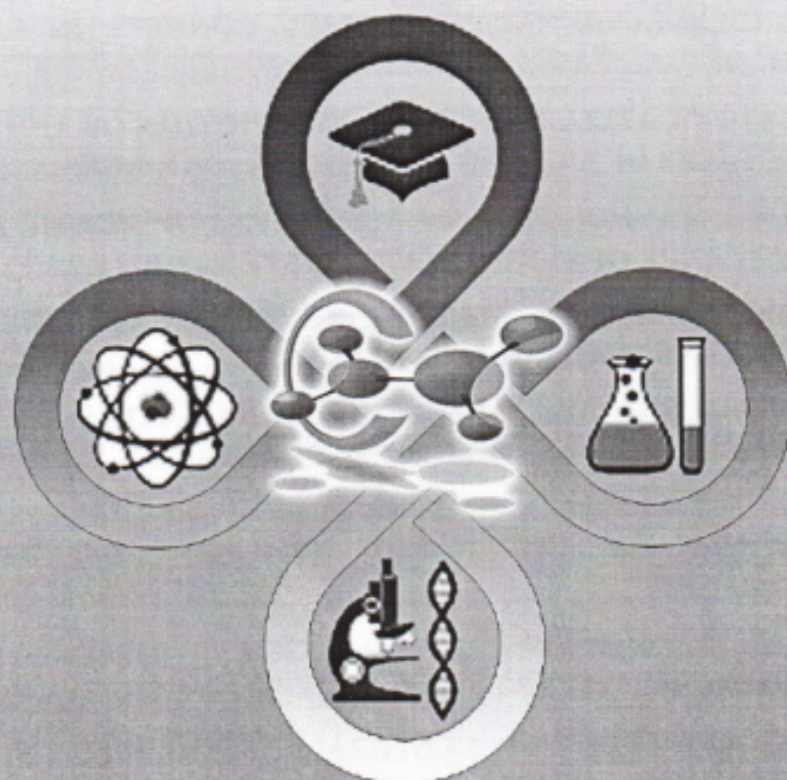


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MUAMMOLARI**

**АКТУАЛЬНЫЕ ВОПРОСЫ СОВРЕМЕННОЙ НАУКИ,  
ОБРАЗОВАНИЯ И ВОСПИТАНИЯ**

**ACTUAL PROBLEMS OF MODERN SCIENCE,  
EDUCATION AND TRAINING**





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UDK 662. 997.537.22

## INNOVATIVE WAYS OF TEACHING FOREIGN LANGUAGES

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**Annotatsiya** – ushbu maqolada xorijiy tillarni o'qitishning innovatsion usullari va o'quv jarayonida foydalaniladigan turli uslublar tahlil qilingan.

**Kalit so'zlar:** til ko'nikmalari, ta'lim, an'anaviy metod, o'quvchiga yo'naltirilgan yondashuv, o'qituvchi. o'rganuvchi, o'rganish, munosabat, maqsad.

**Аннотация** – в статье анализируются инновационные методы преподавания иностранных языков и различные методы в учебном процессе.

**Ключевые слова:** языковые навыки, обучение, традиционный метод, учитель, обучающий, изучение, отношение, цель.

**Abstract** – in this article innovative methods of foreign languages teaching and different techniques used in the teaching process are analyzed.

**Key words:** language skills, education, traditional method, learner centered approach, teacher, learner, studying, attitude, goal.

**Introduction:** English has become an important language in the world. Teachers from second language learning countries are creating innovative methodologies to teach the language in the classroom effectively. To substantiate the statement, Pollock stated that teachers now rejoice multiplicity and open the doors of public schools to all children, despite their culture, socio-economic status or ability[9;98]. As classroom set-ups have been changed, curriculum has been expanded to meet all students' needs and teachers are striving to help their students in their classroom to learn and develop their language

incorporate different learning tools keeping in mind the effective teaching methods that are already in use. Acquiring English language has become a predominant factor for a nations' development as well as an individual's development. To improve the communicative skills of the learners, innovative teaching methodologies should be used or introduced to make the learning process interesting. Creativity is a prime factor of any student to develop his/her lateral thinking in terms of learning a language. An English learning classroom should be created using interesting teaching methodologies to mesmerize and encourage students to learn the second language explicitly and implicitly. Second language acquisition has proved that child and adult learners have innate linguistic knowledge in a developmental sequence [9;113].

