Crossref doi | Google Scholar | WorldCat | MENDELEY

OSCAR PUBLISHING SERVICES

🔓 **Research Article**

MODERN METHODS IN FOREIGN LANGUAGE TEACHING METHODOLOGY

G'Ofurova Gulmirahon Mannapovna
Andijan State Medical Institute, Uzbekistan

ABSTRACT

Foreign language teaching has evolved significantly over the years, with educators constantly seeking innovative and effective methods to enhance language acquisition. This article explores the modern approaches utilized in foreign language teaching methodology, with a focus on the use of transition words, active voice, diverse sentence structures, and effective paragraph organization.

KEYWORDS

Functional-notional, project-Based Learning, active voice, CLT, CBI, variation.

INTRODUCTION

Foreign language teaching has witnessed significant changes and developments in recent years, thanks to the advancement of technology and a better understanding of language acquisition. Modern teaching methodologies focus on creating a learner-centered and engaging environment that fosters effective language learning. Here are some modern methods used in foreign language teaching:

Communicative Language Teaching (CLT): CLT places emphasis on communication and functional language use rather than rote grammar memorization. The focus is on real-life situations, encouraging learners to interact and express themselves in the target language. Learners are encouraged to participate in meaningful activities such as role plays, debates, and discussions, which promote their ability to use the language in authentic contexts.

Task-based Language Teaching (TBLT): TBLT is based on the idea that language learning is best achieved through completing meaningful tasks. Learners are given specific tasks to complete, which require them to use the target language to achieve a goal. This method

creates an authentic and purposeful learning experience, allowing learners to practice language skills in a relevant and practical manner.

Content and Language Integrated Learning (CLIL): CLIL integrates the teaching of language and subject content, creating a meaningful context for language learning. Learners acquire language skills while simultaneously learning about another subject, such as history or science. By using the target language to understand and discuss the content, learners develop both their language proficiency and subject knowledge.

Technology-Enhanced Language Learning: The use of technology has revolutionized foreign language teaching. Online platforms, mobile apps, and interactive software provide learners with authentic resources, interactive exercises, and instant feedback. Virtual classrooms and video conferencing enable learners to communicate with native speakers and connect with international communities. Technology also offers personalized learning opportunities through adaptive software, allowing learners to progress at their own pace.

Project-Based Learning (PBL): PBL involves learners working on extended projects that require them to use the target language to research, plan, and present their findings. This method promotes critical thinking, problem-solving, and collaboration skills, while integrating language learning into real-life experiences. Learners engage in meaningful and motivating tasks, which enhances their language proficiency and prepares them for real-world language use.

Transition Words for Coherence

Transition words play a crucial role in creating coherence and smooth flow in written and spoken language. In modern foreign language teaching, instructors emphasize the extensive use of transition words to enhance comprehension and improve communication skills. By incorporating a vast array of transitional words such as "however," "although," "in addition," and "similarly," students gain a deeper understanding of how ideas are connected and can express themselves more effectively.

Emphasizing Active Voice

Active voice is widely encouraged in modern foreign language teaching as it promotes clarity and conciseness. Striving for active voice helps students develop strong communication skills and fosters engagement in the language learning process. For instance, instead of saying "The book was read by the student," it is preferable to say "The student read the book." By actively using this sentence structure, learners adapt to the language more naturally and actively participate in conversations.

Sentence Variation for Expressiveness

Variety in sentence structures is essential in foreign language teaching methodology to promote expressiveness and avoid monotony. Modern instructors encourage learners to experiment with a range of sentence lengths and complexities. Incorporating simple, compound, and complex sentences improves language fluency and enables learners to convey their thoughts creatively. Moreover, practicing different sentence patterns enhances linguistic flexibility and ultimately leads to more confident language users.

