
New Modern Trends In Teaching Foreign Language

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Annotation

This article analyzes new modern trends in teaching a foreign language. Today there are various methods of teaching a foreign language. All teaching methods are designed at different times to provide the need for a wide range of people to master a foreign language. Progress and fundamental changes in language learning methods are associated with innovations in the field of psychology of an individual and a group. The psychological factor of learning foreign languages is moving forward.

Keywords

The market of educational technologies, teaching methods: fundamental, linguistic, sociocultural, communicative method, approach, new techniques, multilevel education

In a modern dynamically developing society, a situation has developed where the knowledge of foreign languages has become an urgent need in many areas of people's professional activities.

Nowadays we can say that, there are many, many reasons why learning a new language is a good idea. It allows you to communicate with new people. It helps you to see things from a different perspective, or get a deeper understanding of another culture. It helps you to become a better listener. It even has health

benefits, as studies have shown that people who speak two or more languages have more active minds later in life! In addition to this, knowing English increases your chances of getting a good job in a multinational company within your home country or for finding work abroad. It's also the language of international communication, the media and the internet, so learning English is important for socializing and entertainment as well as work!

Many online courses have appeared that offer group and individual language training, classes with native speakers, as well as techniques with immersion in the language environment. You can also resort to computer tutorials. Thanks to the development of multimedia technology, a lot of online tutors have appeared. Imitation of live communication, speech recognition techniques, interactive exercises - these are the main features of computer training courses.

Recently, the market for educational technologies is replete with offers for the most diverse methods of learning a foreign language. However, the choice of teaching method remains the main issue. "Foreign language in two weeks", "Communicative methodology of teaching a foreign language", "English with English in Moscow", "Effective express method", "Foreign language at the subconscious level", etc. a lot of new and unknown methods raise doubts about the results.

At the end of XX century in Russia there was a "revolution" in the methods of teaching a foreign language. Previously, all priorities were given to grammar, almost mechanical mastery of vocabulary, reading and literary translation. With this method of teaching a foreign language, only one function of the language was realized - informative.

Currently, the study of a foreign language has become in one form or another accessible to the majority, the proposals are more and more focused on the consumer. A well-known specialist in the field of linguistics and methods of

teaching a foreign language S. G. Terminosova notes: "Unprecedented demand has demanded an unprecedented supply. Unexpectedly, foreign language teachers found themselves in the center of public attention: legions of impatient specialists in various fields of science, culture, business, technology and all other areas of human activity demanded immediate training in foreign languages as an instrument of production. They are not interested in either the theory or the history of the language - foreign languages, primarily English, are required by them exclusively functionally, for use in different spheres of society as a means of real communication with people from other countries. "

Language teaching has played an important role. The functions of the teacher in the educational process have changed significantly. The teacher - mentor, teacher - dictator was replaced by a teacher - observer, teacher - mediator, teacher - "pacifier" and leader. "The influence of the teacher's personality on an audience that becomes more chamber does not decrease, but, on the contrary, increases.

Progress and fundamental changes in language learning methods are undoubtedly associated with innovations in the field of psychology of an individual and a group. Now there are noticeable changes in the minds of people and the development of new thinking: there is a need for self-actualization and self-realization proclaimed by A. Maslow. The psychological factor of learning foreign languages is moving forward. Authenticity of communication, balanced requirements and claims, mutual benefit, respect for the freedom of other people - this is a set of unwritten rules for building constructive relationships in the system of "teacher - student".

An important factor is the choice. The student can attend the course that best meets his needs, and in the classroom, the student is no longer limited in the choice of speech means and his own speech behavior. The teacher is also not constrained

in the choice of teaching methods and techniques (games and trainings, simultaneous translations), the organization of classes, in the selection of textbooks and teaching aids from both various domestic publications and leading universities of foreign countries.

The most urgent is the need for society to master two - three, and sometimes several foreign languages. The need for mastery of the English language comes first, but learning Spanish is also one of the leading ones. Among the 10 most common languages in the world, covering half the world's population, Spanish is in third place, second only to Chinese and English. Spanish is the working language of the United Nations, which strengthens its international status and enhances its relevance in the world.

Currently, the methodology for teaching the second foreign language in general and the methodology for teaching English as a second foreign language, in particular, have begun to develop rapidly. Many new methods of teaching a foreign language and teaching aids have appeared, but often they are either narrowly specialized or do not take into account the specifics of a second foreign language, which can be used as a means of communication in future non-linguistic professional activities.

New techniques facilitate the process of mastering a foreign language and make it accessible to people of different ages and educational levels and psychological characteristics, as well as in a short time. To choose a particular methodology, you need to have an idea of the existing modern methodologies of teaching a foreign language.

One of the trends in teaching foreign languages at the present stage is the communicative approach. "There is no modern methodology without communicativeness" - rightly argue V. G. Kostomarova and O. D. Mitrofanova

(Methodical Guide for Teachers of the Russian Language to Foreigners. M., 1976, p. 7).

The communicative method is aimed at the simultaneous development of basic language skills (oral and written speech, grammar, reading and listening, or listening) in the process of lively, easy communication. Vocabulary, grammatical structures, expressions of a foreign language are presented to the student in the context of a real, emotionally colored situation, which contributes to the quick and lasting memorization of the material studied.

The communicative method involves the destruction of the psychological barrier between the teacher and the student. Numerous game elements in teaching, work “in pairs”, “in triples”, participation in discussions on topics of interest to students - all this allows the teacher to take into account the individual characteristics of students, to make classes creative and fun.