**Literature review:** Teaching materials, teaching techniques should be updated to the interest of the second language learners. Innovative methodologies like use of games, role play, reading newspaper, watching TV, referring to dictionary etc., should be used as tools in the classroom. Skill based learning, knowledge based learning are essential for the growth and development of students. Krashen's theory of second language acquisition has influenced the development of integrated institution in the classroom at all levels [6;122]. Krashen suggests that second language is the most successfully acquired one when the conditions are similar to those present in first language acquisition: that is, when the focus of instruction is on meaning rather than on form; when language input is at or just above the proficiency of the learner; and when there is sufficient opportunity to engage in meaningful use of that language in a relatively anxiety-free environment. This suggests that the focus of learning second language should improve employability skills of the learners [6;125]. According to scientific calculations of national and foreign scientists, the term "method" has two basic meanings:

- ✦ A certain path to the goal, means to achieve the result.
- ✦ Complete methodological system.



**Analysis:** Modern stage is characterized by careful selection of methods of foreign languages teaching. Particular emphasis today is made on modern information technology and actual trends. There is a sort of selection of the most effective methods, techniques and tools during the preparation of specialists in various fields. The most important goal, according to scientists is the formation of a secondary language personality. Students must take a new language to a fundamentally new level. To do this, it is important to separate it from the mother tongue, in order to avoid errors in perception[1].

During selection of innovative methods following criteria taken into account:

- ✓ Creating a comfortable and supportive atmosphere for student, promotion of natural interest and desire to learn a new foreign language. Involvement of emotions, feelings, experiences in the educational process to stimulate verbal, written and creative abilities.
- ✓ Use of the cognitive approach in the educational process.
- ✓ Call to work with the language on their own at the level of emotional and physical capabilities.

Various forms of work will help to achieve these goals. Practical experience allows concluding that the personality and interests of the student directly affects the quality of foreign language understanding. To do this, it is important to use a variety of techniques and learning tools. By the end of the 20th century in pedagogy has accumulated a lot of interesting and effective methods and approaches. Scientists have enriched the methodology of foreign languages teaching, so it has become complex and multifaceted science.

**Humanistic Approach.** In 1960-1970 formed a humanistic approach to learning. According to it, the learning process is guided directly to the individuality of the student[2]. Bringing his interests and needs contribute to a more rapid studying of foreign languages. Creating game situations, taking into account the individual characteristics of a person stronger involve him in the process. In humanistic approach personality of the teacher becomes less important, although still important enough [10;36].



The humanistic approach has led to the formation of a number of alternative methods of learning. Their aim was to study a foreign language, the formation of speaking and writing skills. Theseunconventionalmethodsinclude:

- ✓ Reliance on physical actions.
- ✓ The method of "community".
- ✓ "Quietlearning".
- ✓ Neuro-linguisticprogramming.

Some techniques have proved their worth and have survived. The pedagogy adopted combined various methods to increase the efficiency of the learning process.

**Communicative Approach.**With the development of high-tech usual methods of teaching through books, similar grammar exercises, reading and translation of texts go on the back burner. The humanistic approach eventually led to the formation of the communicative approach, on which is based the whole procedure[3].

Traditional grammar-translation methods do not form language skills. The student is capable to read and translate various texts at high-level, but he is not able to apply the knowledge of a foreign language in real life situations. The communicative approach allows the use of grammatical knowledge in a form of speaking and writing skills.

One of the key tasks is the enriching of vocabulary. However, new words must be stored not only in a passive, but also in active form. In other words, the student must not only know the translation of a word, but should be able to use it in speech or in writing of own texts [10;45].

As a simple exercise to develop skills can be noted spontaneous group dialogues. Students are divided into pairs and try to communicate on various topics. Usually the teacher oversees the conversation or helping with-leading questions.

During learning of new words used exercises with cards. On them written new words, and then they are turned and mixed. One student draws a card and tries to explain the meaning of a foreign word so the others can guess it. This exercise allows you to "feel" new words and remember situations in which they are used correctly.



At a certain stage of development can be implemented into the learning process different movies in a foreign language. Students are asked questions, the answers to which should be identified directly from watched videos. Within the communicative approach there is almost no simple reading and translation of texts. Most often, teachers organize some group discussion. One of the options is a creative answers to questions about the material covered[4].

