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# Methods Of Achieving High Effectiveness In Foreign Language Teaching

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***Abstract: This article discusses methods for achieving high efficiency in foreign language teaching. And also article provides solid advice for learning foreign languages. The methodology of teaching by age category is also analyzed, an individual approach is recommended, the psychological preparedness of the teacher, the need for verbal and visual aids when teaching a foreign language. Mastering a foreign language is a certain stage in the formation of a personality from a pedagogical point of view. The article also examines national traditions, views of the educators of the East and West on the problems of learning foreign languages.***

***Keywords: method, innovation, pedagogical technology, teaching, information, ideas, tasks, games, training, competitive staff, multilingualism, pedagogical principles, individual, interactive lesson.***

## 1. INTRODUCTION

Based on the scientific and practical research of many scientists and professors, it can be said that the most effective way to teach foreign languages today is to use innovative technologies. Pedagogical innovation is a change within the pedagogical system aimed at improving the process, results and course of educational work. Innovative pedagogical technologies in foreign language teaching are technologies aimed at developing students' systematic, creative thinking and the ability to express non-standard ideas in the performance of creative tasks, it is an effort to meet the demand for new technologies through the application of new knowledge applied to new factors of production, and we all know that the result of such efforts is innovation. In addition, slide shows and video shows help students understand the lesson faster and easier. If you pay attention, students will try

to imitate their speech after watching the video. They imitate first, and then they have their own direction. In contrast to traditional forms of education, the system allows students to express themselves independently, increase student performance, obtain guaranteed results, and distinguish between education and teaching. The use of innovative technologies in foreign language teaching is a system in which the combination of knowledge, skills and competencies remains stable even in the face of changes.

Significant changes are taking place in the methodology of teaching foreign languages today. Ways to improve teaching methods require in-depth analysis and a new approach. The educational process requires a focus on the effectiveness of constructive, rational and innovative teaching methods. Innovation in foreign language teaching is inextricably linked not only with changes in the purpose, content, methods, lesson organization and management system, but also with changes in teaching methods in the organization of the teaching and information process. There are many different ways to learn a foreign language. Different students want to learn in different ways. These different methods are called methods. Teaching is the process by which a person reads, understands, and remembers well.

There are 4 types of study methods:

- 1) Visual
  - 2) Auditory
  - 3) Kinesthetic
  - 1) Reading/writing
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- 2) Visual style - allows participants (students) to learn by seeing new cues. Helps students remember new ideas and information by drawing pictures, diagrams, and important information on the board.
  - 3) Auditory style - listeners prefer to learn new information by listening. Short lectures, listening to information through a song, or rehearsing information can help students remember new things.
  - 4) Kinesthetic - in this style, students want to learn something by trying or doing something new. You can help your hard-working students by asking them to move. Additionally, you can ask them to write their answers on the board or work in groups.
  - 4) Reading/writing style - students like to learn by touching or holding new information. You can teach such students by giving them different things, by writing them on separate pieces of paper to learn the words, or by following the instructions on the card. If you look closely, you can see what style students are learning. Experienced students are always moving, moving their arms or legs or moving back and forth. Listening students always repeat something for themselves. Visual student loves to see how things are written or read. Sensitive students want to hold notes or objects for themselves.

The term “method” is widely used as a general theory of pedagogical teaching. Didactics interprets the term “method” in terms of the way teachers and students work to

learn, to acquire skills, to shape teachers' worldviews, and to create opportunities for learning. General teaching methods have been developed for the subjects that teach the basics of science. Methods of teaching a foreign language have been developed in the methodology, taking into account the specifics of the subject. The use of foreign language teaching methods has a long history. In foreign language teaching methods, the term "method" has three main meanings.

Firstly, a whole line in the history of methodology (translation method, correct method, comparative method, mixed method);

Secondly, the training system that is part of the above direction;

Thirdly, the way teachers and students interact. (Methods of acquaintance, exercise and application). In the history of foreign language teaching, the first and second methods are called "historical" and the third is called "process expression". Historically, methods have been grouped into four groups, with the addition of the words "translation", "correct (or without translation)", "comparative", "mixed" to their names, so that the foreign language all the methods in the centuries-old history of the unit are grouped into four categories. A brief analysis of each of them is required, because in the first method some of their features are used in a certain way.