The communicative method is designed, first of all, to remove the fear of communication. A person armed with a standard set of grammatical constructions and a vocabulary of 600-1000 words will easily find a common language in an unfamiliar country. However, there is a flip side to the coin: clichéd phrases and a poor vocabulary.

Differentiation by age groups and a multi-level approach make it possible to develop a separate human personality, affect its worldview, value system, self-identification, and ability to think. All communication methods are aimed at developing four language skills: reading, writing, speaking and listening. Great emphasis is placed on the use of audio, video and interactive resources. Due to the variety of teaching methods, language technologies, communication courses contribute to the formation of the skills necessary for a person in modern business life (the ability to make a report, make presentations, conduct correspondence, etc.).

Analyzing trends in the theory and practice of teaching foreign languages in the second half of the 20th century, D. Davidson and O. D. Mitrofanova write: "... methodological orientations have changed significantly in the world, which is reflected in the leading terms of the methodology, in the target settings of training: "language learning" was replaced by "language learning as a means of communication", replaced by "learning a foreign language" or "teaching foreign language communication" ... "(D. Davidson, O. D. Mitrofanova, 1990, p. 3)

The traditional methodology of teaching foreign languages is now customary to scold, but despite the predominance of the communicative method, the traditional methodology has not given up.

By remembering and practicing a certain circle of "stable expressions", you can explain and understand the person you are talking to. The intensive method is aimed at the formation of "expressive speech behavior", gives the possibility of unlimited communication and maximum realization of potential. Each student can feel like a personality. The main educational methods are dialogic communication and trainings.

The classical or fundamental approach to learning a foreign language has somewhat transformed, but its basic principles have been preserved. It is actively used in schools of other methodological areas. The classic course is aimed at students of different ages and most often involves learning the language from scratch. The teacher's tasks include setting the pronunciation, forming a grammatical base, eliminating the psychological and language barrier.

The classical approach is based on the understanding of language as a real and full-fledged means of communication, that all language components - oral and written speech, listening, etc. - need to be developed systematically and harmoniously. The classical methodology partly turns the language into an end in itself, but this cannot be considered a drawback.

The methodology involves classes with Russian teachers, but this order cannot be considered as a minus: a teacher who is not a native speaker has the ability to analyze and compare two language systems, compare structures, better communicate information, explain grammar rules, and prevent possible errors. The most valuable in the modern world are teachers who are able to think in the context of two cultures and to convey to students the corresponding complex of knowledge.

The linguosociocultural method is one of the most serious and comprehensive methods of studying a foreign language, which involves an appeal to such a component as the social and cultural environment. The linguosociocultural method takes into account the simple fact that 52% of mistakes are made under the influence of the native language, and 44% are hidden within the studied. Previously, they monitored the correctness of speech, and now, in addition to this, they strive to increase its content. The meaning of the transmitted information, that is, the communicative level, is important, because in any case, the ultimate goal of communication is to be understood.

The linguosociocultural method includes two aspects of communication - linguistic and intercultural. Our vocabulary has been replenished with the new word bicultural - a person who is easily guided by national characteristics, history, culture, customs of two countries, civilizations, if you will, worlds. For a student of a language university, it is not so much the high level of reading, writing, translation that is important, but "linguosociocultural competence" - the ability to "dissect" the language under a culture microscope.

The linguosociocultural method combines language structures (grammar, vocabulary, etc.) with extra linguistic factors. Then at the junction of worldview on a national scale and language, that is, a kind of way of thinking (let's not forget that

a person belongs to the country in whose language he thinks), that rich world of language is born.

The purpose of learning a language using this method is to facilitate understanding of the interlocutor, the formation of perception on an intuitive level. The foundations of this method, now used to teach any language, not just English, were developed jointly by linguistic teachers and psychologists from leading universities. Based on the communicative method, such popular training courses as “Headway” and “New Cambridge English Course” (English).

At the present stage of teaching foreign languages, students have rather high requirements. But the level of preparedness at school is different, and this should be taken into account in the process of teaching a foreign language. An increasingly common term is “multilevel training.” Multilevel education is understood as 2 “such an organization of the educational process in which each student has the opportunity to master the educational material in individual subjects of the program at a different level” (for example, levels “A”, “B”, “C”, but not lower than the basic) (Polat E.S. Multilevel Education // IIA SH. - 2000, No. 6, p. 6-11).

We are talking about additional knowledge, which is more expanded than provided by the standard. This suggests a differentiated approach to learning. It is also important to note that in modern education an important emphasis is placed on working with information. It is important for students to learn how to independently obtain material, critically interpret the information received, be able to draw conclusions, argue them, and solve problems. Independent work with information in a foreign language becomes relevant.

The importance of the problem is the training of specialists with high creative potential. The level of professionalism is determined today not only by the volume of knowledge and skills, but also by a creative approach to business. More

than ever, the development of the desire for knowledge, the formation of a habit of self-education, overcoming the inertia of thinking, non-standard original thinking and activity in activities are relevant. Often, most specialists are only able to solve typical problems and experience great difficulties in non-standard situations, therefore, recently, attention to the upbringing and self-upbringing of a creative person in various fields of work has increased markedly.

The forefront is the search for approaches to creative teaching of foreign languages.

Summing up, we can distinguish the following trends in teaching foreign languages. In the modern world, the following trends are relevant: communicativeness, a multilevel approach, the formation of a creative approach, the use of modern technical means. As a conclusion, it should be said that an independent work of students is an equally important aspect.

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