

Foreign Language Teaching Methodology Requirements

Jabborova Nafisa Hikmatovna¹, Sharapova Gulshan Sharapovna, Ikromova Maqsuda Baqoyevna, Tursunova Mavluda Erkinovna, Rajabov Axtam O'ktamovich

Abstract – Language learning is one of the most important areas of human society. The language of communication can be practiced in the natural environment (in the family, in the community), or in an organized manner (in the classroom). Knowledge of language phenomena is theoretical. In today's international relations, multilingualism, especially polyglossia, is of the utmost importance. Students studying in Uzbekistan usually learn three languages. "Most of our cognitive youth have three languages." 1. These languages have special names in educational theory: mother tongue, second language, and foreign language. Native language is the first language that has a special role in thinking. According to psychologists, "thinking is verbal", that is, thought is closely related to the word. Concepts used in the context of native words are used in the sounds and writing of other languages when learning a second or a foreign language. The native language, the second language, and a foreign language (eg non - хлеб - bread) are three in number, but the notion that they form is the only one: "dough, flour, baking, closing food is what is necessary for survival". In short, linguists are, in a sense, a universal, international phenomenon, and the phonetic and graphic representation of the word is national.

Keywords – graphic representation, second language, foreign language, learning, teaching, scientific opinion, language communicates.

1. INTRODUCTION

The learner / student with his / her own concept of language communicates with the other language in which he / she is learning. Consequently, the scientific opinion of Professor Boris Vasilyevich Belyaev, a senior expert in language psychology, on the idea of "thinking in a foreign language" is unacceptable because there is a consensus in the different languages. When it comes to the second language, it is regarded as a neighbor's language by relatives of other nationalities. It is well-known that language is an invaluable tool, an invaluable tool for people to get to know each other, to respect, to be friends. For secondary and higher education students, the second language is Uzbek. Foreign language is a foreign language. In our republic there are teaching Western European (English, Spanish, German, French) and Eastern (Arabic, Turkish, Urdu, Persian, Chinese, Indian) languages. They are included in the curricula of educational institutions. The learning process of the three languages varies widely:

¹ jabborovan252@gmail.com, +998913111155
gulshansharapovna56@gmail.com, +998974889573
maksudaikromova@gmail.com, +998934541570
tursunovam89@gmail.com, +998902709095
rajabovaxtam178@gmail.com, +998934777424
Teachers of Bukhara branch of Tashkent State Institute of Irrigation

Firstly, there is a thought in the native language, and the learning of the language depends on their perceptions of phonetics, vocabulary and grammar;

Secondly, the learning process begins with the mother tongue and then into the second language and, finally, the foreign language;

Thirdly, the mother tongue and the second language are taught in natural situations, while the foreign language is learned in an artificial environment.

II.LITERATURE REVIEW

Communication in a foreign language is usually taught by the teacher in the classroom. From the discussion discussed, it is clear that teaching or learning of a foreign language differs significantly between the three languages. A foreign language teacher will be able to gain a better understanding of the language experience of the learner and to further improve it by combining the achievements of methodology. The term language experience is almost certainly not found in European language methodological literature, since Russian (for the Russian Federation), English, German, and French schools are the only language used for learning foreign languages. In Uzbekistan schools, however, it is advisable to reflect on the experience of the native language and the second language as well as the unified language experience.

III.ANALYSIS

The linguistic experience of the students is a combination of knowledge, skills and competences, and its size, scope, and interdependence consider the language experience of the methodology fall within the principle. Considering the language experience, the learner's knowledge, skills acquired in Uzbek, Russian, and foreign languages (English, Spanish, German or French) are still negative (interference) or positive (transposition / fusion) effects. For example, when learning a grammatical phenomenon in a foreign language, the word articulation is related to this grammatical category because it is not available in Uzbek. As a result, the language experience of the learner is now enriched by the novelty. Requires a special methodological approach in the study of grammar of present, past and future (e.g. Present Indefinite, Presente de Indicativo, Prasens, Present) enough. The functional aspect of the verb period is almost certainly a challenge for readers, since grammatical phenomena represent 'repetitive behavior' in the Uzbek language. This allows students to master a foreign language phenomenon using the knowledge gained from their native language experience. The form of this verb time is completely different in Uzbek and in foreign languages.