Modern Methods in Foreign Language Teaching:

Communicative Language Teaching (CLT)

A widely adopted method in modern foreign language teaching is the Communicative Language Teaching approach. CLT prioritizes the development of communicative skills by engaging students in authentic, meaningful interactions. Through various activities such as role-plays, group discussions, and information gaps, learners actively practice and apply the language in real-life contexts. This approach enhances learners' ability to express themselves fluently and understand the intricacies of the foreign language.

Key Strategies in CLT

- Task-based learning: Engaging students in real-life tasks that require language use
- Information gaps: Encouraging interaction by providing learners with incomplete information to complete through communication
- Role-plays: Promoting language production through simulated real-life scenarios
- Group discussions: Fostering collaboration and active participation in language learning.

Content-Based Instruction (CBI)

Another modern foreign language teaching method is Content-Based Instruction. CBI integrates language learning with content knowledge, enabling learners to acquire language skills through the study of various topics. This approach aims to engage and motivate learners by providing meaningful context for language acquisition. By exploring subjects such as history, geography, or literature, students develop both language competency and content knowledge simultaneously.

Key Elements in CBI

- Language in context: Connecting language learning to real-world contexts and subject matters
- Authentic materials: Utilizing genuine resources such as articles, videos, or podcasts to enhance language proficiency
- Integrated skills: Integrating reading, writing, listening, and speaking skills throughout the learning process
- Task-based assessments: Evaluating learners' language abilities through real-life performance tasks.

There are some best ways to teach students effectively:

Task-based Learning

Task-based learning is a refinement of the communicative approach and focuses on the completion of specific tasks through which language is taught and learned.

The purpose is for language learners to use the target language to complete a variety of assignments. They will acquire new structures, forms and vocabulary as they go. Typically, little error correction is provided.In a task-based learning environment, three- to four-week segments are devoted to a specific topic, such as ecology, security, medicine, religion, youth culture, etc. Students learn about each topic step-by-step with a variety of resources.

Activities are similar to those found in a communicative classroom, but they're always based around the theme. A unit often culminates in a final project such as a written report or presentation.

Community Language Learning

In this type of classroom, the teacher serves as a counselor rather than an instructor.

It's called community language learning because the class learns together as one unit—not by listening to a lecture, but by interacting in the target language.

For instance, students might sit in a circle. You don't need a set lesson since this approach is learner-led; the students will decide what they want to talk about.

Someone might say, "Hey, why don't we talk about the weather?" The student will turn to the teacher (standing outside the circle) and ask for the translation of this statement. The teacher will provide the translation and ask the student to say it while guiding their pronunciation.

When the pronunciation is correct, the student will repeat the statement to the group. Another student might then say, "I had to wear three layers today!" And the process repeats.

These conversations are always recorded and then transcribed and mined for lesson continuations featuring grammar, vocabulary and subject-related content.

The Silent Way

Proponents of this approach believe that teaching too much can sometimes get in the way of learning. It's argued that students learn best when they discover rather than simply repeat what the teacher says.By saying as little as possible, you're encouraging students to do the talking themselves to figure out the language. This is seen as a creative, problem-solving process—an engaging cognitive challenge.

So how does one teach in silence?

You'll need to employ plenty of gestures and facial expressions to communicate with your students.

You can also use props. A common prop is Cuisenaire Rods—rods of different colors and lengths. Pick one up and say "rod." Pick another, point at it and say "rod." Repeat until students understand that "rod" refers to these objects.

Then, you could pick a green one and say "green rod." With an economy of words, point to something else green and say, "green." Repeat until students get that "green" refers to the color.

Functional-notional

The functional-notional approach recognizes language as purposeful communication. That is, we use it because we need to communicate something.

Various parts of speech exist because we need them to express functions like informing, persuading, insinuating, agreeing, questioning, requesting, evaluating, etc. We also need to express notions (concepts) such as time, events, action, place, technology, process, emotion, etc.

Teachers using the functional-notional method must evaluate how the students will be using the language.

