

USING METHODS IN TEACHING FOREIGN LANGUAGES

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Abstract: *This article is about different methods in teaching foreign languages. For the last 20 years' connections have been becoming inevitable among nations, states, organizations and countries which create a huge need for knowing another language or more multilingualism. People need to use international languages in areas such as trade, tourism, international relations between governments, technology, science and media. Here we show how to use methods of teaching from different countries. Some countries such as China and Japan prefer to teach at least one foreign language at primary and secondary school level. Teachers of all countries try to use different methods in teaching language they proper.*

Key words: *Method, foreign language, skill, multilingualism, teaching, level, principles, techniques, learning styles, education technology, science and media. technology, science and media.*

People need to learn a second language because of globalization. For the last 20 years' connections have been becoming inevitable among nations, states, organizations and countries which create a huge need for knowing another language or more multilingualism. People need to use international languages in areas such as trade, tourism, international relations between governments, technology, science and media. Therefore, many countries such as Japan, and

China frame education policies to teach at least one foreign language at primary and secondary school level.

Language education may take place as a general school subject or in a specialized school. There are many methods of teaching languages. Some have fallen into relative obscurity and others are widely used: still others have a small following but offer useful insights.

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, or combinations of these. The choice of an appropriate teaching method depends largely on the information or skill that is being taught, it may also be influenced by the aptitude and enthusiasm of the students. For effective teaching to take place, a good method must be adopted by a teacher. A teacher has many options when choosing a style by which to teach. The teacher may write lesson plans of their own, borrow plans from other teachers, search online or within books for lesson plans. When deciding what teaching method to use a teacher needs to consider students' background knowledge, environment, and learning goals. Teachers are aware that students learn in different ways, but almost all children will respond well to praise. Students have different ways of absorbing information and demonstrating their knowledge. Teachers often use techniques which cater to multiple learning styles to help students retain information and strengthen understanding. A variety of strategies and methods are used to ensure that all students have equal opportunities to learn.

The effectiveness of teaching method varies from person to person and also from activity to activity. Teaching by making students do, read, listen all have the transfer of information as their goal, but the information is transferred in very different ways in each case. Each has its benefits. In my own opinion, teaching by letting students do is the method that works best for me. Teaching by making students do works because it gives a learner first-hand experience. Other

methods are more passive; you are either listening to a conversation or trying to pay attention to words on a page. However, teaching by making students do means actually participating in the activity. Can you imagine teaching how to play a musical instrument from a book? As the saying goes, practice makes perfect. Frankly, I can't think of a way that better ensures one has truly learned than by seeing and doing.

In contrast, reading makes learning less easy to visualize. Not only has that, learning b\ reading often required extra research, such as looking up unfamiliar words. Also, you might not be a good reader, or you might be teaching in a second language. If so, you might find it hard to concentrate or become frustrated by the slow pace. So while reading is fun and useful for many people, for others it may not be the best way.

Teaching by listening can be enjoyable. Lively debate is interesting, and interesting things are usually easier to learn about.

Plus, unlike reading, you can ask questions to check whether students understand or not what you mean. However, as with reading, it is all too easy to become a passive listener and not truly learn anything. If students get bored, they might even fall asleep while they are listening. When students are actively participating in something, they are more likely to stay alert.

Having students work in groups is another way a teacher can direct a lesson. Collaborating allows students to talk with each other and listen to all points of view in the discussion. It helps students to think in a less personally based way. When this lesson plan is carried out the teacher may be trying to asses the lesson by looking at the students" ability to work as team, leadership skills, or presentation abilities. It is one of the direct instructional methods. A different kind of group work is the discussion. After some preparation and with clearly defined roles as well as interesting topics, discussions may well take up most of the lesson, with the teacher only giving short feedback at the end or

even in the following lesson. Discussions can take a variety of forms, e.g. fish bowl discussions.

Collaborating is great in that it allows to actively participating in the learning process. These students who learn best this way by being able to relate to the lesson in that they are physically taking part of it in some way. Group projects and discussions are a great way to welcome this type of learning.

