THE MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF REPUBLIC OF UZBEKISTAN SAMARKAND STATE INSTITUTE OF FOREIGN LANGUAGES ENGLISH PHILOLOGY FACULTY

COURSE WORK

Theme: Methodics of teaching foreign languages

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Introduction

The Resolution of President Islam Karimov «On measures for further improvement the system of foreign languages learning» (December 10, 2012) is a key factor for modernization of teaching foreign languages at all stages, in which the importance of teaching and learning English across the country were pointed out. So, a foreign language becomes one of the important educational subjects, at all educational institutions.

The specific features of a foreign language as an educational subject are shown in its purposes. In fact that FL as the subject doesn't strive for teaching theoretical knowledge more over information about linguistic science. If we say about many other subjects such as physics, chemistry, and others they are aimed at acquiring theoretical knowledge.

The specific features of this subject are to acquire FL for communication with native and non-native speakers, exactly, to acquire language means, behavioral patterns and discourse strategies for organization of communication. The EL is the goal and means of teaching and learning.

The difference between learning a FL and the native language (Uzbek or Russian as a subject) is manifested in the direction of the FL to developing communicative skills on the basis of another new language code, where the place of the language is the means of communication. This idea permeates the whole EL teaching process. The level of communicative competence in the native language as the result of education is more fluent then in FL. There are some limitations in FL communicative skills, because the social function of the native and FL are not the same. The Uzbek (native) language has an official status and it is the language of everyday communication, FL is the means of education and familiarization with other cultures; means of communication in the classroom and outside it.

Another specific feature of FL is concluded in its non-subjectiveness and heterogeneousness. FL is means of forming and then formulating ideas of the objective reality .

The subject of methodics of teaching foreign languages

The specific features of a foreign language as an educational subject are shown in its purposes. In fact that FL as the subject doesn't strive for teaching theoretical knowledge more over information about linguistic science. If we say about many other subjects such as physics, chemistry, and others they are aimed at acquiring theoretical knowledge.

Nowadays within this subject we must teach both the language and the culture. It means the importance of the linguo-cultural context of education, where the objects of teaching and learning under this subject are 1) language and culture, 2) speech, and 3) speech activities (listening, speaking, reading and writing). From the position of methodology this subject (the pointed out components of this subject) is organized within three categories: 1) language and culture, 2) language and culture teaching, 3) language and culture learning.

The FL as the subject at school, lyceum and college is compulsory and has a practical character. The teaching and learning FL at these institutions contributes to speech development and improvement of the level of the language proficiency including the native language. The interdisciplinary links are taken into consideration at school, lyceum and college. Teaching FL at lyceum and college is considered as a profile education. The interdisciplinary depends on the profile of lyceum and college (e.g. humanitarian or technical). College students learn FL to obtain the additional information for future vocations, that's why the FL links with the vocation-oriented subjects.

FL teaching at college can be defined at the micro level (in terms, for example, of vocabulary and vocation-oriented information) and at macro level - the professional communicative tasks, the genre of formats of those communicative tasks, and the modalities through which they are enacted[66]. For example, the EL teaching curriculum for a Medical College is based on the main language tasks and language skills that the future health care providers would need to be successful in this field. The acquired language skills as a result of education at a Medical college include areas of informational use of English in interaction with patients and their

families (such as offering reassurance) and in interaction with colleagues (completing routine forms, charts, and instructions). The skills also touch upon documented interpersonal usage of English that the medical nurses would need (such as expressing empathy).

The FL education has social and personally-oriented values. Dynamic processes in all spheres in Uzbekistan need acquiring one or two FL. The richness of the country under the conditions of market economy and information technologies development can be achieved with the help of human resources - the important faotOl of economic and social progress. The FL education contributes to solve this important objective. According to the view of the President of the Republic of Uzbekistan we should create the necessery conditions for the youth to acquire deep knowledge and modem professions and train a highly qualified workforce, young specialists capable of taking on responsibility for the future and further development of the country. President I. Karimov also states that in the system of education we attach a great importance to teaching pupils not merely liberal arts and vocational skills, but also required learning of foreign languages, for this is critical for them to maintain proactive communication with their counterparts abroad, get extensive knowledge of everything that is going on around the globe, and command the august world of intellectual treasure.

