

# The Effectiveness of Modern Methods in Teaching Foreign Languages

**Utambetova Arzayim Kalmurzayevna**

Teacher of Department Uzbek and foreign languages, Tashkent Medical Academy

**Abstract.** The current state and prospects for the teaching foreign languages the development of oral competence of students of higher philological education, the principles of a credit-modular system of universities based on advanced foreign experience, recognition of learning outcomes. Substantiated is academic mobility, the accumulation of grades, the interest of teachers and students in science, as well as the introduction of a well-defined assessment system.

**Key words:** Pragmatic, Pedagogical Features, Higher Education, Methods Of Teaching Foreign languages, Modern Teaching Requirements, Assignments, Speaking Competence.

The methodology of teaching the native language in linguistics is based on a didactic, pragmatic approach, the development of linguistic competencies in the course of the lesson is intended to lead to the development of linguodidactical competencies. Skills (listening comprehension), (speaking), (reading) and (writing) are developed through specific requirements for language learning based on international experience. We think it is a good idea to use this approach a little more creatively in mother tongue teaching. This is because students come to the university as speakers of the language with certain speaking skills and abilities. Students develop only some skills in their native language (because they are native speakers), mainly to improve their linguodidactical skills, especially teachers of Uzbek language and literature can understand and read a text or conversation in their native language, can speak and write. In this case, the didactic task of mother tongue teaching methods is to improve students' ability to understand what they hear, to speak fluently and logically in literary language, to read and understand the text, and to write correctly and meaningfully [1, p. 19].

In the study of the activities of universities ranked high in international rankings, the development of curricula in line with modern and world requirements, the introduction of modern information and communication technologies in higher philological education, the essence of the credit-modular system of education. 1. Availability of a database to be reflected in the catalog of the educational program. 2. Creating a science catalog. 3. Monitoring of information to be reflected in the agreement on education. 4. Statistical analysis, which should be reflected in the reference book on education. Looking at the analysis of the current situation, the compatibility of each educational direction and specialty

with the curriculum, science program, textbooks and literature with modern requirements and international standards was studied. In the QS Rankings and THE rankings on the basis of 24 directions and 28 specialties, the TOP 300 universities were compared with the disciplines in the corresponding fields.[1,31]. As a result of the study, it was found that some disciplines overlap in content, do not meet modern requirements and international standards. It was found that old textbooks and textbooks were used in the teaching of some subjects. In order to solve the problems, the ECTS system was studied, the experience of local and foreign universities in the credit-module system was studied, and the ECTS (European Credit Transfer System) system was chosen. “El-Yurt Umidi Foundation”, in cooperation with the Republican Higher Education Council, organizes several seminars on the ECTS credit-module system in philological higher education institutions of the Republic of Uzbekistan, master classes on the system were held. The methodology of language teaching in developed countries is explained by a number of achievements in recent years. As a result, certain developments and reforms are taking place in the socio-economic spheres of society. After all, language as a means of communication affects the development of all areas, so the issue of its linguo-didactic teaching is always relevant. Today, most countries are making good use of the achievements of English language teaching, which is a model for world language teaching methods [4, p. 14].

Observations show that the development of speaking skills in international language teaching methods is a key issue, and its implementation depends more on the quality of teaching tasks. It is known from international experience that the modular-credit system has a number of advantages. In this case, the fact that teaching a student, directing him to work independently, is very much in line with modern requirements. The higher education system in the world is important because it is based on the independent activity of the student. In the scientific literature on language teaching in developed countries, special attention is paid to the content and level of effectiveness of independent study tasks, and in the educational process, independent study tasks, questions and answers, assignments and text analysis and exercises are used effectively. In international practice, homework assignments focus on effective communication. The independent, learning assignments used in practice are developed based on pre-defined criteria. Why switch to a credit-module system? Although several articles have been published on the purpose, nature and benefits, and how the Credit-Module system facilitates student service or “registrar office opportunities”, we still face this problem because we do not know the traditional. Because we are accustomed to the process [1, p. 34]. The problem of literature is the formation of a list of foreign literature for new science programs (syllabuses) and the gradual acquisition of foreign literature. This responsible task can, of course, be accomplished through improved learning assignments. In this sense, the issue of improving the linguistic and didactic basis of the credit-module system in the development of educational tasks, independent of the native language in philological education is very important. Thus, the work on the creation of textbooks and manuals in the native language methodology on the basis of foreign literature in the credit-module system, the establishment of English groups for first-year students in the 2020-2021 academic year, Voluntary admission of students with IELTS, TOEFL, CEFR, etc. who have sufficient knowledge of English to English groups is an opportunity created by the New Uzbekistan for young people. As of 2022, the total number of first-year undergraduate students is 1,803, of whom 394 have been found eligible to study in the English group and have been approved. This is 22% of the total number of students. It is important to provide