Teachers are moving away from the traditional grammar and translation exercises. They use a variety of techniques and combine them with each other to achieve the desired result. Students use grammar knowledge to form conversational skills. Exercises involve listening, reading, writing, and so on.

**Culturological Approach.** When you create a methodical system of teaching a foreign language is often taken into account culturological approach. Its main objective is the formation of intercultural competence. On this based particular model of learning and key principles. The teacher may choose a set of exercises, taking into account the task.

The described method is based on the principles of private teaching, describing culturological direction of foreign language learning.

Experts identify the following principles:

- ✓ Verbal orientation of training.
- ✓ Taking into account characteristics of speech activity in a foreign language.
- ✓ Modeling a situation of intercultural communication in the learning process.
- ✓ Taking into account consciousness and modularity.
- ✓ Rational use of native and foreign language.
- ✓ Taking into account personal needs of students.
- ✓ The desire for systematicity in the preparation of exercise set.

Exercises of verbal and conditionally verbal nature are always have bigger priorities. This is evidenced by the principle of the speech focus of the learning process in the culturological approach[5]. Through this we can form intercultural communication skills.



In the modern methods of foreign language teaching accepted division into vocabulary, spelling, phonetics, grammar, speech, language, receptive and productive skills. However, the practical goal of learning still amounts directly to the ability to maintain intercultural communication [10;57].

**Discussion:** An important role played the principle of exercise adequacy. They are designed to simulate situations for intercultural training. To do this, you must consider the culture, values, communication intentions and expectations, as well as background knowledge. The teacher should select tasks, taking into account various aspects, so students will be able to participate in intercultural communication at various levels.

The possible exercise could be dialogue between students, discussing various texts and films, comparing features of native culture and the target language culture. Simulation of different situations allows you to expand your language skills and train your speaking skills[6].

**Problem Approach.**In the area of improving the efficiency and effectiveness of the training studies conducted continuously. One of the key areas - a problem-based learning, affecting the development of various aspects of a foreign language. Experts are looking for means to solve the problem tasks - development of cognitive activity, including in the work of all mental powers, stimulating creativity and independence.

Pedagogy has concluded that the student should not be simply a passive object, perceiving the information, but a full participant in the process. Problem learning today refers to innovative methods of foreign languages teaching. It acts as a mean for skills self-development and students' thinking[7].

The specific of the problem approach to learning is the involvement of students in the process by which they make their own specific findings, get new knowledge, it is the next stage of learning. They make assumptions and arguments in favor of certain conclusions, not just learn information provided. Thus, problem-based learning stimulates self-reliance and contributes to the formation of skills of teaching and research activities [10;72].

Teachers who use the problem approach in training should pay attention to the systematic development of independent work of students in the group. The main goal



Problematic method allows to develop in a person the necessary qualities for being an independent person. Through this the process of learning a foreign language goes more effectively.

Leading didacticists identify several basic ways of organizing the learning process using the problem method. They are based on certain activities emerging in the forefront:

- ❖ Monologic. Dialogic.
- ❖ Research.
- ❖ Reasoning.
- ❖ Heuristic.
- ❖ Programmed.

Most often, students are given a new text in which there is a new vocabulary and unknown information. As a monologic activity they write a story or essay, where express their opinions and produce new facts.

Dialogic activity involves the construction of a dialogue between teacher and students, who have to answer questions. For this used information from the new text.

The next stage of study is thinking activity. Students write the presentation, which make certain conclusions. This allows to check logic and reasoning, as well as the correct understanding of the text as a whole.

Heuristic tasks is a special form of activity in which students themselves must do some sort of discovery of a new rule or law. For example, they can identify the particular use of the verb or time in text.

Research tasks is a higher level of performance. Students are required to independently uncover new phenomena and essence. As a specific form of organization of classes, you can choose the experiment, reports, simulations, surveys, data collection, analysis of the facts, and so on.

Subsequently, to secure the teacher can use a programmable tasks. Teacher makes exercise so that this knowledge can be used and new rules can be trained.

**Communicative Approach.** The act of communication is the main unit of communication activities that play an important role in the development of foreign



Secondly, modern language education aimed at the formation of a multicultural identity, with the skills of self-analysis and systematization of new knowledge. For this purpose, used competence and culturological approaches.

In conclusion innovative method is an integral part of the modernization of the whole system. Teachers should familiarize themselves with the most progressive approaches and later combine them and use in work.

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