At present time personally-oriented value of FL education is called forth the followings:

1. understanding the importance of FL as a means of communication in multilingual and polycultural world;

2. having imaginations about requirements to his/her level of FL proficiency at all stages of education and technologies of its assessment;

3. Individuals need in learning FL and its practical using. Exactly the last one determines prestige of the FL and its learning for individuals.

Under the conditions of developing multilingualism we can no longer afford to remain monolingual. Successive reforming occurred in Uzbekistan demands all peoples to speak a variety of languages. Learning FL no longer a pastime: it is a

necessity. It is known that learning a foreign language results in students achieving greater divergent thinking, creativity, and cognitive development compared to monolingual students. When students learn a FL they have a • tendency of outscoring those who are proficient in only a single language on tests of nonverbal and verbal intelligence.

Global objective of any educational system is preparation of young generation for adequate participation in all fields of activity of a society. For achievement of this objective educational process should be under construction in view of features of progress of a modern polycultural society for which plurality of cooperating languages and cultures are characteristics, first, and secondly, plurality of texts and the text formats circulating in global information space, created by modern means of a mass communication.

Development of multilingualism in Uzbekistan means learning FL, but at the same time it aims to strengthen and develop the native and second languages of those living in Uzbekistan. The language and cultural diversity are dealt with as value elements of the world cultural heritage and the philosophy of intercultural social interaction in any multilingual and polycultural space.

English has become an international language and its range of functions is increasing everywhere including Uzbekistan.

International Language Hegemony of the English language is a global phenomenon and the onset of modern technology, the computer; and as the choice language of the academia will further strengthen it. Melvia A. Hasman reported about three factors of English spreading: 1) usage in science, technology and commerce; 2) the ability to incorporate vocabulary from other languages; 3) the acceptability of various English dialects. Today, in the information age, developing information-communication technology and Internet-mediation communication demands knowing English. International cooperation in all spheres of life is organized on the English language.

For the last period English occupied the function of *lingua franca* - language-mediator for the representatives of communication. Sometimes it is called the

language of international politics and diplomacy, business communication and international conferences. It is also understood as language-mediator for non-native speakers within intercultural communication. Ann [fe states, «This may involve interaction between mother tongue (LI) speakers and those using a second or foreign language (L2); or between speakers using different varieties of the same LI, as within the varied English speaking or Spanish-speaking world, where cultural assumptions are not necessarily shared, in spite of a shared language»[70]. Thus, all parties use a language adopted for the purposes of wider communication.

From the linguistic point of view the simplicity of language structures is recognized in the lingua franca.

It is time to answer the question «Why is it important for us to learn English?» All non-native speakers may distinguish the following major reasons:

1. English may be a factor for obtaining better employment opportunities.

2. English is the medium of communication for business, recreation and competitive tournaments. •

3. English is almost mandatory for learners pursuing higher academic achievements and publishing of one's findings.

4. The knowledge of English may provide higher social standing or identity in many cases.

Therefore, the English language empowers a person both in terms of social and material power. Thus we can see the attraction towards learning English.

The choices that the language communities have is either to have subtractive learning of English and forget one's own linguistic heritage, as is happening mostly in developing countries; or to make the learning process additive by retaining one's own language intact. It can be assumed that the later alternative is more acceptable. Spreading English makes an appearance of many topical issues; all people are interested in them. The first, the role of other foreign languages is decreasing. It follows to decreasing hours for teaching other foreign languages as German, French at educational institutions and as effect to unemployment for the specialists of these languages.

The second, it leads us towards convergence of all world languages into one giant English language. Because of the advent of printing, and more recently, media, languages, specifically English, are being standardized so that there is uniformity in the manner we write and speak. Many believe this to be a positive step towards world unification. There may be advantages in uniformity, but the question is - does it outweigh the disadvantages that it might bring in the form of 'language death'? The prominence of English might be an indicator of decline of other languages. When a language is lost, it is not only the means of communication that is lost with it. There are contextual and cultural associations with languages, and in addition, it also forms the corpora of accumulated knowledge of a community. All this will also be lost with the dying language. Moreover, there is a strong affinity of the language with the identity of a person or a community. Although English may provide with alternate identity, the primary form of identity shall be lost, especially if the learning of English is subtractive in terms of the first language.

Aims of teaching and learning English

Language teaching has been around and changing over the centuries. It is very interesting to look back at the history of FL. It serves us to get to know the different trends and choose the best way to teach the FL.