Learning by teaching (German: LDL) is a widespread method in German), developing by Jean-Pol Martin. The students take the teacher's role and teach their pairs.

This method is very effective when done correctly. Having students teach sections of the class as a group or as individuals is a great way to get the students to really study out the topic and understand it so as to teach it to their pairs. By having them participate in the teaching process it also builds self-confidence, self-efficacy, and strengthens students speaking and communication skills. Students will not only learn their given topic, but also they will gain experience that could be very valuable for life.

A lesson plan may be carried out in several ways: questioning, explaining, modeling, collaborating, and demonstrating.

Explaining, this form is similar to lecturing. Lecturing is teaching by giving a discourse on a specific subject that is open to the public, usually given in the classroom. This can also be associated with modeling. Modeling is used as a visual aid to learning. Students can visualize an object or problem, then use reasoning and hypothesizing to determine an answer.

In your lecture you have the opportunity to tackle two types of learning. Not only can explaining (lecture) help the auditory learner through the speech of the teacher, but if the teacher is to include visuals in the form of overheads or slide shows, his/her lecture can have duality. Although a student might only profit substantially from one form of teaching, all students profit some from the different types of learning.

Demonstrations are done to provide an opportunity to learn new exploration and visual learning tasks from a different perspective. A teacher may use experimentations to demonstrate ideas in a science class. A demonstration may be used in the circumstances of proving conclusively a fact, as by reasoning or showing evidence. The uses of storytelling and examples have long since become standard practice in the realm of textual explanation. But while a more narrative style of information presentation is clearly a preferred practice in writing, judging by its prolificacy, this practice sometimes becomes one of the more ignored aspects of lecture. Lectures, especially in a collegiate environment, often become a setting more geared towards factorial presentation than a setting for narrative or cognitive learning. The use of examples and storytelling likely allows for better understanding but also greater individual ability to relate to the information presented.

Furthermore, storytelling in information presentation may also reinforce memory retention because it provides connections between factorial presentation and real-world examples, personable experience, thus, putting things into a clearer perspective and allowing for increased neural representation in the brain. Visuals that are bright in color offer a way to students to put into perspective the numbers or stats that are being used. If the student cannot only hear but see what's being taught, it is more likely they will believe and fully grasp what is being taught. It allows another way for the student to relate to the material.

Code switching, that is changing between languages at some point in a sentence or utterance, is a 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. If viewed as a learning strategy wherein the student uses the target language as much as possible but reverts to their native language for any element of an utterance that they are unable to produce in the target language. Then 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. It is particularly effective for students whose native language is English, due to the high probability of a simple English word or short phrase being understood by the conversational partner.

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 ten years.

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

When talking about language skills, the four basic ones are: listening, speaking, reading, and writing. However, other, more socially-based skills have been identified more recently such as summarizing, describing, narrating etc. In addition, more general learning skills such as study skills and learning how one learns have been applied to language classrooms.

In the 1970s and 1980s the four basic learning skills were generally taught in isolation in a very rigid order, such as listening before speaking. However, since then, it has been recognized that we generally use more than one skill at a time, leading to more integrated exercises. Speaking is a skill that often is underrepresented in the traditional classroom. This could be due to the fact that it is considered a less-academic skill than writing, is transient and improvised (this harder to assess and teach through role imitation).

More recent textbooks stress the importance of students working with other students in pairs and groups, sometimes the entire class. Pair and group work give opportunities for more students to participate more actively. However,

supervision of pairs and groups is important to make sure everyone participates as equally as possible. Such activities also provide opportunities for peer teaching where weaker learners can find support from stronger classmates.

Bilingual education has become a trend. No matter we like it or not future educational undertakings will become more international, and exchanges between schools throughout the world will increase. Given this, speaking a common language is important and. To this purpose, bilingual teaching is an inevitable way. In a short, giving an effective lesson teacher must be sure to include all skills :listening, reading, writing, speaking and grammar in his her lesson when he/she chooses teaching method. Consequently, it gives its result.

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