



Methodology of Teaching a Foreign Language is an Important Science

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Abstract: The article illustrates that there are obviously many ways of teaching, and part of the enjoyment of being a student in a good classroom is in sharing the unique personal identity, style, skills and techniques that a teacher brings to a lesson. Having said that, it sometimes gives things a clearer perspective if we simplify rather than complicate. A teacher should know about the subject matter and about methodology, but also has an awareness of how individuals and groups are thinking and feeling within the class and actively responds to this in the planning and methods and in building effective working relationships and a good classroom atmosphere.

Keywords: illustrates, perspective, relationships, simplify, unique

Introduction

A foreign language is one of the educational subjects, which is taught at school. Learning a foreign language will help not only to form speech habits and skills in a target language but also to educate the young generation in **the spirit** of humanity.

After Independence of Uzbekistan there established diplomatic, cultural relations with the other countries of the world. And at present these relations and cooperation with foreign countries are being improved. In all these international relations, a foreign language, especially the English language, played the main role as the means of communication. Its contribution in training qualified specialists can be seen in the following spheres:

1. in diplomatic relations;
2. in all-round international cooperation;
3. in building joint enterprises and etc.

That is why at present much attention is being paid to teaching foreign languages and training a foreign language teacher has become one of the burning problems of the present day.

MATERIALS AND RESOURCES

In teaching a foreign language and training foreign language teachers attention should be focused on the fact that learning a foreign language and teaching it to the others are different and demands different approach. [1.23]

The course of methodology deals with training foreign language teachers. It aims to train them from the theoretical and practical (professional training) point of view. Theoretical training helps the teachers to find out more optimal ways of organizing teaching process and get efficiency.

The notion of "methodology" has three meanings:

1. A system of definite methods and ways, used in this or the other sphere of activity (in the science, policy, art and etc.).
2. Knowledge on this system, general theory of methods, a theory in action.
3. A pedagogical science.

So, being a theoretical discipline and combination of methods, forms of organizing teaching, a methodology of teaching foreign languages belongs to the group of pedagogical sciences.

It has the following tasks:

1. Describes the modern components of teaching foreign languages and also studies new tendencies in a foreign language teaching.
2. Helps the students to solve practical problems of teaching a foreign language.
3. Studies positive experience in teaching foreign languages in our country and in abroad.
4. Forms professional habits and skills characteristic for an English teacher.
5. Helps the students how to use the special literature on methodology in their future professional activity.

In general the word "teaching" means a special form of social activity which helps to transfer the experience from one generation to the other.

DISCUSSIONS AND RESULTS

In the historical development of the methodology of teaching a foreign language there were different view points on the subject of methodology. [2.14]

Barlett L. considered the methodology of teaching foreign languages as a practical part of linguistics i.d. applied linguistics. And Beidler P. considered it as an applied psychology. Later there appeared another view point, which defined the methodology of teaching foreign language as one of the pedagogical sciences.

The object of investigation is a process of teaching a foreign language.

The subject of methodology involves all problems of the sphere of educating (teaching and upbringing) and also the problems of developing methodology as a science. Methodology studies the activity of a teacher and pupils, works out new, more effective strategies and ways of teaching a foreign language.

There are two types of methodology: general methodology and a special methodology.

General methodology deals with general principals of selecting teaching material, and forming speech habits and skills.

Special methodology deals with the problems of teaching a foreign language in a concrete auditory. In other words it studies the problems of teaching one concrete foreign language in different national auditorium. [3.29]

CONCLUSION

So learners are intelligent, fully functioning humans, not simply receptacles for passed-on knowledge. Learning is not simply a dimensional intellectual activity, but involves the whole person (as opposed to only their mental processes such as thinking, remembering, analyzing, etc.). We can no longer be content with the image of the student as a blank slate. Students may bring pen and paper to the lesson, but they also bring a whole range of other, less visible things to class: their needs, their wishes, their life experience, their home background, their memories, their worries, their day so far, their dreams, their anger, their toothache, their fears, their moods, etc. Given the opportunities, they will be able to make important decisions for themselves, to take responsibility for their learning and to move forward (although their previous educational experience may initially predispose them to expecting that you, the teacher, need to do all that for them). [4.12]

Methodology and knowledge of subject matter are important, but may not necessarily be the most important things.

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