The history of FL teaching goes back at least to the ancient Greeks. They were interested in what they could learn about mind and the will through language learning. The Romans were probably •the first to study a FL officially. They studied Greek, taught by Greek tutors and slaves. Their approach was less philosophical and more practical than that of Greeks.

In Europe before the 16 century, much of the language teaching enclosed teaching Latin to priests. In the 16 and 17 centuries, French was a lingua franca for speaking to foreigners. Mostly court members spoke French, and also it was a required language for travelers, traders and soldiers. French was greatly taught throughout this period, and a study of documents, textbooks, literature indicate that language teachers of that time were considering the same issues that are being considered today. These contained issues about practice versus learning rules and formal study versus informal use.

The status of Latin changed during this period from a living language that learners needed to be able to read, write and speak, to a dead language which was studied as an intellectual exercise. The analysis of the grammar and rhetoric of Classical Latin became the model language teaching between the 17 and 19 centuries, a time when thought about language teaching became fixed in Europe. Emphasis was on learning grammar rules and vocabulary by rote, translations, and practice in writing sample sentences. The translated or written sentences by students were examples of grammatical points and usually had not much relationship to the real world. This method became known as *the grammar-translation method.* Though some people tried to challenge this type of language education, it was difficult to overcome the attitude that Classical Latin (and to a lesser degree Greek) was the most ideal language and the way it was taught was the model for the way language should be taught. When modern languages were

taught as a part of the curriculum, beginning in the 18 century, they were usually taught using the same method as Latin.

The grammar-translation method was the dominant FL teaching method in Europe from the 1840s to the 1940s, and a version of it continues to be widely used in some parts of the world, even today. However, even as early as the mid-19th, theorists were beginning to doubt about the principles behind the grammar-translation method. Changes were beginning to happen. There was an impressively large demand for ability to speak FL. and various reformers began reconsidering the nature of language and of learning. Among these reformers were two Frenchmen, C.Marcel and F.Gouin, and an Englishman, T.Pendergast. Through their unrelated observations, they concluded that the way that children learned language was relevant to how adults should learn language. Marcel emphasized the significance of understanding meaning in language learning. Pendergast proposed the *first structural syllabus.* He proposed arranging grammatical structures so that the easiest were taught first. Gouin believed that children learned language through using language for a sequence of related actions. He stressed presenting each item in context and using gestures to supplement verbal meaning.

Though the ideas of these and other reformers had some influence for a time, they didn't become widespread or last long. They were outside of the established educational circles, and the networks of conferences and journals which exist today didn't exist then to spread their ideas.

Nevertheless, in the late 1800s and early 1900s, linguists became interested in the problem of the best way to teach languages. These reformers, as Henry Sweet of England, Wilhelm Victor of Germany, and Paul Passy of France, believed that language teaching should be based on scientific knowledge about language, that it should begin with speaking and expand to other skills, that words and sentences should be presented in context, that grammar should be taught inductively, and that translation should, for the most part, be avoided. These ideas spread, and were consolidated in what became known as the *Direct method,* first of the natural

methods. The Direct method became popular in language schools, but it was not very practical with larger classes or in public schools.

In the early to mid-1900s developments in other fields such as psychology, behaviorism has had a great effect on language teaching resulting in the audio-lingual method. *The audio-lingual method* has students listen to or view tapes of language models acting in situations. Students practice with variety of drills, and their instructor emphasizes the use of the target language at all times. The ' audio-lingual method was used by the United States Army for «crash» instruction in FL during World War II. Despite the documented success of these programs, they are no longer common.

In the years following World War II, great changes took place that influenced on language teaching and learning. Language diversity greatly increased so there were more languages to learn.

Expansion of schooling meant that language learning was no longer the privileged of the elite but something necessary for widening range of people. More opportunities for international travel and business and international social and cultural exchanges increased the demand for language learning. As a result, renewed efforts were made in the 1950s and 1960s to 1) use new technology (e.g., tape recorders, radios, TV and computers) effectively in language teaching, 2) explore new educational models (e.g., bilingual education, individualized instruction, etc.) and 3) establish methodological innovations (audio-lingual method). Yet, the desired increase in the effectiveness of language education didn't come about, and some of the theoretical footings of the developments were called into issue.

