

MODERN APPROACHES TO TEACHING A FOREIGN LANGUAGE

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Abstract

Modern approaches to teaching a foreign language are considered in the article. Knowledge of one or several foreign languages has become an urgent problem for many people. And in such circumstances, the search for effective approaches to teaching foreign languages aimed at solving specific professional problems has become relevant. The aim of the article is to analyze and classify modern approaches to teaching a foreign language. The above aim allows formulating the objectives of the study is to study the theoretical and methodological base of these approaches; summarize the scientific data on this issue in the article. To solve the set tasks, the paper describes the structures of higher education, the need to modernize the higher education system by the principles of the Bologna Declaration. Researches on educational technology use for teaching and learning in high school are studied. A review of modern sources in the implementation of the reform of the educational standard focused on competency and competency-based approach to teaching a foreign language is carried out. It also analyzes the main theses of the methodology of teaching a foreign language, in particular topical approaches.

Key words: Analyze, classify, urgent problem, concept of modernization, theoretical analysis, intercultural communication.

Introduction. Nowadays a new education system is being developed in Uzbekistan. It is focused on entering the world's educational space. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process.

In a changing educational paradigm, the role of language education is constantly growing. Since a foreign language is considered a tool that allows a person not only to accustom to the modern world but also to fulfill his/her professional duties. Also, it allows him/her the opportunity to expand his/her professional and cultural outlook while studying various sources of information. Knowledge of one or several foreign languages has become an urgent problem for many people. And in such circumstances, the search for effective approaches to teaching foreign languages aimed at solving specific professional problems has become relevant.

According to the concept of modernization of education, the main aim of professional education in higher education is to train a qualified specialist of the appropriate level and profile, competitive, competent, and capable of effective work at the level of world standards, ready for continuous professional growth, social and professional mobility. The main strategic aim of teaching foreign languages will be the formation of a specialist ready for professional intercultural communication. In this regard, it is necessary to update the methods and approaches to training.

Under the approach to teaching foreign languages (I.L. Bim, M.N. Vyatyutnev, I.A. Zimnyaya, M.V. Lyakhovitsky, E.G. Azimov, A.N. Shchukin, M. K Kolkova, I.L. Kolesnikova, O.A. Dolgina, etc.), is understood the basic category of the methodology, which determines the theoretical strategy of teaching a language and the choice of teaching technology that implements such a strategy. That is, the approach to teaching is the implementation of the leading, dominant idea learning in practice in the form of a certain strategy and with the help of one or another teaching method. In a broad sense, the approach acts as the most general methodological basis for research and teaching in a specific area of knowledge, as a methodological basis for the development of methods-directions and, consequently, methods-models of teaching foreign languages.

The aim and objectives of the study. The aim of the article is to analyze and classify modern approaches in teaching a foreign language.

The above aim allows formulating the objectives of the research:

- – to study the theoretical and methodological base of modern approaches in teaching a foreign language;
- – summarize the scientific data on this issue in the article.
- The research methodology of modern approaches in teaching a foreign language is based on a theoretical analysis of scientific literature, data synthesis, pedagogical observation, practical teaching a foreign language.

Results and Discussion.

- The approach to teaching is the basic category in the methodology giving an idea of the language re- searcher/teacher's views. It is the view both on the language itself and on how to master it. It is a component of the language teaching system, acts as the most general lingua didactic basis for mastering the language, and gives an idea of the chosen knowledge strategy, which serves as the basis for the choice of teaching methods and techniques.
- The approach to teaching is the realization of the leading, dominant idea of learning in practice in the form of a specific strategy and using one or another teaching method. The approach to teaching is based on:
 - a) the corresponding theory of language (linguistic foundations of teaching);

As a result of our experiment, we can conclude that the effectiveness of our set of exercises had been proven. The formation of linguistic competency in teaching a foreign language is effective when taking into account the individual approach of teaching students. That is, reliance is an individual approach in teaching a foreign language influenced the quality of education.

The analysis of the existing methods of teaching a foreign language made it possible to explain of why none of them is universal for all students and always assumes some psychological types of students for whom it does not suit.

Analysis of the psychological characteristics of trainees, which were named by various methodologists as important for the success of learning (including various types of memory, motivation, volitional qualities, features of the nervous system, etc.), as well as consideration of the entire spectrum of cognitive and other styles identified by various researchers, made it

possible to conclude that it is the leading channels of information perception that are responsible for the success of the processes of perception, processing, memorization, and use of linguistic information.

The students' professional knowledge, skills, and abilities formed at the end of the course help to speak and judge about successful learning and the effectiveness of individual work. Relevant and necessary in a multilingual environment: the abilities to analyze and solve situations in the professional sphere outside the box, work with professional literature in foreign, Russian, Kazakh languages, navigate and integrate into a foreign language environment, knowing its nature and characteristics.

The results of the study show that the formation of linguistic competency through the individual approach to teaching a foreign language can be achieved by expanding the range of tasks focused on students' psycho-cognitive types.

Conclusion. To implement modern social requirements, new approaches are being developed. So the use of personality-oriented, competency-based, communicative, differentiated, integrated, lexical, cognitive, and other teaching approaches enables teachers to find an individual approach to each student. These approaches help in organizing the learning process to pay attention to each student individually and at the same time work with the whole group at the same time. The ultimate goal of each of these approaches is to develop in students the ability to independently acquire knowledge and solve problems.

A lesson, as the main form of organization of the teaching process, allows the teacher to put into practice modern approaches. Each of these approaches requires special preparation, both on the part of the teacher and students. Of course, success depends on many factors — on the teacher's knowledge of the subject and general erudition, in other words, on the teacher's personality. But this is not enough — you also need knowledge of methodological skills, moreover, it is necessary for a teacher of a foreign language.

In the conclusion, it should be noted that in practice it is necessary to combine different approaches and use those that are most effective in a particular situation.

Based on the abovementioned, we can summarize that each approach is very important in the lesson planning system today; each teacher must adhere to one or another approach, but the approaches cannot be used simultaneously, so you need to have a fine feel for each

student before choosing the core of their professional activity. Also, the teacher must take into account that the effectiveness of a particular methodology within the framework of a particular approach to teaching depends on its relevance to the stated problem, the teacher's ability to regulate the time of using this approach, and the quality of the organization of preliminary training, which requires careful study of issues for discussion, development of students' skills and communicative abilities.

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