students with new literature for their study, as well as to create conditions for students to work independently, to create opportunities for online access to foreign libraries. Expanding the capacity of lecture halls. It is required to abolish the restrictions on student participation in lectures, in particular, the ability of students to listen to the lectures of the desired professor, an additional increase in the monthly salary of a professor, the computerization of the educational process. Lesson Schedule - The platform prevents sticking of lessons at the same time, the lesson schedule is displayed individually in each group, teacher, room and subject area, which allows management, teachers, students and parents. creates convenience for mothers. Access to classes via a link to the online transition provides transparency [2, p. 44].

The duration of study in developed foreign countries can be from 4 to 10 years for a bachelor and from 2 to 15 years for a master's degree. A GPA of 2.6 is required to pass the course. Students will not be expelled for academic debt. Interval 50%. A student who misses the final 50%, 5 (10 hours) or more in 1 subject without a valid reason will be expelled from the subject and will not be considered to have mastered this subject. A student who has mastered less than 60% of the maximum score allocated to the subject is considered to have not mastered the subject. A student who has mastered more than 60% of the maximum score allocated to the subject is considered to have mastered the subject[1, p. 44]. The current state of the use of teaching tasks in the methodology of teaching the native language of the system of higher philological education, in particular, the training of future teachers of the native language and literature in the methods of teaching the native language in higher education analysis of question, exercise, and assignment assignments in the textbooks, as well as research on didactic and pragmatic improvement of assignments, were analyzed. The scientific schools and directions that determine the development of science and make the state, the nation and its creators world-famous are formed and developed as a result of the approach based on strict methodological principles of new interpretation of the source of research. Thanks to the implementation of the Law “On Education” (September 23, 2020), the construction of the native Uzbek language in Uzbek linguistics has got rid of the complication of formal interpretation on the basis of European templates and now attracts the attention of world linguists. The foundations of the existing methodology of substantive analysis - literally Uzbek methods of analysis - have been completely transferred. Now, in connection with the renewal of educational and methodical complexes, linguistic interpretations of more than 50 languages taught in the higher education system of the republic have been transferred to Uzbek (substantial) interpretations, first of all, the mother tongue in secondary education. There are real opportunities to reconcile the interpretations of the philological university with the interpretations of the construction, and secondly, to stabilize the position of the Uzbek school of linguistics in the chain of world linguistics. This indicates the need to focus on the development of linguo-didactical competence in higher philological education. The success of the acquisition of linguo-didactical skills depends on the motivational factors and the level of formation of the student's general educational skills. Speech is a mental phenomenon that occurs during the movement of the members of the speech, and becomes a reality when the means of expression of the language pass into the will of the speaker. So, speech is a product of speech activity, it takes a certain form. “... to make a good speech, you have to use the science of grammar, dream, logic. Ignoring one of them is a violation of the rules of one of them, and it is impossible not to affect the other two”. According to the concept of M.B. Elkonin, in the process of child

development, first of all, it is necessary to master the motivational side of the activity, and then the technical process.

In conclusion, it should be noted that the basis of the lesson, which nurtures creative thinking, are the learning tasks that focus on thinking. The general requirements that such a modern course must meet are: 1. To organize the educational process on the basis of questions and answers, using the latest scientific achievements, the best pedagogical practices. 2. Organize the lesson with appropriate and purposeful use of learning tasks. 3. Create all the necessary conditions for students' learning activities, develop assignments on the text or topic, taking into account their interests, inclinations and needs. 4. Consider interdisciplinary connections when creating questions and assignments. Grammar is not a rule, it is a transition to working with a text in the native language, creating a system of questions and assignments that lead to understanding the meaning, pronunciation and spelling of words in the text, what the author actually means, the love of literature sees the height of the mother tongue. Grammar theories are stereotypes that the mother tongue does not fit. We need to show the speech potential of a language, which is not measured by grammar. This means that each lesson aims to achieve three goals: teaching, educating, and developing. Mother tongue education is mainly concerned with the development of grammatical knowledge. We have turned language learning into a complex process, such as skills are a separate issue, why the knowledge of mother tongue teachers is underestimated because we are measuring incorrectly. A university teacher is not required to have the knowledge and skills of a linguist in science, in fact, scientists know only a small area of linguistics. Requires the teacher to know the methodological field of linguistics.

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