## **2. LITERATURE REVIEW**

**Translation Method:** The name of this method is usually used in the plural with the term "translation methods". So it's not hard to know the meaning; the foreign language material is translated into the native language. In Europe, translation was first used as a method of understanding Greek and later Latin. In the second half of the XVIII century and throughout the XIX century, French was studied through translation, in the XX century English, and finally German, and in the Muslim world, mainly Arabic and partly Persian were studied as foreign languages. Spiritless and alive languages were taught by translation, and this process was considered a factor in the development of logical thinking. Arabic, on the other hand, was a means of teaching Islamic works, which most students learned by rote memorization. Arabic, Persian and Turkish languages are widely studied in higher and religious schools. The most common translation methods are known as "Grammar-translation method" and "Text translation method". Proponents of the former used word and color translation to teach grammar, while proponents of the latter aimed to use translation in reading the text and understanding its content. The use of both translation methods is for educational purposes only. A foreign language is learned receptively. Foreign language teaching methods have been developed based on the linguistic and psychological knowledge of the time. Some teachers still misuse translation methods. For example, interpreting a text is a non-methodical method. It is not forbidden to translate certain sentences or parts of the text for a specific purpose. The dictionary can be used to provide short texts for translation to reveal the meaning of new words. Here's how to use a dictionary to translate text.

Correct method: The main reason for the origin of the name of the method is that when teaching in the correct method, bypassing the native language, there is a direct association between the word of the foreign language and the subject, that is, the link of ideas attempt was made to install the lanyard. The same methodology is used in teaching foreign language grammar; they wanted to make a direct connection between grammatical meaning and form. The reason for the birth of the right method can be traced to the practical study of foreign languages. By the end of the last century, this method was invented as a result of the reform of foreign language teaching in Western Europe and the United States. Later, this method spread to Asia, Africa and other countries. Attempts to teach a foreign language without the participation of the mother tongue began to be expressed in terms such as the correct method, the inductive method, the natural method. The main purpose of these methods is to teach a foreign language in a practical way. The conditions for learning the mother tongue have remained the same in this method. Two of the most common modern methods of sound method are audiolingual and audiovisual. According to the founders of the audiolingual method (the famous American Methodists Charles Carpenter Frieze and Robert Lado), a foreign language is studied for practical and educational purposes. Emphasis is placed on the selection and teaching of foreign language sentences (speech patterns) from language materials. The order of learning the types of speech activities is as follows: listening comprehension, speaking, - reading - writing. Spoken language is taught as a means of communication in a foreign language, and written speech is taught on the basis of oral material. Teachers know several positive features of the audiolingual method from school experience. For example, the use of speech patterns at the level of language teaching units, the advancement of oral speech, the teaching of reading and writing in oral material, have been adopted with appropriate changes in grades V-VII. The fact that some of the laws of the audiolingual method do not apply to our conditions is taken into account in school textbooks. For example, it is unscientific to teach speech patterns without the involvement of the mind and without giving any rules. Distinguishing between active and passive language material, they are indifferent to their mastery. This is also a misguided method. Special attention is paid to the traditions of lexical material in accordance with the guidelines of the representatives of the audiovisual method (P. Guberina, P. Rivin), which differs in several respects from the audiolingual method. 1,500 words have been selected for free thinking on life topics, and various technical tools have been given a major place in the educational process. In addition to the commonality of the two methods, there are also differences. For example, the audiovisual method teaches speaking, writing, and finally reading. Reading is taught after writing, and these methods are used positively in our schools. In the first years of high school, foreign language teaching is taught before writing, then reading before writing, and reading in the upper grades before all types of speaking activities. Reproductive and receptive foreign language teaching methods have also left a significant mark on the history of the methodology.

Mixed Method: This method incorporates the scientific and practical aspects of two major methodological directions Mixed Methods emerged in the late XIX and early XX centuries as a mixture of translation and direct methods. Information about the mixed

method can be found in the scientific work of its representatives, the Danish psychologist K. Flagstad, German linguist E. Otto, German Methodist F. Aronstein, German linguist G. Paul. Another form of the mixed method emerged as a mixture of the principles of the correct method and the comparative method. Representatives of this modern mixed method are known from the researches of Methodists Henbold II of the United States, F. Klossa of Belgium, A. Bolen of Germany and R.B. Believ, a Russian foreign language psychologist.