The start of the mid-1960s is distinguished by a range of theoretical challenges to the audio-lingual method. Linguist Noam Chomsky challenged the behaviorist model of language learning. He proposed a theory called *Transformational Generative Grammar,* as per which learners do not acquire an endless list of rules but limited set of transformations which can be used over and over again, (e.g., a sentence is changed from affirmative to a negative sentence by

adding not and the auxiliary verb.) so that the language learner can form big number of sentences.

Other theorists have also proposed ideas influencing language teaching. Stephen Krashen, for example, studied the way that children learn language and applied it to adult language learning. He proposed the *Input Hypothesis,* which states that language is acquired by using comprehensible input (the language that one hears in the environment) which is slightly beyond the learners' present proficiency.

There have been big developments since the early 1970s. Individualized instruction, development of communicative approach, more humanistic approach to language learning and finally a greater stress on authenticity in language learning has become more required. Some «new methods» have gained followings. *Communicative language teaching (CUT)* is an approach to the teaching languages that emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms, it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse.

Language immersion puts students in a situation where they must use a FL, whether or not they know it. This creates fluency, but not accuracy of usage. French-language immersion programs are common in Canada in the state school system as part of the drive towards bilingualism.

Minimalist/Methodologist approach (Paul Rowe's minimalist/ Methodologist approach) is underpinned with Paul Nation's three actions of successful ESL (English as a second language) teachers. Initially it was written specifically for unqualified, inexperienced people teaching in EFL (English as FL) situations. Still experienced language teachers are also responding positively to its simplicity. Language items are usually provided using flashcards. There is a focus on language-in-context and multi-functional practices.

Directed practice has students repeat phrases. This method is used by US diplomatic courses. It can quickly provide phrasebook-type knowledge of the

language. Within these limits, the student's usage is accurate and precise. Conversely the student's choice of what to say is not flexible.

Learning by teaching is a widespread method in Germany (Jean-Pol Martin). The students take the teacher's role and teach their peers. An important target is developing web-sensibility.

The Pimsleur language learning system is based on the research of and model programs developed by American language teacher Paul Pimsleur. Over a dozen audio-tape programs now exist to teach various languages using the Pimsleur Method.

Several methodologies that emphasize understanding language in order to learn, rather than producing it, exist as varieties of *the comprehension approach.* These include *Total Physical Response* and *the natural approach* of Steven Krashen and Tracy D.Terrell.

The Silent Way is a discovery learning approach, proposed by Galeb Gattegno in the 50s of the last century. It is often considered to be one of the humanistic approaches. It is called The Silent Way because the teacher is usually silent, leaving room for students to talk and explore the language. It is often associated with Cuisenaire rods and wall charts where words are colour-coded; each phoneme a different colour.

Besides voluminous methods and approaches there are certain learning strategies that play big role in language teaching/learning.

Code switching, i.e. changing between languages at some point in a sentence or utterance, is commonly used communication strategy among language learners and bilinguals. While traditional methods of formal instruction often discourage code switching, students, especially those placed in a language immersion situation, often use it. If viewed as a learning strategy, wherein the student uses tha target language for any element of an utterance that they are unable to produce in the target language, than it has the advantages that it encourages fluency development and motivation and a sense of accomplishment by enabling the student to discuss

topics of interest to him or her early in the learning process - before requisite vocabulary has been memorized.

Blended learning combines face-to-face teaching with distance education, frequently electronic, either computer-based or web-based. It has been a major growth point in the ELT (English language Teaching) industry over the last two decades.

Some people, yet, use the phrase «Blended Learning» to refer to learning taking place while focus is on other activities. For example, playing a card game that requires calling for cards may allow blended learning of numbers (1 to 10).

Private tutoring, i.e. tutoring by a native speaker can be one of the most effective ways of learning. However, it requires a skilled, motivated native tutor, which can be a rare, expensive commodity. That tutor may draw on one or several of the above methods.

Besides proposed methods and approaches through history, there are also some other means that broaden the choice of learning FL like language study holidays, language education on the internet, etc.

An increasing number of people are now combining holidays with language study in the native country. This enables the student to experience the target culture by meeting local people. Such a holiday often combines formal lessons, cultural excursions, leisure activities and homestay, perhaps with time to travel in the country afterwards. Language study holidays are popular across Europe due to the ease of transportation and to the small geographical distance. Many individuals travel to the UK alone to learn English.

