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PROMOTING OF DIFFERENT METHODS OF TEACHING A FOREIGN LANGUAGE

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Abstract: *This scientific research discusses the improving of foreign language teaching different methods, the usage of personality-oriented learning technologies, simulation modeling, regional studies material, and the pedagogical potential of a foreign language. The author pays special attention to the development of priority areas that determine the development of linguistic training of students. The combination of active and interactive teaching methods in classes allows not only to intensify the educational and cognitive activity of students, but also to improve the creative and communicative abilities of future specialists with the simultaneous development of the potential of the individual.*

Key words: *learning process, optimization, simulation modeling, multimedia integrated block, culture of the country of the studied language, regional studies material.*

The task of developing, improving, and optimizing methods of teaching a foreign language has always been one of the pressing problems education system. In light of modern requirements for the goals of teaching a foreign language, the status of both the student and the teacher is changing, moving from the “teacher-student” scheme to the technology of personally-oriented teaching in close cooperation.

Optimization in general means choosing the best, most favorable option from a variety of possible conditions, means, actions, etc. If optimization is transferred to the learning process, it will mean choosing a method that ensures the achievement of the best results with minimal expenditure of time and effort of the teacher and students in these conditions. Optimization is achieved not by one good, successful method. We are talking about a conscious, well-founded choice by the teacher of one of many possible options [1].

Traditional methods of teaching a foreign language involve acquiring knowledge in artificial situations, as a result of which the future graduate does not see the connection between the subject being studied and his future professional activity. The most effective means of developing the thinking of future graduates is simulation modeling. Such an approach to teaching ensures the imitation of elements of professional activity, its typical and essential features. Its use

in foreign language classes makes it possible to form communication skills and abilities; develops the habit of self-control, promotes the real preparation of students for upcoming activities and life in society as a whole; helps to make foreign language classes more lively, interesting, meaningful, give students the opportunity to express their own opinions, feelings, thoughts, assessments more often and more often, i.e. to think in a foreign language. The following may serve as methods for increasing the professional focus of studying a foreign language: communication - dialogue about professional information read in a foreign language, analysis of social and professional situations, performing creative tasks with specialized content, game situations, role-playing games, quizzes. Modern trends in teaching foreign languages are associated with both a radical change in the methodological paradigm and with a technical update of the learning process, which is expressed in a massive offensive of new teaching aids, primarily multimedia computer programs, the Internet, and multimedia textbooks [3]. The latest achievements in the field of high technology open up the broadest opportunities for foreign language teachers to further improve the educational process and transfer it to a qualitatively new basis. The technological capabilities of multimedia tools are great, because They allow for the organization of diverse educational activities for students and significantly increase the effectiveness and motivation of learning. The use of a multimedia integrated block, including works of fine art, architecture, poetry and prose by outstanding foreign and domestic authors, allows us to supplement the nature of aesthetics with the expressiveness of visual forms, activates the artistic and aesthetic abilities of students, and expands the scope of applied pedagogical efforts. Namely: situations contain such tasks and factors that confront the student with the need to independently make decisions about the choice of judgment (behavior), give it a moral and aesthetic assessment, set a morally and aesthetically justified goal and show a volitional effort to achieve it, express their individuality in an aesthetic product. At Internet conferences, students get acquainted with the fine arts of their country and the country of the language being studied (viewing slides; videos; designing exhibitions of reproductions of paintings dedicated to the life and work of great artists). Multimedia tools provide the opportunity for increasing motivation and intensify learning through the usage of modern means of processing audiovisual information.

During the process of studying at a university, a student does not always master a foreign language at the cultural level: he does not feel its value-semantic saturation, there is no freedom in judgments, aesthetic assessments and judgments. Meanwhile, the number of students are interested in studying the culture of the country of the studied language, striving to enter into a dialogue with native speakers, is increasing.

Using the pedagogical potential of a foreign language based on an integrative-cultural approach enriches students' ideas about their national culture and the culture of the country of the studied language, actualizes moral values, allows them to enter into a dialogue with the author of the text, and expresses an aesthetic assessment of reality [3]. Cultural-creative situations and an

integrative-cultural approach in the process of studying a foreign language develop the needs of the individual in mastering the culture of the country of the studied language. Regional studies provide an idea of the socio-economic situation of the country and the people whose language is the subject of study, the customs, traditions, and cultural values inherent in this people. In language classes, the use of regional studies information is of an applied nature. It is included in the system of classes in the process of familiarizing students with the content and forms of speech communication of native speakers of the language being studied. Such information provides not only the cognitive, but also the communicative needs of students, contributing to the formation of communicative and socio-cultural competence.

The provision on the need to master a foreign language in close connection with the culture of the people who speak this language has long been perceived in the methodology of teaching foreign languages as an axiom. Of course, most of the regional studies material is mastered by students in English and German lessons. However, the volume of material and its diversity allows, in addition to classes, to use various types of extracurricular work, such as optional classes, thematic decade of English and German languages [1]. Since these forms are innovative, unusual and provide scope for the realization of the creative potential of the teacher and students. Modern psychologists and teachers agree that the quality of the activity, including the study of foreign languages, and its results depend, first of all, on the motivation and needs of the individual. It is motivation that causes purposeful activity, determining the choice of means and techniques, their ordering to achieve goals.

Regional studies competence is the skills and abilities of an analytical approach to studying foreign culture in comparison with the culture of one's own country. After all, the perception of foreign culture occurs through the prism of one's own. Creative work on regional studies can be carried out in all student groups on almost all academic topics. The introduction of regional studies elements in lessons plays a major role in maintaining motivation to study a foreign language [2].

Linguistic and regional studies material is a strong lever for creating and maintaining interest in studying foreign languages. One of the main objects of linguistic and regional studies is the realia of the countries of the studied language. Realia are real facts concerning the life, culture, history of the country of the studied language, heroes, traditions, customs. The main goal of teaching English is to develop the personality of a student who is able and willing to participate in intercultural communication. Based on the goals set, the content of teaching regional studies in English lessons included the following components: linguistic and regional studies, including knowledge, understanding of realia (words denoting objects of national culture) and the ability to use them, as well as background vocabulary, phraseological units, proverbs as a source of national cultural information; knowledge of regional studies topics related to general knowledge about the country; text material contained in textbooks and educational material on regional

studies and a general educational component [4]. In order to maintain students' interest in English throughout the entire period of study, the introduction of elements of regional studies in lessons played a major role. This contributed to the education of students in the context of a dialogue of cultures, introduced them to common values, served as a support for maintaining cognitive motivation, and formed the ability to communicate in a foreign language.

In conclusion, it is known that the use of regional studies information in the educational process ensures an increase in students' cognitive activity, expands their communicative capabilities, promotes the creation of positive motivation in class, provides an incentive for independent work on the language, and helps solve educational problems. As a result of using these methods in the educational process, the emotional response of students to the process of cognition, motivation for educational activities, interest in mastering new knowledge, skills and their practical application increases, and on the basis of the fusion of educational and information technologies, a fundamentally new, integrative approach to the educational process is formed.

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