The language of the learner as a result of learning a language form (for example, Future Indefinite, Future Simple, Future simple) from two words in a foreign language (auxiliary and leading verbs) Use this (буду+делать, будешь+ходить). Because, for the learner, the creation of a verb in the native language is not methodologically appropriate for the teaching of a foreign language phenomenon (the future), which inevitably interferes with the native language experience. This means that learners' language experience can be a barrier to learning a foreign language (negative effect - interference) or help (transposition). Consequently, a foreign language teacher should be able to practice theoretical knowledge of the native language, the second language, and the foreign language studied. The teacher also needs to be thoroughly aware of the teaching methodology.

Achievements in foreign language teaching methodology in secondary schools provide students with the following opportunities:

- 1) provide a solid theoretical foundation for their future professional activities;
- 2) provide a comprehensive introduction to modern teaching methods, organizational forms and tools;
- 3) provide students with the skills and abilities to effectively apply the knowledge gained in practice;
- 4) promote the implementation of theoretical knowledge and practical skills acquired in all subjects in school education. The bridge between the knowledge gained at the Methodology Institute and the experience of the school is a

"bridge". Lectures and practical exercises describe the laws of foreign language teaching and formulate the methodology as a private theory of education.

The student participates in three classes: methodology, listening to lectures, teaching and learning, teaching practice. In the first two sessions, they are engaged in science, teaching in the third type, and conducting extra-curricular activities. Under the guidance and guidance of a teacher-methodologist, students hold a methodical folder. It includes lectures, seminars and lab materials, plans for lessons in pedagogical practice, handbooks, illustrative and didactic handouts. Educational-methodical literature printed and hand-made audiovisual (audio and visual) aids, curriculum and training plans are necessary for the student to get started "Methodical folder" is part of the Student's Guidebook. When it comes to the curriculum, one or another type of educational institution comes into our own hands. Ex. programs for secondary schools, academic lyceums and professional colleges, or for foreign language universities (faculties). You must clearly distinguish each one.

IV.DISCUSSION

The program of secondary school, secondary special and vocational education is at the heart of the high school curriculum. Particular attention is paid to ensuring continuity between them.

The recommended textbook is based on the methodology of teaching foreign languages at schools, colleges and lyceums, and the "foreign language" in their curriculum is its source of learning. The object of student learning is "methodology," and the subject is "foreign language." The school, lyceums, and college language course is fundamentally different from the other subjects they teach. The notion of a foreign language can be interpreted as follows: the term 'foreign language' means the use of speaking, listening, reading and writing skills. As any object (thing and event) in nature and society has its beginnings and endings, all four types of speech are studied in a limited manner, that is, within the scope of the program topics and the amount of language content chosen. As a result of speaking activities - speaking, listening, reading, writing, and teaching language - vocabulary, grammar and pronunciation, students are given the opportunity to exchange information in a foreign language.

The rules of mother tongue and second language education have systematic linguistic content. This is because the actual learning of the language in the natural environment and the amount of time (hours) devoted to it provide excellent rules. The foreign language learning environment (artificial environment and the 11 hours allocated) makes it easy to simplify and reduce the number of rules. The language unit, on the one hand, is perceived by the senses, on the other hand it is only the product of thought, the result of logical process. From the theory of speech activity, the content of the activity is the action (academician Alexei Leontyev). The subject movement is directional (directing) and consists of playback parts. E.x. Acquisition of grammatical actions is the formation of automated proficiency in the grammatical formation of speech (scientific discovery by Prof. Valentina Samoylovna Setlin). The action, in turn, consists of operations. Operation is a tool of action. The operating system is an action model, an algorithm for its execution. There is no way to confuse the algorithm with the language teaching method. Algorithm is a clear instruction for performing certain operations in a consistent sequence. Any algorithm is a rule, but not every rule is an algorithm. In the name of the rule it is usually best to refer to a set of instructions or generalizations that are used in the formation of grammatical skills. The foreign language rule is an easy-to-use language, and the rule is divided into two parts depending on the language of the speech: It is advisable to divide the rule into three groups:

- 1) verbal rules (as defined in words):
 - a) textbook (verbal graphic rule) and
 - b) teacher or student rules. These can be called verbal descriptions;
- 2) Visual rules (without words, without rules): schemas, tables, and symbols (such as C + P + O);

3) Rule - Analogy (words or symbols without the help of the pupils without their own volition, or according to their own language experience, "rules", for example, quality, sentence, having definitions in terms such as cross-section or word order, foreign language regularities, etc.).