The internet has emerged as a powerful medium to teach and learn FLs which provides a beneficial supplement to real world language schooling. Websites provide language exchange, i.e. two users with complementary language skills, e.g., a native English speaker and a native Chinese speaker who are eager to learn one another's language from different countries, can teach each other their languages.

There are a number of portals that offer language content, some in interactive form. Content typically comprises phrases with translation in multiple languages, text' speech engines, learning activities such as quizzes or puzzles based on language concepts for free.

1995 European Commission's White Paper «Teaching and learning - Towards the learning society», stated that «upon completing initial training, everyone should be proficient in two Community FL». The Lisbon Summit of 2000 defined languages as one of the five key skills.

In fact, even in 1974, at least one FL was compulsory in all but two European countries (Ireland and the United Kingdom, apart from Scotland). By 1998 nearly all pupils in Europe studied at least one FL as part of their compulsory education, the only exception being the Republic of Ireland, where primary and secondary schoolchildren learn both Irish and English, but neither is considered a FL. Pupils in upper secondary education learn at least two FLs in Belgium's Flemish community, Denmark, Netherlands, Germany, Luxembourg, Finland, Sweden, Switzerland, Greece, Cyprus, Estonia, Lithuania, Poland, Romania, Serbia, Slovenia and Slovakia.

In Europe, at the start of FL teaching, pupils have lessons for three to four hours a week. Compulsory lessons in a FL normally start at the end of primary school or the start of secondary school. In Luxembourg, Norway, Italy and Malta, on the other hand, the first FL starts at age six and in Belgium's Flemish community at age 10. About half of the EU's primary school pupils learn a FL.

In majority of countries, the curricula list the FL from which pupils may choose. They commonly offer from two to six languages (English, French, German, Spanish, Russian, Italian, Dutch). The effort to diversify the offer gained momentum in the 1900s. In practice, however, few schools offer all languages listed in the curricula. Significantly, in many countries pupils are not free to choose the first - or sometimes even the second - compulsory FL. In most such cases, English is mandatory.

Available statistics on the breakdown of pupils by FL studied show that English is overall the most studied language, at both primary and secondary level. The highest percentages of English learners are found above all in the EU countries. Only in some countries do French or German come first, although one or other is often taught as the second language in the EU countries. Russian, German, and English most frequently appear as the second compulsory language in central and eastern European countries.

Many Europeans learn FL at a much faster rate than American students because their language education is more intensive and may start at a younger age.

Despite the high rate of FL teaching in schools, the number of adults claiming to speak a FL is generally lower than might be expected. This is particularly true of native English speakers: in recent survey, 62% of people can't speak any other languages apart from English, 38% of Britons speak at least one FL, 18% speak two and only 6% of the population speaks three or more.

The EU average showed that 56% speak at least one FL, 28% speak at least two and 11% speak three or more. The survey confirmed that English was the most widely-spoken FL. 51% of EU citizens can have a conversation in English.

In some countries, learners have lessons taken entirely in a FL: for example, more than half European countries with minority or regional language community use partial immersion to teach both the minority and the state language.

In the 1060s and 1970s, some central and eastern European countries created a system of bilingual schools for well-performing pupils. Subjects other than languages were taught in a FL. In the 1960s this system was opened to all general education, although some countries still make candidates sit an entrance exam. At the same time Belgium's French community, France, The Netherlands, Austria and Finland also started bilingual schooling schemes. Germany mean while had established some bilingual schools in the late 1960s.

Many European countries have adapted their FL teaching at the national level to the frameworks and standards articulated by the Council of Europe's language policy and activities. Modern Languages: Learning, Teaching, Assessment. A Common

European Framework of Reference (CEFR) developed and revised over the past decades has had high influence. It was said before that, the Framework is a planning instrument that provides a common basis and terminology for describing objectives, methods and approaches, skills, practices and assessments in language teaching, and it is used for planning syllabuses, examinations,' teaching materials, and teacher training programs throughout Europe.

The basic objectives of FL teaching and the major methodological approaches are the same in all EU. All curricula explicitly or implicitly refer to the communicative approach. The prime objective is to enable learners to communicate and express themselves in a FL. All curricula therefore emphasize those objectives and contents that pertain to communication. These are expressed by way of four areas of proficiency, known as the four major skills: listening, reading, speaking, and writing. Most often, these skills are given equal treatment in terms of priority. Some countries, though emphasize oral and aural skills (speaking and listening), which are sometimes associated with reading skills. Grammatical knowledge is as a rule presented as a means of achieving communication proficiency. The role and importance of grammar are thus subordinate to communication-related objectives. The only differences observed between countries relate primarily to the extent to which this is so. Consequently, some curricula do not explicitly require the achievement of a given level of grammatical proficiency. Other curricula instead clearly set out grammatical objectives, or even draw up lists of grammatical elements to be taught.

