



TECHNIQUES, METHODS, AND WAYS OF ORGANIZING CONTEMPORARY FOREIGN LANGUAGE LEARNING

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<https://doi.org/10.5281/zenodo.10423364>

Annotation: This comprehensive article explores the dynamic realm of contemporary foreign language learning, shedding light on the diverse techniques, methods, and organizational approaches that have emerged in response to the evolving educational landscape. The exploration begins with communicative language teaching (CLT) and task-based language teaching (TBLT), emphasizing the importance of communication and practical applications in language acquisition. The integration of blended learning, language immersion programs, and gamification showcases the role of technology, immersive experiences, and interactive elements in enhancing language proficiency.

Collaborative learning and personalized learning paths highlight the shift towards learner-centered approaches, fostering active engagement and individualized progression. The article further delves into the cultural integration aspect, recognizing the significance of understanding cultural nuances in foreign language learning. By encapsulating these contemporary strategies, the article provides educators, learners, and educational stakeholders with valuable insights into the diverse and effective methods shaping the landscape of language education in the 21st century.

Key Words: Foreign Language Learning, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Blended Learning, Language Immersion Programs, Gamification in Language Learning

Introduction. In the ever-evolving landscape of education, the field of foreign language learning has witnessed a transformative shift in recent years. This article delves into the contemporary techniques, methods, and organizational approaches employed in foreign language learning, exploring how educators and learners are navigating the complexities of language acquisition in today's diverse and interconnected world. Modern educational development has given rise to a new direction of innovative pedagogy. Innovative means "introduction (dissemination) of innovation" in English. Concepts of novelty and innovation are mutually different in scientific directions. "Innovation" means a tool, new method, methodology, technology. "Innovation" is a process that develops according to certain stages of education. The development of world science is growing and developing day by day. It is this positive development that has had an impact on our country. Advanced innovative technologies are being applied to our world of science. As an implementation of this, the president named this year as the "Year of Youth Support and Public Health", which increased the responsibility of the youth of our country. It would not be wrong to say that the wide application of advanced, modern innovative technologies in the field of education has opened the door to many opportunities and goals for young people learning foreign languages. Language learning is one of the most important areas in human society. Language, which is a

means of communication, can be acquired practically in a natural environment, i.e. in the family, among the public or in an organized manner. Knowledge of language phenomena is taught theoretically. The mother tongue and the second language are learned in a natural environment, and a foreign language is learned in an artificial environment. Communication in a foreign language mainly takes place in the classroom under the guidance of the teacher. Among the three languages, learning and teaching a foreign language differs sharply in certain aspects. This, in turn, requires the use of appropriate foreign language teaching technology. By carefully mastering the achievements of the methodical science, the foreign language teacher will be able to clearly know the standard of language experience of the student and to improve it further. Effective teaching of foreign languages requires knowledge of its methodology. The subject of the methodology is the process and methods of education through the subject of a foreign language, the science of teaching a foreign language, the study of teacher and student activity is considered the subject of the methodology. The main concepts of methodology - method, method, principle. Didactics - what do we teach? is the content of teaching. Methodology - how do we teach? means educational methods and methods. Method - the concept of methodology is derived from the Greek-Latin word "methodos-"methodus" and means ways, methods leading to a certain goal. It is possible to find narrow and broad meaning of the term in different literature. The term "Methodology" in a narrow sense means the concept related to the concrete lesson process of education. It is interpreted as a controlled teaching process that includes instructions related to lesson planning and preparation of teaching materials. The term "method" broadly refers to the selection, classification and distribution of teaching materials. "Didactics" and "methodology" have been used in the narrow sense in the Federal Republic of Germany since the 1960s. Accordingly, what is the content of didactic education taught? Methodology, how are educational methods taught? He deals with his issues. Learning foreign languages is not only a means of intellectual education, but it is a process of personality formation by getting to know the educational resources and values of a foreign culture and applying them to one's own cultural life. In Europe, the study of foreign languages has long been considered a privilege in higher education, and in public schools it is seen as educating the privileged few. Foreign language teaching methodology as a science has more than 200 years of history. During this period, it can be observed that different attitudes towards foreign language teaching methodology were expressed. One of these views belongs to academician L.V. Shcherba. In his opinion, although the methodology of teaching any subject is a science, it is not considered a theoretical science. It solves practical issues. In particular, the methodology of foreign language teaching does not rely only on the evidence of psychology, but is based on general and specific linguistic studies. If linguistics deals with the origin and laws of movement of language phenomena, the methodology answers the question of what should be done in order to use the necessary language phenomena in practice based on these laws.

The term "method" is used in the sense of "set of educational methods" and "direction of education". First, in the theory of education, the process is used in the sense of methods, and in the second sense, we can find it in works on the history of teaching methods. For example, translation method, correct method, conscious comparative method, traditional method, intensive method and others are considered as foreign language teaching methods. The innovative activity of the teacher includes the analysis and assessment of innovation, the formation, implementation and analysis of the purpose and concept of future actions, and the

assessment of efficiency. It can be seen from all the above opinions and comments that in order to achieve such positive results, the pedagogue should refer to the next step in foreign language teaching, i.e. "exercise technology", and its practical application leads to skills and competence in learning. . In conclusion, learning a foreign language is a multifaceted teaching, and in this process, a person experiences complex psychological changes. In particular, the process of comparing the native language with a foreign language occurs. Various teaching methods and technologies are used in this process. With the help of modern pedagogical technologies, teaching by comparing a foreign language with the mother tongue gives effective results. Teaching a foreign language requires knowledge of its methodology. Methodology and technologies are important in the process of learning a foreign language. There are various methods of teaching methodology. The widely used methods in foreign language teaching methodology are: communicative didactic method, method of organizing intercultural communication and method of organizing exercises. All three methods are closely related to each other and complement each other. Since the science of methodology is related to the science of didactics, it is based on communicativeness during foreign language learning and the method of communicative didactics is created. In the process of applying the method of communicative didactics, the teacher's method of intercultural communication is formed. As a result of learning a foreign language, one learns the culture of a foreign country. In order to acquire the necessary knowledge in foreign language education, the "exercise organization technology" is of great importance.

