

THE ROLE OF PEDAGOGICAL METHODS USED IN FOREIGN LANGUAGE TEACHING

Norbekov Farkhod

Jizzakh State Pedagogical Institute

Annotation: The improvement of foreign language teaching is closely related to the social development of society, the integration process on a global scale, the priority in the teaching of foreign languages in the environment of pedagogical global information.

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It is no secret that today in the educational process, the interest of students to learn in a foreign language is becoming a serious problem.

It should be noted that with the publication of the Resolution of the First President of the Republic of Uzbekistan IA Karimov dated December 10, 2012 No PP-1875 "On measures to further improve the system of learning foreign languages" further reform of education in foreign languages. accelerated, expanded the effective use of modern pedagogical technologies, created the necessary conditions for the development of foreign language skills of young people.

A number of scientific-methodological and organizational works are being carried out to find a solution to this problem. One of them is the pedagogical methods used in the organization of the educational process on the basis of modern pedagogical technology.

The pedagogical methods used in the organization of the educational process formed on the basis of DTS on the basis of modern pedagogical technology are divided into three categories, and these methods are used in the design of lessons and the introduction of pedagogical technology in the educational process. These include:

The first category of methods is called "Traditional methods" and is based on the principle of "delivery" of knowledge in a foreign language to students.

The second category of methods is called "Non-Traditional" or "Interactive" methods, and is based on the principle of "activation" in the acquisition of knowledge by students in a foreign language.

The third category of methods is called "Advanced or modern methods" and is based on the principle of "Acceleration and efficiency" in the educational process of a foreign language.

These three categories of methods have historically found content, improved over time, and met the demands of their time.

"Traditional methods" based on the principle of "delivery" are still invaluable today, if the student and the foreign language taught are chosen correctly, depending on the nature of the subject and the place of application.

By applying such a method, students' redistribution time is redistributed. In this case, the mastering of theoretical knowledge of the activity under the guidance of the teacher is carried out in the classroom, and extracurricular time is spent on practical training, independent work and independent learning, as well as the repetition of theoretical materials.

The study of theoretical material in a foreign language begins with an introduction to the topic. Students are encouraged to read these materials twice.

The first reading will be aimed at gaining a general understanding of the material being studied, getting acquainted with mathematical symbols and graphs on the teaching of the date, and understanding the structure of the material.

The second reading is done after determining the ways to solve learning problems in learning a foreign language, and it is devoted to the development of knowledge on the studied materials, comparing the proposed questions based on existing knowledge in the minds of students and their acquisition of new knowledge. The content of selective lectures and sessions during the first reading process helps students to learn mathematical symbols and strengthen their ability to understand and remember their meaning. Questions that may arise in the minds of students

during the first reading may include: Why is this written ?, Where does it come from ?, What do these notes mean? In our opinion, the absence of questions of a problematic nature in the process of first reading, indicates that their understanding and scope of thinking has not yet developed. This, in turn, means that students do not yet have the experience to think analytically and critically evaluate their own knowledge. In addition, not all students will be able to grasp the deep meaning of the materials being studied in a foreign language in a short period of time in the first reading.

The process of second reading and working on questions about the shortcomings of pronunciation and writing in a foreign language begins to change the mood of students: their difficult state is replaced by a state of active mental activity and a state of discussion in their minds, and they begin to look for ways out. Students' activities begin to revive: the process of discussion and debate intensifies, exchanges of ideas begin, and the basis for correct answers begins to emerge. The questions asked by students change and a fullness of thought is formed, which in turn indicates that the learning process has risen to a higher quality stage. In the minds of students in the study of a foreign language begins to show the ability to think analytically, to think and draw conclusions: So ... is it possible? Should it be ?, I thought right? and others. In summary, students learn to ask controversial questions. Such questions may be directed at both the teacher and the classmate sitting next to him.

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