent problem behavior, and to respond to it appropriately if it occurs.

References:

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