

UDC: 378:81`27

THE SPECIFICS OF TEACHING A FOREIGN LANGUAGE TO STUDENTS

<https://doi.org/10.70728/tech.v3.i05.007>

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Abstract: The distinctive features of English language teaching are its communicative focus, integrative nature (learning culture through language), and use of a student-centered approach. Key aspects include the development of the four skills (speaking, listening, reading, and writing), the use of authentic materials, consideration of student goals (ESP, business), and the use of interactive methods to overcome language barriers.

Keywords: Learning foreign languages, speech activity, development of general educational and universal skills, speech competence.

Introduction

The process of learning a foreign language will help students develop the motivation to independently seek new knowledge in their subsequent language learning. Learning foreign languages can also help develop social interaction skills that enable collaboration and collaborative problem solving, and can help build cross-cultural competencies.

The process of developing speech competencies involves developing various types of speech activity: listening, speaking, reading, and writing.

Methods

The need for involvement in the culture of the people, whose language is being studied, is acknowledged by leading domestic and foreign methodologists and pedagogues, in particular N. Borysko, L. Golovanchuk, S. Nikolaieva, Ye. Passov, V. Safonova, O. Selivanova, O. Tarnopilsky, G. Tomakhin, L. Damen, D. Killick, S. Kramsch, J. Munbay, R. Spack, P. Steavens, etc.

Results and analysis

Success in teaching a foreign language can only be achieved if students are able to organize their activities in the classroom and properly manage their homework. However, these difficulties can be partially overcome with the right foreign language teaching methods.

Firstly, since language is a constantly changing phenomenon—something becomes outdated, something new emerges, new vocabulary appears, and the spelling of transcription symbols changes—curriculums and teaching aids must reflect these changes. For example, authentic conversational clichés should be taken into account.

Secondly, when choosing a specific method, the teacher should select those that facilitate communication in real-life situations. That is, if previous programs emphasized discussion and discussion on a specific topic, now they should emphasize role-playing real-life situations. This method is effective in promoting the ability to apply acquired knowledge in various life situations.

At the elementary, middle, and high school levels, foreign language teaching should incorporate methods for constructing dialogic speech. This allows for the development of both regulatory and communicative competencies while simultaneously simulating real-life situations and actions.

Third, effective methods for working on phonetics should be selected. In elementary school, methods for developing correct pronunciation should be used. At the primary and secondary levels, exercises that support correct pronunciation should be included in the curriculum. Therefore, phonetics instruction should be systematic and consistent from elementary to high school. This promotes the development of personal, universal learning activities, as students will gradually understand why and how they need to speak correctly and beautifully in a foreign language. They will plan their activities in the lesson to achieve correct pronunciation through universal communicative activities. An important part of the foreign language learning process is the development of grammar skills. This means understanding the material being studied. If a student understands a new grammatical concept and grasps the basic principles and structure of grammatical construction, all other knowledge will build on this fundamental foundation. Ultimately, this fundamental approach to language learning will guarantee the sustainability of students' knowledge in the future. Therefore, when explaining grammatical material, it is important to not only provide specific rules but also integrate them into the logical structure of the language. It is also effective to use various forms of explanation to memorize the material, engaging students with different cognitive types: oral presentation, diagrams, illustrations, and pronunciation. Of course, when working on phonetics and grammar, it is important to use a systematic approach and clearly organize the material from simple to complex. Ultimately, the habit of identifying the essence and fundamental principles of a given phenomenon will help develop not only personal, academic, subject-specific, and meta-subject competencies in the student, but also contribute to the development of general and professional skills in the future.

Fourth, when using different foreign language teaching methods in class, it's essential to ensure they foster interdisciplinary connections, as foreign languages are integrated into various fields of knowledge. This could involve discussing topics already covered in other lessons on geography, the natural world, biology, and other subjects. This discussion should begin with an introduction to the vocabulary at the initial stage, definitions, actions, and activities in secondary education, and then progress to a discussion of abstract subject matters in high school.

Fifth, effectively use sociocultural vocabulary and topics when teaching a foreign language. This will develop students' general cultural competencies, foster

communicative activity, and, ultimately, foster their development as individuals in a multicultural society. Furthermore, discussion topics should not only address issues specific to the region of the language being studied but also encompass the entire spectrum of cultural diversity.

Using sociocultural topics in foreign language lessons fosters personal, cognitive, and professional competencies.

Sixth, it's important to instill in students the skill of independently working on specific texts and topics during foreign language learning. In this regard, the teacher's task is to use teaching materials that students will find interesting to read and study. At the same time, the vocabulary should not be too complex, so that students can read and understand interesting texts, if possible, without the aid of a dictionary. It's important to instill the ability not only to translate text literally but also to logically complete an unfamiliar word or statement. If a text is too complex for independent study, it will likely discourage students from engaging with it. Independent work with texts will contribute to the development of personal, regulatory, and cognitive competencies in students.

Seventh, when teaching a foreign language, it's important to instill in students the habit of reflection and self-control. These skills can be developed through self-assessment tasks in the teaching materials, gradually increasing in complexity from elementary to high school. Developing the ability to reflect and self-control will contribute to the development of personal, regulatory, and cognitive competencies.

The eighth component of an effective foreign language learning methodology can be the introduction of a game component into the teaching materials. Moreover, this can be done not only for elementary school students but also for older grades. Incidentally, we mustn't forget about today's children's love of computer games.

Similarly, many cartoons and films have not been translated, and many game instructions have not been adapted.

For students in elementary, middle, and high school, project-based foreign language teaching methods that gradually increase the difficulty of assignments are effective. The main idea behind project-based learning is to help develop personal, regulatory, cognitive, and communicative competencies. However, it should not be imposed on the student. It is important to note that, ultimately, all activities in the foreign language learning process should lead to students successfully passing the state exam, which will enable them to obtain higher education. In high school, the primary focus should be on developing a systemic understanding of the language and the ability to use existing vocabulary to express their thoughts.

Conclusion

Developing language competence involves developing skills in using language materials on phonetics, spelling, vocabulary, and grammar. The acquisition of sociocultural, compensatory, and educational-cognitive competencies will lead to the development of general educational and universal skills.

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