Comparative Method: Its full name is "Conscious Comparative Method". The founder of this method was A.V. Sherba, who adapted this method to the modern foreign language teaching process. The founder of the method was a corresponding member of the Academy of Pedagogical Sciences, Professor IB Rakhmonov, who successfully continued his work. Specific principles, such as the comparison of this method, the simultaneous teaching of speech activities based on the native language, were formed in 40-50 years and are widely used in practice. The practical, educational, and pedagogical goals of foreign language teaching were the first manifestations of this scientifically based method. The comparative method has been modernized since the 1960s. Comparisons, for example, are not a matter of students' work in the classroom, but a matter for the Methodist and the teacher to create a system of exercises. In the first form of the comparative method, the rule-based exercise is performed. In the modern sense, the rule of practicality is generalized during the exercise. Students are not specifically involved in comparisons, memorization and narration of rules, or the acquisition of theoretical knowledge. Another way to express the term method is the methods used in the process of teaching a foreign language. They are three: 1) acquaintance 2) exercise 3) application. These three terms have been used under different names in methodological research. These methods, which are widely accepted and can be directly observed in teaching, are named from the student's point of view. The student's task in learning a foreign language is to get acquainted with the study material, to practice in order to develop skills and competencies, and to use language in oral communication. Each method has its own characteristics. Acquaintance is the first rule in studying the material. As they begin to study the unit of language, the student learns its form (clearly showing the sound side in oral speech or reading the number of graphic language from the written text), its meaning (the subject is connected with the action of the thought) 'lash) and its application (addition to other units, in what case it is used). Form, meaning, and usage are three aspects that are studied in each lexical or grammatical unit. Getting to know them is the beginning of learning. One of the main conditions for storing this unit in memory is to perceive it through the senses of hearing and sight. At this point, the language unit goes through a training phase. Through practice, the language phenomena studied are strengthened and a dynamic stereotype about them is formed. This dynamic stereotype is triggered in the operational status of the speech process. During the exercise, special attention is paid to the quantity and quality of exercise, ie how much and how much exercise to do. The skills a student learns during practice are monitored by the teacher, and the most economical way to monitor is to take a test. During the application period, information exchange (skills development) exercises are performed. The method is useful for students in oral and written communication. Previously studied material is now subject to the purpose of obtaining

information. Methods of performance, in turn, are used in practice through methodological actions. For example: the method of revealing the meaning of vocabulary without translation, the method of obtaining information from the text, the method of lexical teaching of grammatical units, the teaching of pronunciation by imitation, etc. A set of specific methods constitutes a process method. Methodology refers to a movement that is evident in the study of a learning material. In the methodological literature, there are up to seven cases of giving methods under the name “Demonstration, Explanation and Exercise” or methods. No matter what the names or how many they are, the methods are focused on introducing, building skills, and providing skills.

Through language, humanity has created its own values, works and heritage in the literary, religious, philosophical and enlightenment spheres. At the same time, it is through language that the legacy of various areas of human activity has been created. Language is the main means of human spiritual and cultural heritage. Through language, the national-spiritual and cultural heritage and values of mankind are expressed. At the same time, it is through language that the aspects of nationality, its features, system of nationality are formed. Consequently, there can be no culture, no people, no spirituality, history outside of language. They all apply through language. Attitudes towards languages in Uzbekistan are manifested through their two interdependencies, as well as their distinctive features. These are:

- a) Understanding of national identity and preservation of the nation's spirituality and gene pool, respect for the mother tongue as a basis for the protection of national interests;
- b) Respect for foreign languages, ie foreign languages, as a source of national traditions and a source of support and promotion of the role and place of man in the world community.

The phenomenon of multilingualism and polyglotism has existed in our country for a long time, and the socio-educational conditions created in Uzbekistan for the study of many world languages, on the one hand, are an ancient heritage for our work, on the other hand it is one of the steps taken to become a modern, all-round perfect and mature professional.

Therefore, today's students are required to know the basics of the sacred attitude of past generations to the national language and the language in general, and to include them in their traditions. This knowledge serves for the formation of the following behavioral and character traits in the minds of students:

- to respect the Uzbek language, to understand that it is one of the unique and main features of the Uzbek nation and people, to consider the Uzbek language as a sacred value, to strive to acquire the richness and potential of their own language;
- to be proud of the history of the Uzbek language and the spiritual and cultural heritage created in the Uzbek language, to respect its unique and natural place in the world community, to understand that the Uzbek language is a means of introducing the Uzbek people to the world community;



- however, given that all national languages are cherished for their people, understand that they are a spiritual treasure for all peoples, therefore, to strive for tolerance of the culture, history and spiritual heritage of other peoples through the study of other languages, in relation to the language and linguistic relations of the youth;

- to understand all the ideas, views and attitudes of Eastern and Western thinkers on language and language learning, to learn from them, to try to grasp the essence of these thoughts, to make them a living criterion.