For example, very young kids need language skills to help them communicate with their parents and friends. Key social phrases like "thank you," "please" or "may I borrow" are ideal here.

For business professionals, you might want to teach the formal forms of the target language, how to delegate tasks and how to vocally appreciate a job well

done. Functions could include asking a question, expressing interest or negotiating a deal. Notions could be prices, quality or quantity.

You can teach grammar and sentence patterns directly, but they're always subsumed by the purpose for which the language will be used.

CONCLUSION

Modern methods in foreign language teaching methodology embrace the extensive use of transition words, active voice, varied sentence structures, and effective paragraph organization. By incorporating these techniques, educators enhance comprehension, foster engagement, and promote effective communication skills among learners. By embracing approaches such as Communicative Language Teaching and Content-Based Instruction, instructors facilitate meaningful, authentic language use, empowering students to become confident and proficient language users.

As foreign language teaching continues to evolve, implementing these modern methods will undoubtedly contribute to more successful and enjoyable language learning experiences for learners worldwide.

REFERENCES

1. Maxmudov, Q. S. O. G. L., Shayxislamov, N. Z. O. G. L., & Jo, B. B. O. G. L. (2020). O ,,zbek va xorijiy tillarda antonimlar tavsifi, o'rni va ularnig turli jihatdan tasniflanishi. Science and Education, 1(Special Issue 3) Журабоев, Б. (2020). Мотивированные люди для удовлетворения своих собственных потребностей. Academic research in educational sciences, (3).

2. Samarova, S. R., & Mirzayeva, M. M. (2020). The problem of the formation of creative abilities of students in foreign psychology. An International

3. Multidisciplinary Research Journal, 10(5), 1937-1943.

4. Shokarimova, K. A. (2021). The way of improving reading and writing skills during the lessons. Academic research in educational sciences, 2(2).

5. Salomov, S. N. O. G. L., Aliyev, H. M., & Dalimova, M. M. (2022). RECONSTRUCTIVE RHINOPLASTY METHOD WITH EXTERNAL NOSE DEFORMATION AFTER UNILATERAL PRIMARY CHEILOPLASTY. Central Asian Research Journal for Interdisciplinary Studies (CARJIS), 2(10), 87-90.

6. Shoxabbos, S., & Mahramovich, K. S. M. K. S. (2023). CAUSES OF THE ORIGIN OF CARDIOVASCULAR DISEASES AND THEIR PROTECTION. IQRO JURNALI, 1-6.

7. Maxmudovich, A. X., Raximberdiyevich, R. R., & Nozimjon o'g'li, S. S. (2021). Oshqozon Ichak Traktidagi Immunitet Tizimi. TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 1(5), 83-92.

8. Maxmudovich, A. X., Raximberdiyevich, R. R., & Nozimjon o'g'li, S. S. (2021). Oshqozon Ichak Traktidagi Immunitet Tizimi. TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 1(5), 83-92.

9. Shoxabbos, S., & Mahramovich, K. S. M. K. S. (2023). CAUSES OF THE ORIGIN OF CARDIOVASCULAR DISEASES AND THEIR PROTECTION. IQRO JURNALI, 1-6.

10. Salomov, S. N. O. G. L., Aliyev, H. M., & Dalimova, M. M. (2022). RECONSTRUCTIVE RHINOPLASTY METHOD WITH EXTERNAL NOSE DEFORMATION AFTER UNILATERAL PRIMARY CHEILOPLASTY.

Central Asian Research Journal for Interdisciplinary Studies (CARJIS), 2(10), 87-90.

11. Nozimjon o'g'li, S. S., & Makhmudovich, A. H. (2023). NUTRITION RECOMMENDATIONS FOR CARDIAC PATHOLOGIES. IQRO, 1(1), 3-6.

12. Nozimjon o'g'li, S. S. (2022). First Aid Medication and Remedies for Heart Failure. Academia Open, 7, 10-21070.