The content of the rule is of three levels:

1) the initial or the first rule (any fact of a language event, for example, the creation of the modern verb by a third person);

2) secondary or comparative rule - (a) unilateral comparison, e.g. the creation of 3rd person units of the English verb and the forms of other persons, (b) binary comparison;

3) The final rule is systematization, (a) generalization of all forms of an event - partial systematization, e.g. (b) generalization of all the phenomena at this stage - software systematization, e.g. verbs are used in three terms and (d) summarize all the language phenomena learned in a foreign language course - a more complete systematization. All three-level rules apply only to school language material, not the linguistic purpose of systematizing the language. The difference between the rules of a foreign language and the other language is that they are given in a native language, not memorized, written in notebooks, and not specifically requested. Subject of foreign language teaching methodology. Those who choose a foreign language teacher as a profession are required to become fully aware of the language teaching theory. Teaching science is a methodology, and the methodology is Greek, which means "a set of ways to accomplish a task." The term "methodology", which is most commonly used in pedagogical communication, has three meanings. The first refers to the subject of learning (eg, "the first lesson is methodology"), the second is a set of teaching methods (eg, I like the methodology of our teacher "), and the third is the theory of education and special subject (for example, the methodology is well illustrated in this manual ") This section discusses the third terminological meaning of the word "methodology". Methodology of Foreign Language Teaching, by Prof. Mikhail Vasilyevich Lyakhovitsky It is a science that examines the purposes, content, means, and methods of teaching with the help of a foreign language. Methodology mainly teaches three major topics: theoretical problems of foreign language teaching, speech. Organizational issues of teaching activities and teaching foreign languages.

In other words, the method is a foreign language teaching that defines "foreign language" as a subject of study, examining the activities of teachers and students, and developing their own laws and achievements. investigate the ways. Former Soviet Union was founded by Lev Shcherba, a well-known linguist and academician of the method of teaching foreign languages. The contribution of students and followers of L.V. Scherba (I.V. Rakhmanov, V.S. Setlin, A.A. Mirolubov, Uzbek scientists and others) to the development of methodological science and its advancement to the highest level. Contemporary methodological manuals focus on the teaching of students in foreign languages

as a subject of study. Different languages are different in different educational institutions or in the theory of methodology of teaching a particular language (such as English at school). Basic concepts in methodology. Each discipline has its own set of concepts. The basic concepts adopted in the teaching methodology of foreign languages

are: education system, teaching methods, teaching principles, teaching tools, methodology. The term "education system" has become increasingly popular in connection with the study of pedagogical realities in a systematic and structured way. According to the meaning of this methodological category, the educational process is considered as a system. Foreign language learning is a system of open and non-explicit language and is reflected in the published Foreign Language Teaching and Learning Complex. The education system consists of categories such as purpose, formulation, and methodology (each section is covered in separate chapters). Foreign language teaching refers to a set of teacher and learner activities that achieve the practical, universal, educational and developmental objectives of foreign language teaching. The term is used in the meanings of "learning methods" and "learning orientation". While the first one is used in teaching theory (such as oral teaching, pronunciation techniques), the second sense is found in

the works on the history of teaching methods. Ex. foreign language teaching method, correct method, conscious-comparative method, traditional method, intensive method, audiovisual method etc. Prof. According to Yefim Izraelevich Passov, the method is a system of principles that are oriented towards the learning objectives and types of speech activities.

V.CONCLUSION

Hence, the principles form the method. Here we are talking about a broader methodological approach. A methodology that is the basis for the education and training of students is governed by the term principle. The concept of principle is a direct method, and the method is an abstract generalization of the set of principles. Ex. such as the principle of progress of spoken language, the principle of accounting of language experience. There are three groups of principles: psychological, didactic and pure methodological principles. The term learning tool has two meanings in the methodology. The first meaning is "material means of learning" (textbooks, tutorials, techniques). The second meaning refers to the type of speech activity (for example, writing is a foreign language teaching tool). The methodology is a lesser-known concept, such as 'ways of explaining new words', 'combining language teaching methods'. (For more on the methodological terms described in "Methods and Principles) General and Private Methods. There is general and private restriction in the sciences, for example, general linguistics and private linguistics, general psychology and private psychology. When discussing theoretical issues of teaching a foreign language, a common methodology is understood. Problems of selection, distribution, classification and interpretation of language material are the general methodological tasks. Scientific data for teaching a particular foreign language in specific pedagogical settings is sought from a private method. E.x. method of teaching Chinese language in Uzbek schools or Arabic teaching method in Russian schools.

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