### **3. THE MAIN FINDINGS AND RESULTS**

Therefore, in the study of foreign languages, the requirements that are inextricably linked with national traditions, values, the system of views of Eastern and Western thinkers, Islamic culture on language and its use, language practice and language theory are important, it is necessary to take them all into account and make effective use of all available opportunities. Knowledge of foreign languages has been pedagogically assessed as a specific stage in the formation of a person. In a person who knows foreign languages, the following behavioral characteristics are formed:

- The student's mind grows, his mind grows, his memory grows, his attention to everything increases, he tends to think logically, his imagination expands, his language becomes burro, he learns the meaning of words clearly, and as a result, his understanding of the semantics of words and his lexical knowledge and richness increase;
- Through a foreign language the student's knowledge of another culture, another country is formed, information about the culture and customs of other peoples is expanded, which in turn ensures that the student is tolerant, patient, highly cultured, secular;
- Knowledge of foreign languages ensures the student's position as a modern competitive staff, on all topics in his world, including the opportunity to acquire scientific and theoretical knowledge in the field of their specialization, which provides and increases the student's independent thinking, freedom, self-confidence.

It is known that the issue of teaching foreign languages as a specific part of the reform process in the field of education in Uzbekistan is on the agenda. In doing so, on the one hand, we need to preserve, strengthen, and expand the teaching of the languages of the peoples who are our brothers and have traditionally lived in our territory, and secondly, to strengthen the teaching of foreign languages, in particular the languages of the peoples of the West and the East, which have aroused great interest. At the same time, during the years of independence, along with the formal education system, the teaching of informal and informal foreign languages in all regions of the country, there are many centers for the preparation of students for tests in foreign languages or language skills, and they are widely operating. Language training centers have also been set up at embassies of many foreign countries, and they have begun to teach those who wish to learn the language of their own country. Such language centers are DAAD of Germany, KOIKA of Korea, LSA of Japan, MASHAW of Israel, Cultural Center of India, EDUCATIONAL EXCHANGE PROGRAM of the USA, Organizations in the UK such as BRITISH COUNCIL, resource centers,

cultural centers, libraries, internet resources, tutoring services, internships and competitive admission services to foreign countries, as well as through language centers set up in embassies in China, France and elsewhere. It has become a tradition for embassies to hold various language competitions and foreign internships. At the same time, there are various cultural centers in our country. For example, about 50 cultural centers in the country have created all the conditions for the preservation and development of cultures of different nationalities and ethnic groups living and working in Uzbekistan. There are 12 national centers in Samarkand alone. Among them are German, Polish, Jewish, Turkish, Azerbaijani, Tatar-Bashkir, Crimean Tatar, Russian and others. Each of these centers offers courses in the national language of the country, which belong to the cultural center. Of the 30 theaters in Tashkent, 10 operate in Russian. Consequently, many scholars link the process of learning a foreign language to the process of human psychology, cognitive psychology, and education. In the context of the XXI century, it is required to know one or more foreign languages, master them and use them in their professional activities. Therefore, how many foreign languages do professionals know in the process of finding a job, getting a job and getting a job remains one of the main issues in the questionnaire. Consequently, the formation of competitive personnel is inextricably linked with their level of proficiency in foreign languages. The study of foreign languages requires national traditions, values, systems of views of Eastern and Western thinkers, Islamic culture related to language and its use, language practice and language theory, and requires the effective use of all of them and all available opportunities.

Thus, there is a system of pedagogical principles in the teaching of foreign languages, which reflects the social attitude to foreign languages, the pedagogical conditions created for the teaching of foreign languages, it covers such principles as readiness, ability, ability of the individual in learning foreign languages, as well as the compatibility of his personal psychological and emotional characteristics, the introduction of state policy in the study of foreign languages, and this set of principles forms the basis of pedagogical effectiveness in learning foreign languages. Today, there are great demands on the skills of foreign language teachers. Among them are the traditional pedagogical requirements, knowledge of new innovative technologies, their practical application in the classroom, the development of interactive lesson plans. Therefore, in the course of experimental work, it was found that the issues of pedagogical skills of an English teacher cover all the traditional requirements.

#### **4. CONCLUSION**

Lessons are the main form of organization of educational work. Characteristic feature: speech activity in a foreign language; clearly define the purpose and ways to achieve it. The purpose of educational activities is to: provide students with knowledge and develop speaking skills in a foreign language; these goals can be specified depending on the nature of the language material and the types of speech activities. What we need to do is identify the means to achieve this goal, build a teacher-student relationship based on mutual respect, and organize the lesson. A foreign language teacher should always be on the lookout. Teach students something new in each lesson; it is advisable to try new methods in practice;



Second part of the educational process is the student activity. So the point of the lesson is to organize the teacher-student activity. In practice, this is done on the basis of performance, but it should be noted that the exercises are part of a system, not separately. Lesson content, in turn, is measured by school curricula, textbooks, lessons, and other organizational forms of the educational process. It consists of two components. Teacher and student activities. The language of instruction is also a matter of debate.

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