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Teaching process and it is elements

Before we determine the professional skills expected of teachers, we must define the term "competent teacher". Thus, in particular, <u>competent teachers</u> are teachers who deploy their knowledge, abilities, skills, talents, values, attitudes and behaviour patterns to meet the challenge of educating their students. They possess the professional skills needed and adequate to perform their assigned duties and attain the educational goals that the law requires.

<u>Competency</u> is the conscious use of one's own knowledge, abilities, skills, talents, values, attitudes and behaviour patterns, in order to resolve issues and problems, overcome challenges, fulfilling one's duties and achieving the aims proposed.

Teachers' <u>competency in science</u> means the teachers' conscious use of their cognitive abilities in order to acquire, deploy and manage the knowledge specific to the field, subject or topic in which they specialize and to their knowledge of teaching. It involves skill at searching, processing, evaluating, assimilating, integration and use of information and knowing as well as reflection, research and knowledge creation.

<u>Teaching competency</u> means knowing how to combine goals, contents, activities, methodology, materials, resources and assessment in order to ensure that one's students acquire the prescribed basic sets of skills. Seven aspects of teaching competency can be distinguished. They are outlined below:

Designing curricula. • Applying teaching methods specific to certain fields, subjects and topics. • Methodology and activities. • Diversity awareness. • Classroom management (learning space). • Curriculum resources and materials. • Assessment.

<u>Competency in group harmony management.</u> Teachers' competency in managing group dynamics means their conscious use of their abilities, knowledge, values, attitudes and behaviour patterns to encourage an enabling educational environment within the school, fostering an appropriate relationship in order to attain the educational goals the school has set. This implies that teachers must be capable of resolving issues and problems arising from community life, and that may ensue

from personal relationships among members of the educational community. Skill at: • Maintaining leadership by encouraging enthusiasm, interest and effort. • Plan, manage and resolve conflicts or issues. • Create a suitable emotional atmosphere. • Drive group efforts and create environments characterised by mutual trust and respect. • Early detection of problems.

Competency in innovation and improvement is the practical application of new ideas, proposals and educational practices in order specifically to improve, the development of students' skills and the educational system in general. Every innovation implies changes and induces a quest for betterment. We should combine effectiveness, efficiency and authenticity for innovations to succeed.

The main requirements to the FL specialists are followings: the information, cultural and professional literacy. Cultural literacy is communicative culture on the FL as a set of personal communicative properties and skills characterized by conventions, norms and requirement for professional communication. Communicative culture fulfills the following functions: informative, affective, regulative, motivational and reflexive. Information literacy is closely connected with cultural one. It includes the following skills: 1) to define the possible sources of information and strategies for its searching; 2) to analyze the received information and to fix it with the help of schemes, tables, words, etc.; 3) to evaluate the information from the position of reliability, precision, sufficiency; 4) to realize the need in additional information and to receive it if it is possible; 5) to use the results of the searching process for analysis and evaluation of the information; 6) to create the new solution; 7) to see alternative ways of problem-solving; 8) to be ready to interact with colleagues, to take the critics and the advices and offers.

Becoming a foreign language teacher means becoming a member of a professional community. In turn, becoming a member of a community means acquiring the common knowledge and shared values of that community. According to Dr. Garza, beginning teachers should aim to acquire the following:

