



FOREIGN LANGUAGE LEARNING TECHNIQUES

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Annotation

The article discusses non-traditional, modern, independent methods of learning a foreign language, which help to deepen and expand already acquired knowledge and skills, as well as learn to independently replenish them and critically evaluate their capabilities. The advantages and disadvantages of each of the methods of learning a foreign language are highlighted.

Keywords: foreign language, self-study, socially active personality, methods of learning a foreign language, education.

These methods have their advantages: students can deepen and expand already acquired knowledge and skills, as well as learn to independently replenish them and critically assess their capabilities. Based on the fact that today the priority concept of education is its humanization, these courses also involve the creation of conditions for the disclosure of the internal potential of students, their development and self-realization. The form of organization of classes, in contrast to the main course, is more free and based, to a greater extent, on the creative activity of students, and adjustments are allowed in the course programs. The program of self-study in a foreign language assumes that they are closely linked with the main course and together should provide students with better mastering of language skills, and the teacher - the possibility of realizing his practical, educational and developmental goals in teaching his subject.

To date, a more effective way of memorizing than spaced repetition, which would be psychologically substantiated and confirmed by many years of experiments in large audiences, does not yet exist. Therefore, this principle will form the basis of our product.

In teaching foreign languages, a method is understood as a direction that realizes the goals, objectives and content of language teaching and determines the ways and means of achieving them. Throughout the history of mankind, many different educational methods have been developed. In teaching foreign languages,



methods of direct, conscious, combined, intensive, communicative and other methods have been used and are being used.

This teaching method is based on the understanding of language as a system and relies on a cognitive approach to learning. It became widespread in Europe when teaching Greek and Latin, and in the 19th century began to be used in teaching modern languages (French, German, English).

The purpose of the training was to master the language system by studying grammar and translating texts from the native language into a foreign one. The basis of education was written speech, so it was believed that only it reflects the true language. The need to master oral speech led to a drop in interest in the grammar-translation method of teaching. Assimilation of the language took place as a result of text analysis, rote memorization and translation, as a rule, literal. In the methodology of teaching foreign languages G.p. m.o. was widespread in the years leading up to World War II.

The traditional method of teaching foreign languages is somewhat outdated, it is considered boring, difficult, and the result is achieved too long - a lot of boring and difficult grammar rules, a lot of words that need to be crammed, dreary texts that need to be read and translated, and sometimes retelling. A teacher who interrupts and corrects mistakes all the time. All this boring stuff lasts for several years, and the result does not always live up to expectations. The main disadvantage of the traditional method is that it creates ideal conditions for the emergence of what is called a language barrier, since a person does not speak, but simply combines words using grammatical rules.

Over the past 30 years, the most intensive development of this method has been carried out by the author of the SuperMemo family of algorithms, which are based on the principle of spaced repetition. During this time, a product of the same name was created within the framework of the same scientific work, which showed very impressive results: about 95-97% of the information remains in memory after the first year from the moment of initial memorization.

However, there is one big BUT: in addition to the effectiveness of repetition, there is the concept of the effectiveness of learning, for instance: the effectiveness of each lesson directly, regardless of the frequency with which these classes are held. Some products use only the flash card method (for example: a question is shown, you need to remember it answer, after which the answer itself is shown for verification). The fact is that they are focused on remembering any tabular information, the names of cities, countries, historical dates, mathematical



formulas, etc. The WordSteps program focuses solely on memorizing foreign words and phrases, and it has its own characteristics.

Conclusion

In conclusion, there is great interest in holding group debates in a foreign language (based on presentations prepared in advance by students), the moderator of which is the teacher, and groups of participants (representatives of different points of view) are formed taking into account the personal interests and preferences of students. Debate is one of the forms of classes focused both on improving communication skills and on overcoming the language barrier. The assessment of this type of activity can consist of two components: the participant's personal contribution (50%) and the ability to work in a group (50%). The variety of topics that attract the attention of students of the department draws attention. As a rule, they are associated with the study of the regional specifics of the culture and society of the country under study in the context of globalization, geopolitical processes, the development and strengthening of the influence of mass culture and modern forms of communication, the influence of the cultural identity of the region on the business sphere. Naturally, at all stages of training, work is carried out with the vocabulary, phonetics, grammar of the English language, and exercises aimed at mastering the lexical and grammatical foundations of translation are actively used, starting from the very first lessons. The use of materials developed specifically for students of regional studies, in combination with the use of students and teaching aids from leading international publishing houses, allows us to achieve the best results.

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