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FURTHER IMPROVEMENT OF THE QUALITY OF FOREIGN LANGUAGE TEACHING IN EDUCATIONAL INSTITUTIONS

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Jorayeva Yulduz Roziklovna

Institute Of Counter-Engineering Economics, German Language Teacher, Uzbekistan

ABSTRACT

This article provides information about teaching a foreign language, how to inculcate it in the student's mind, and what to do in this way. In addition, there was also talk about the method, term and the necessary methods of teaching the student. In addition, the duties of the teacher in teaching are also listed.

KEYWORDS

Term; object; understanding; method; principle; criterion.

INTRODUCTION

On May 6, under the chairmanship of President Shavkat Mirziyoyev, a video selector meeting was held regarding measures to improve the system of teaching foreign languages. In our country, every year, several areas of science are selected and developed with special attention. This year, physics and foreign languages have been identified as such priority areas. Uzbekistan's policy of openness, its active entry into

the world market, and the expansion of international cooperation in all fields increase the need to know foreign languages. Today, teaching is conducted in foreign languages in 25 higher educational institutions of our country. In 2016, they were only 7. The number of graduates who received an international language certificate has increased 10 times in the last 3 years. This year, 350 students were awarded scholarships to

study at prestigious foreign universities through the "El-Yurt Umid" fund.

The issues of researching the principles of teaching foreign languages and their scientific and theoretical justification attract the attention of many methodologists. Controversial opinions in this field are highlighted in foreign and domestic sources of methodology. First of all, the criteria for promoting the principles of foreign language teaching methodology will be considered. The first is the inappropriateness of applying this criterion to the methodology of teaching other than a foreign language, that is, the criterion of the uniqueness of this subject. The second is that the scientific concept of the principle formed in foreign language methodology does not apply even to related sciences, the criterion of being able to reflect only this field. For example: The principle of limitation of difficulties can also be involved in teaching other subjects. Therefore, the principles of pedagogy or psychology are applied in the methodology of a foreign language, taking into account the characteristics of this science. Just one example: the other side of the principle of limiting difficulty is manifested in a foreign language, that is, the principle from easy to difficult is realized by distributing difficulties without directly accepting them.

The first concept representing the term "Method" - a brief description of the historical direction in foreign language teaching methodology (traditional, correct, mixed, comparative methods) was given above. The concept in the second sense (teaching system - methods of Palmer, West, Guen) is covered in the history of foreign language teaching methodology (Chapter VII). The aspect of the term "method" in the sense of the method of teacher/student activity is discussed below.

There are three practical methods used in the process of teaching a foreign language: familiarization, practice and application. These three terms have been used by different names in methodological studies. These methods, which are recognized by many and can be directly observed in teaching, are called from the student's point of view. The task of the student in learning a foreign language is to get acquainted with the educational material (that is, the language material), to practice in order to develop skills and competences, and to express his opinion, that is, to use the language in speech communication. consists of using

When foreign language teaching is considered as a system, two parties participate in it - the teacher and the learner. The teacher is charged with the organizational task of organizing the student's learning activities. The teacher organizes all three tasks performed by the student - familiarization, practice, application. The organizational task of the teacher is also to create skills and competencies related to independent activities outside the classroom.

The next task of the teacher is to educate.

The educational task means teaching language material to the student by explaining or showing, explaining, explaining, correcting. The teacher teaches the foreign language material or shows the way to learn it from the textbook/tape recording, and if the student has difficulty, he explains the complex language phenomenon in a logical way. Supervision is the third of the teacher's duties. When students are introduced to new material, it determines their level of understanding. He observes that he is doing the exercise correctly. Controls speech activity when using language material. For example, in order to understand the content of a text read aloud, students must master the lexical units in it. If the student has forgotten the

material, the teacher organizes repetition of that lexical material.

It was noted above that students can perform the tasks through familiarization, practice and application methods. Each method has its own characteristics. Familiarization is the first step in learning the educational material. When starting to study a language unit, the student learns about its form (hearing the sound side clearly in oral speech or being able to read a graphic symbol from a written text), its meaning (thinking about an object, event, action) and its use (combination with other units, in which case it is used). Form, meaning and usage are the three aspects studied in each lexical or grammatical unit. Acquaintance with them means the beginning of mastering the educational unit.

One of the main conditions for this unit to be stored in memory is its perception using the senses of hearing and sight. At this time, the language unit goes through the training phase. By practicing, the learned language phenomena are strengthened, and a dynamic stereotype is formed about them. This dynamic stereotype comes into operation in the speech process. Using language material for the purpose of practical communication is the third stage. During the application period, information exchange (that is, skill building) exercises are carried out. The tasks of familiarization, practice and application of students are considered teaching methods in the methodology language. They are also called "methods used in the teaching process". While these methods are tools for realizing educational goals, they can also be viewed as stages of mastering educational material.

During the use of the "getting to know" method, words, phrases, grammatical events, texts, etc. are studied. The student can hear, see, and listen to it. When perceiving, a two-way task is performed, such as

noticing them through the senses and reading their content. The teacher shows the object/event and speaks in a foreign language, for example, English.

Some simple explanations and comments are also part of the teacher's duty. Pictures, flannelgraph, magnetic board are widely used to show an object or event. It is possible to effectively use the types of technical means that sound, show, show and broadcast sound. During the familiarization with the educational material, preparations are made for the practice phase. In training, special attention is paid to the quantity and quality of exercises, that is, how many and how to perform exercises. During the training, the student learns the skill under the control of the teacher. The most cost-effective way to control is to conduct a test. It is very important to teach the student to control himself and to eliminate his mistakes independently.

Application of educational material is the decisive stage of formation of skills. The method of application is useful in the process of students' oral and written exchange of ideas. Previously learned material is now subordinated to the purpose of imparting/receiving information.

The activity indicator of methods, in turn, is used in practice through methodical actions (methods). For example, the method (action) of discovering the meaning of the lexicon without translation, the method of obtaining information from the text, the method of lexical teaching of a grammatical unit (in the form of a whole event without giving rules), teaching pronunciation by imitation, etc. A specific set of methods constitutes a process method. The methodical method refers to the actions that are clearly visible in teaching/learning the educational material.

In conclusion, we can safely say that all the reforms and facilities for learning foreign languages open the doors of opportunities for our youth today. It is necessary to use such opportunities correctly and effectively, learn foreign languages perfectly, contribute to the future and fortune of our country, and make inventions and discoveries based on our knowledge to make our life easier. And it should become our goal and duty to introduce the youth of Uzbekistan to the world, making use of the opportunities created for us. After all, learning a foreign language is the demand of the times.

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