1.   A knowledge of the spoken and written language.

2.   A knowledge of how language in general is put together.

3.   A knowledge of pedagogy.

These three types of knowledge translate into different professional abilities. For example, the first knowledge area means that the teacher can speak and write the foreign language with a high level of proficiency. The second knowledge area implies that the teacher can explain the workings of grammar and vocabulary to naive learners in a way that is both logical and informative. The third knowledge area—pedagogy—is crucial for putting things into practice. In other words, applying this knowledge to your own classroom means knowing how to create an environment conducive to learning.*Currently, what professional activities do you participate in? How often do you talk to other teachers about your own teaching? Where do you get new ideas for your classroom practice? What does it mean to be a professional? What does it mean to "professionalize" the field of foreign language teaching?*According to Dr. Abrams, a foreign language professional understands that he or she is a member of a larger "community of practice," that is, a group of people who share interests, values and behaviors. According to Lave and Wenger (1991), two cognitive anthropologists who coined the term *community of practice*, it is through the sharing of information and experience that individuals develop themselves personally and professionally. In fact, to be a professional requires the teacher to take part in activities outside his or her classroom such as attending workshops or conferences. Finally, to be a professional requires that the teacher keep up-to-date by reading about recent pedagogical developments*Currently, what professional activities do you participate in? How often do you talk to other teachers about your own teaching? Where do you get new ideas for your classroom practice?*

Professional literacy of FL teachers includes the following components: 1) linguistic (lexical, grammatical, phonetic); 2) communicative (speaking, listening, reading, writing); 3) linguo-cultural; 4) social-cultural; 5) subjective (informative-thematic, conceptual) and 6) methodological.

Humanitarian approach has become priority in organization of teaching and further development of the modern education. The main attention here focuses on the individuals' interests, needs and their intellectual potential. Under these conditions the topical matter for teachers is to choose the suitable and effectivemethods and aids of teaching which can provide to achieve the purpose of the education.

The problem of FL teachers providing with modern knowledge in methods of teaching their vocational field leaded to coming into existence the science of Innovative technologies in FLT and implementation into educational process this as subject.

The effectively in the process of teaching depends much on the language proficiency of a teacher, graspingof professional knowledge and innovative technologies.

The **purpose** of this subject is acquiring the theoretical and practical matters of innovative technologies for the conducting pedagogical activity at schools, lyceum and college. Within this subject some concepts are described and analyzed, and a set of practicesare covered and the obtained knowledge are widely applicable for effective pedagogical activity.

The **subject** of the study is the essence, functions and types of innovative technologies as well as the ways of their implementation in the ET process.

This subject has gone out the Didactics and is in the close interrelation with Methodology of FLT, Psychology, Linguistics, Computer study and solves its issues in conformity with theirbackgrounds.
It is very important for efficiency to choose correct forms, methods, aids and ways of teaching in accordance with the purpose of teaching. The teacher should be able to choose and use the methods corresponding to the purpose of teaching. Didactics is one of the basic subjects for methodology of FLT and didactic principles are used in organizing FLT and learning process.

Conclusion

English has become an international language and its range of functions is increasing everywhere including Uzbekistan.

International Language Hegemony of the English language is a global phenomenon and the onset of modern technology, the computer; and as the choice language of the academia will further strengthen it. Melvia A. Hasman reported about three factors of English spreading: 1) usage in science, technology and commerce; 2) the ability to incorporate vocabulary from other languages; 3) the acceptability of various English dialects. Today, in the information age, developing information-communication technology and Internet-mediation communication demands knowing English. International cooperation in all spheres of life is organized on the English language.

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and publishing of one's findings.

4. The knowledge of English may provide higher social standing or identity in many cases.

Therefore, the English language empowers a person both in terms of social and material power. Thus we can see the attraction towards learning English.

The choices that the language communities have is either to have subtractive learning of English and forget one's own linguistic heritage, as is happening mostly in developing countries; or to make the learning process additive by retaining one's own language intact. It can be assumed that the later alternative is more acceptable. Spreading English makes an appearance of many topical issues; all people are interested in them. The first, the role of other foreign languages is decreasing. It follows to decreasing hours for teaching other foreign languages as German, French at educational institutions and as effect to unemployment for the specialists of these languages.

The second, it leads us towards convergence of all world languages into one giant English language. Because of the advent of printing, and more recently, media, languages, specifically English, are being standardized so that there is uniformity in the manner we write and speak. Many believe this to be a positive step towards world unification. There may be advantages in uniformity, but the question is - does it outweigh the disadvantages that it might bring in the form of 'language death'? The prominence of English might be an indicator of decline of other languages. When a language is lost, it is not only the means of communication that is lost with it. There are contextual and cultural associations with languages, and in addition, it also forms the corpora of accumulated knowledge of a community. All this will also be lost with the dying language. Moreover, there is a strong affinity of the language with the identity of a person or a community. Although English may provide with alternate identity, the primary form of identity shall be lost, especially if the learning of English is subtractive in terms of the first language.

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