Organization of the lesson as work on a project. Features of the project method:

- Orientation to action
- Teamwork
- Self-organization of students
- Situational orientation, correlation with real life
- Interdisciplinarity (interdisciplinary projects)
- Integrity - the project is considered as a whole
- Focus on the product, result.

Traditionally, the following main phases of the project are distinguished: Initiation - the invention of an idea for the project Beginning of the project Conducting the project Presentation of the results of the project Evaluation (reflection) of the project Method of learning by stations. A learning technique in which students work on learning material that is organized into stations (students receive work plans with mandatory and optional tasks). When teaching by stations, students have the opportunity to choose the distribution of time, the sequence of tasks and the social form used (individual work, pair work, group work). Thus, when using this method, students learn to plan their time, learn self-assessment, analyze their own academic success, plan and conduct stages of work. Work on stations allows for differentiation according to the abilities, interests of students, according to the degree of complexity of the task. Simulation method. Especially in teaching a foreign language to students of economic specialties of universities, the simulation method can be successfully applied. In cybernetics, this term is used to model and simulate reality.

The simulation provides an opportunity for students to try themselves in a certain role - the head, the president of the company, gives the opportunity to explore the system of work of this enterprise. The participants in the game are given certain tasks - to achieve an increase in the company's profit, to conclude an agreement, to profitably sell the company's shares, and

the like. Simulations are characterized by a high degree of interest of the participants, they are completely immersed in the game, embodied in their role, root for the result of the work, since the overall result of the game depends on the team spirit and the speed of decision-making. Thanks to the simulation, the skill of strategic planning of students is formed, the ability to work in a team, negotiate, and convince a business partner develops. Simulations streamline the knowledge of students, prepare them for the need to make quick and motivated business decisions in future activities. There are computer simulations, where participants work with a computer program, manage an imaginary company, and desktop simulations, where participants, companies, enterprises "exist" in the form of chips, cards. It is universities that are responsible for the quality provision of students with a set of language knowledge, skills, and this requires, first of all, the educational institution to systematically create conditions for the improvement of the qualifications of its teaching staff, to provide the institution with an appropriate material and technical base. High-quality language training of students is impossible without the use of modern educational technologies. Modern technologies in education are professionally oriented teaching a foreign language, employment in teaching, the use of information and telecommunication technologies, working with educational computer programs in foreign languages (multimedia system), distance technologies in teaching foreign languages, creating presentations in PowerPoint, using Internet resources, learning a foreign language in a computer environment (forums, blogs, email), the latest test technologies (creating a bank of diagnostic materials for the course of the subject "Foreign Language" for conducting computer testing in order to control students' knowledge of learning). At this stage of the development of methodological science, the main methods of teaching foreign languages are communicative and constructivist methods. communicative method. Learning goal: mastering communicative competence. Learning content: texts should show conflicts that encourage the student to express their own opinion. Learning management is not carried out through grammar, but is directed by communicative intentions.

The student is at the center of learning. Language plane: the dominance of language development over language correctness, correctness, mistakes are allowed. Language becomes a means of communication. Exercises: exercises of the communicative direction. Students learn "communication in the process of communication itself. Therefore, all exercises and tasks must be communicatively justified by the lack of information, choice and reaction. The purpose of teaching a foreign language in higher education at the present stage is to student's communicative competencies, which will allow them to realize their knowledge, skills and abilities to solve specific communicative tasks in real life situations. A foreign language acts as a means of communication, communication with representatives of other nations, so that in education the culturological or intercultural approach to teaching continues to develop in the future within the framework of the concept of "dialogue of cultures", with the aim of forming students' polymer literacy. So, in my opinion, in a modern university there should be no place for such processes as memorization, thoughtless memorization of texts in a foreign language, which have no practical value for the future life of students. Students should be prepared on the basis of high-quality modern authentic educational material for the conscious use of a foreign language in later life and work. After all, a good knowledge of foreign languages now and will continue to be one of the leading requirements of employers in the future. The widespread introduction into the practice of

teaching a language, along with intensive methods of various teaching technologies, requires a clearer distinction between the concepts of "teaching methods" and "teaching technologies" and a description of the technologies themselves. There is no doubt that the most promising for the coming years will be learning technologies that involve the use of computers and various forms of distance learning in the educational process.

Conclusion: The contemporary landscape of foreign language learning is dynamic and multifaceted, embracing a spectrum of techniques and methods to meet the diverse needs of learners. From communicative approaches to digital integration and personalized learning, educators are navigating an exciting era of innovation. By embracing these contemporary strategies, foreign language learning becomes not only a skill acquisition process but a holistic and engaging journey that reflects the globalized nature of communication in the 21st century.

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