

TECHNOLOGY AND METHODOLOGY OF FOREIGN LANGUAGE
(ENGLISH) TEACHING FOR LANGUAGE LEARNERS

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***Abstract.** This thesis discusses the technology and methodology of foreign language (English) teaching, the history of its growth as a science, the various modern methodologies utilized in the methodology of foreign language (English) teaching, and their application.*

***Keywords:** Linguistic phenomena, multilingualism, ethnicities, artificial context, communication, non-repeatable, contemporary pedagogical technologies, spiritual-educational approach, native tongue, grammatical meaning, paradigms.*

The technology and methodology are used to teach students about linguistic phenomena. Language knowledge, particularly multilingualism, is extremely important in this era of expanded international contacts. Students in our nation normally study three languages. These languages are known by specific names. These include mother tongue, second language, and foreign language (English). The mother tongue is the first language that plays an important part in the development of thought. When discussing the second language, it is referred to be the language of brothers and neighbours of different ethnicities. A foreign language (English) is the language of a different country. The process of teaching these three languages is distinct. The mother tongue and second language are learnt in a natural setting, whereas a foreign language



(English) is learnt in an artificial context. Communication in a foreign language (English) is primarily conducted in the auditorium, under the supervision of the teacher.

In order to structure each lesson on a distinct, non-repeatable level based on the contemporary educational system and national tradition, learning a foreign language (English) nowadays necessitates a spiritual-educational approach. The implementation of the "National Personnel Training Program" is contingent upon the provision of contemporary pedagogical technologies to the educational process. It is now necessary to equip young people enrolled in all of our nation's educational institutions, including preschools, general secondary schools, vocational colleges, academic lyceums, and higher education institutions, with contemporary pedagogical and information technologies, as well as a new knowledge system for the ongoing organization of weapons. When students may openly express their opinions and explain the subject in a group or team setting, new technologies play a crucial role. As a result, the goals and objectives of teaching a foreign language (English), as well as its technique, must be consistent with and suit the needs of our society and state, as well as the needs of the younger generation.

Translation technique. This method's name is typically used in the plural form "translation methods". The name's meaning is straightforward: material written in a foreign language (English) is translated into the native tongue. Translation was utilized as a technique of understanding in Europe, initially for Greek and then for Latin. Translation was used to acquire the French language in the second half of the 18th and 19th centuries, followed by the English language in the twentieth century and, lastly, the German language. The two most common translation approaches are known as the "grammar-translation method" and the "text-translation method." Representatives of the first used word and phrase translation to teach grammar concepts, but proponents of the second desired to use translation to read and comprehend the text. Both translation approaches are purely educational. A foreign language (English) is



learned receptively. Foreign language (English) education methods were developed based on linguistic and psychological data from the time.

The correct way. The fundamental reason for the method's name is that when taught correctly, the mother tongue is bypassed, and there is a direct relationship between the foreign term and the subject. The same methodological approach is used when teaching foreign language (English) grammar: they attempt to establish a direct link between grammatical meaning and form. The practical study of foreign language (English)s led to the development of the correct method.

Mixed method. The method used was mixed. It is clear that this method combines the scientific and practical components of two key methodological paradigms. Mixed methods evolved in the late nineteenth and early twentieth centuries, combining translation and accurate approaches. Scientific publications by its representatives contain information about the mixed technique. Another variation of the mixed approach arose by combining the ideas of the direct and comparative methods. Both directions of the mixed method do not have their own special principles; they are more inclined to one method while using the laws of the two systems in a delicate manner.¹

A foreign language (English) is the language of a different country. Our republic teaches Western European languages (English, Spanish, German, French) as well as Eastern languages (Arabic, Turkish, Urdu, Persian, Chinese, and Hindi). They are part of educational institutions' curricula. The process of teaching all three languages is different: firstly, thinking is formed in the mother tongue, learning a foreign language (English) is connected with feeling the phonetics, lexicon, and grammar features in them; secondly, the learning process starts with the mother tongue, then the second language, and finally the foreign language (English); thirdly, the mother tongue and the second language are

¹ Yo'ldoshev J. Yangi pedagogik texnologiyalar yo'nalishlari muammolari- Xalq ta'limi, 1999-yil.



learned in a natural situation, and a foreign language (English) is learned in an artificial environment.

The demonstration principle is an important concept in foreign language (English) instruction. Visibility is only connected with vision in specific educational courses. A foreign language (English) understands both exterior and internal expressiveness as perceived through the senses of sight and hearing. The goals of knowledge, assimilation, and application of language material are achieved through the use of visuality. Because the learner learns his home language in the presence of natural things and occurrences, whereas the acquisition of a foreign language (English) occurs in an artificial setting, the demand for demonstration grows. In addition to the teacher's speech, the announcer's speech is utilized to help students improve their listening comprehension. Sufficient use of auditory equipment in the auditorium, in the foreign language (English) room and at home is recommended. Visual aids (slides, diafilms, movies) are used appropriately in the process of practicing language material and using it in speech.

Innovative technology is a means of boosting learning by incorporating aspects that improve educational efficacy, as well as designing and implementing various pedagogical methods. Its primary purpose is to integrate innovations and changes into the actions of teachers and students in the educational process, necessitating the use of interactive methods. Everyone involved in education uses interactive approaches. It is built on the learner's action, which includes free and independent thinking. Using these strategies, learning becomes an enjoyable pastime. Interactive methods help to acquire the knowledge and abilities needed for independent work. Discussions take the form of a mutual conversation on a topic, which divides the study groups into two. The discussion is aimed at breaking down the barriers between the teacher and the learner.

The teacher may set specific tasks to students during the didactic learning process in mixed English language and literature education. These exercises



should be designed to assist students analyze the works they've read, study the author's style, identify character connections, and convey their opinions. Such activities give students the opportunity to practice articulating their ideas more clearly and eloquently. Group activities are particularly important in blended learning. Students can join small groups to read literature together, discussing the content and author's ideas. Such activities encourage students to cooperate, exchange ideas, learn from one another, and think collectively. Didactic learning occurs during mixed English language and literature training.

Mixed education fosters independent thinking and allows students to upgrade their knowledge over time. A communicative approach is also necessary. This strategy aims to improve students' communication abilities while learning English. Students learn the language by communicating in English in everyday contexts. This, in turn, enhances their communication abilities and piques their interest in English. Modern technologies play a significant role in the educational process. Multimedia tools, interactive programs, and mobile applications enable students to make language learning more engaging and successful. Students, for example, are more engaged in the language learning process because to video courses, online examinations, and games. In addition, the project-based teaching style is frequently used in contemporary education.

Finally, there is a growing interest in incorporating interactive methods, new technology, and pedagogical technologies into the educational process. In this procedure, the teacher is in charge of management and direction, and education is geared for the benefit of the student and students. Experiences in the field of education reveal that new pedagogical tools, rather than replacing them, are acknowledged as an essential method for bringing the educational process to a quality stage.

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