

**NEW METHODS AND WAYS OF FOREIGN LANGUAGE
TEACHING**

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ANNOTATION: *The article provides information on new methods of foreign language teaching, as well as ideas for new materials and methods used in foreign language teaching. . One of the important tasks and goals of modern methods is teaching communication and mastery of speech means. At the same time, each technique has distinctive features, due to a combination of different methods, techniques and means.*

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Sometimes using the same methods in language teaching can reduce a student's interest in language. Some types of teaching in practice so as not to reduce interest in a foreign language.

1. Dialogic speech - in which students talk through a creative approach. Modern English teaching methodology prioritizes Speaking in Dialogue in developing speaking skills. These can be used to teach students skills through a variety of teaching aids, including art texts. Such dialogues allow texts to avoid traditional presentation and turn them into live English speech. "Also, the whole dictionary is much better remembered. In dialogues, students are taught fluency, quick reaction, acting skills and, of course, grammatical accuracy.

2. The student reads the text and says the meaning. Reading is interactive. Reading stories, novels and other literary works by famous Uzbek, English and American writers is important in language learning. As an English teacher, you

can use a variety of reading strategies, analyze literary elements, read unfamiliar words and increase vocabulary, and use a variety of strategies to prepare, organize, and present literary interpretations.

3. Listening Comprehension - This is how students' speaking skills can be improved. Listening is a receptive form of speech activity. In the process of listening, speech comprehension is mainly based on auditory perception. Repeat what we hear in the form of inner speech through perception. Listening comprehension does not work without a speech motor analyzer. Of course, internal speech requires the ability to speak this language. Voice speech comprehension is accompanied by intellectual activity that involves recognizing the means of speech in the process of understanding and interpreting the content.

4. Learn English by watching movies. Nowadays, teachers take into account the needs of students in reading books, magazines, newspapers, as well as real books. It is known that not only printed materials, but also songs and movies are a great resource for learning foreign languages.

5. The importance of vocabulary teaching. One aspect of the language taught in institutes is the dictionary. In addition to learning a new vocabulary, the reader can engage in unfamiliar vocabulary that they encounter while listening to or reading a text, fluent in a familiar vocabulary to fill in gaps in an effective vocabulary in speech and writing should use strategies to learn new words, in isolation. Vocabulary learning does not end on its own. Rich vocabulary facilitates listening, speaking, reading and writing skills.

Different language teaching methods:

The Direct Method. In this method, the teaching is done entirely in the language being learned. The learner is not allowed to use his or her original language. Grammar rules are avoided and there is an emphasis on good pronunciation.

Grammar translation method. In this method, learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed

on developing oral ability. This method is most commonly used in secondary education.

Audio-lingual method. The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues in every situation. New language is first heard and extensively drilled before being seen in its written form.

The structural approach. This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb “to be” is introduced and practiced before the present continuous tense which uses “to be” as an auxiliary. This method of learning is common in language learning apps.

Total physical response. TPR works by having the learner respond to simple commands such as “Stand up”, “Close your book”, “Go to the window and open it.” The method stresses the importance of aural comprehension and the importance of kinesthetic learning.

Communicative language teaching. The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining, or notions such as the expression of time, quantity, location. Much like The Structural Approach, this method is commonly used in language learning apps.

Task-based language learning. The focus of the teaching is on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors. The aim here is to highlight the importance of learning the language by making it vital to task completion. [5]

The Silent Way is the name of a method of language teaching devised by Caleb Gattegno. It is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible. Elements of the Silent Way, particularly the use of

color charts and the colored Cuisenaire rods, grew out of Gattegno's previous experience as an educational designer of reading and mathematics programs. The Silent Way shares a great deal with other learning theories and educational philosophies. Very broadly put, the learning hypotheses underlying Gattegno's work could be stated as follows:

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.

2. Learning is facilitated by accompanying (mediating) physical objects.

3. Learning is facilitated by problem solving involving the material to be learned. Let us consider each of these issues in turn.

1. The Silent Way belongs to a tradition that views learning as a problemsolving, creative, discovering activity, in which the learner is a principal actor rather than a bench-bound listener (Bruner 1966). Bruner discusses the benefits derived from "discovery learning" under four headings: (a) the increase in intellectual potency, (b) the shift from extrinsic to intrinsic rewards, (c) the learning of heuristics by discovering, and (d) the aid to conserving memory (Bruner 1966: 83). Gattegno claims similar benefits from learners taught via the Silent Way.

2. The rods and the color-coded pronunciation charts (called Fidel charts) provide physical foci for student learning and also create memorable images to facilitate student recall. In psychological terms, these visual devices serve as associative mediators for student learning and recall.

3. The Silent Way is also related to a set of premises that we have called "problem-solving approaches to learning." These premises are succinctly represented in the words of Benjamin Franklin:

"Tell me and I forget, teach me and I remember, involve me and I learn." [1]

There are also some ways to improve foreign language learning. Classes are conducted in full English based on all the experience required for the lessons. That is, students begin to understand through reading, listening, practicing writing, improving speech, and so on. Students become the focal point

of the lesson, not the teacher. The teacher only helps the student to acquire knowledge. In this way the possibility of self-study is improved. When classes are non-traditional, they are divided into pairs or small groups of students according to the type of assignment, and students work in groups or individually. For example, at the beginning of a lesson, the teacher makes a plan and shares the news with the students. Each student participates in this plan and shares the news with each other. As a result, knowledge is shared and all students become familiar with the topic. Some exercises are done by a couple or a group of students. To work in a group, students are given the following tasks: organizing discussions, discussing a topic with role-playing games, and working with high technology. To work in pairs they are given dialogues, grammar materials, as well as reading. Using these methods, we force all students to participate in the lesson, and the teacher can help each student according to their needs. [1]

The main thing in language learning is to keep students interested, that is, to motivate them. It is important to keep the student active during and after class. Teachers around the world are constantly on the lookout for how to successfully teach foreign languages to students. There are many effective methods of teaching. One of the main differences between traditional methods and modern methods is that modern teaching means “Student-centered - teaching”, which raises the teaching process to such a scale that it is not only useful but also will also be fun for the birds. Good doses of activities such project work, developing dialogues, speaking skills, group / pair work, whole classroom activities, student motivation, various games, role-playing games and physical activity are important in modern teaching. Teachers today face the following fact: Language teachers need both a model and tools. In addition to important theories, goals, and tasks - the idea or pattern of what should be created - they are necessary for learning, thinking, trial and error, and experience to use the tools needed to succeed in their profession.

Conclusion

It is important to note that all the above principles are interrelated, interdependent and mutually reinforcing. Therefore, adherence to the attached system requires compliance with all the above principles and how they are combined.

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