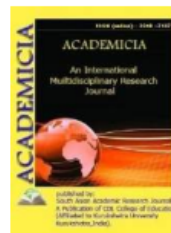


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ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00846.6

**THE IMPORTANCE OF USING MODERN PEDAGOGICAL
 TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING
 METHODOLOGY**

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ABSTRACT

This article discusses modern pedagogical technologies used in foreign language teaching methods, their importance in education, the effectiveness of their use, based on analytical approaches. In his view, any science teaching methodology, although a science, is not a theoretical science. He solves practical problems. In particular, the methodology of foreign language teaching is based not only on the evidence of psychology, but also on the research of general and specific linguistics.

KEYWORDS: *Pedagogical Technology, Interactive Method, Teaching Effectiveness, Analytical Approach, Foreign Language Teaching Methodology, Psychological Arguments, Non-Translational Method, Communicative Didactics.*

INTRODUCTION

Foreign language teaching methods have a history of more than 200 years as a science. During this period, different approaches to foreign language teaching methods have been observed. One such view belongs to academician L.V. Shcherba. In his view, any science teaching methodology, although a science, is not a theoretical science. He solves practical problems. In particular, the methodology of foreign language teaching is based not only on the evidence of psychology, but also on the research of general and specific linguistics. If linguistics deals with

the origin of linguistic phenomena and the laws of motion, the methodology answers the question of what must be done to put into practice the necessary linguistic phenomenon based on these laws. The most valuable books on methodology have also been written by linguists. These included G. Suite, one of the great English phonetics of the nineteenth century and the great English linguist, O. Jespersen, the most original phonetist and theoretical linguist in England in the late nineteenth and early twentieth centuries, and F. Bruns and Brealya, prominent Englishman and well-known phonetist. V. F. Fodor et al. Academician LV Shcherba and his teacher, the great linguist I.A. Baudouin-de-Curtone, and his students studied the methodology of language teaching in Russia. Psychologists have a different approach to foreign language teaching methods. Professor VA Artemov gave a valuable opinion on the relationship between the sciences of methodology and psychology. In his view, psychology provides material for methodology. The methodology teaches the teacher how to teach. Psychology, on the other hand, deals with how students learn a subject. But I don't completely agree with that. Because the teacher experiences certain mental processes and situations during the teaching process, and the student during the mastery process, they are exposed to and influenced by the laws of psychology, whether they want to or not.

Methodology A closer look at the historical literature shows that some researchers call methodology an art. They usually refer to the French Methodist Penlash's idea that there are "good" or "bad" teachers who do not have a "good" or "bad" method. To those who hold such an opinion, the German Methodist E. Otto can answer with the ideas expressed in 1924. He says, "If anyone thinks of methodology as art, he is confusing science theory with its practical application."

Each science has its own set of concepts. Among the basic concepts adopted in the methodology of teaching a foreign language are: education system, teaching method, teaching principle, teaching tool, methodical method.

A foreign language teaching method is a set of teacher and student activities that ensure the achievement of practical, general, educational and developmental goals of foreign language teaching. The term method is used to mean "a set of teaching methods" and "a direction of education". The first is used in the theory of education in the sense of process methods, and the second sense can be found in works on the history of teaching methods. For example, the translation method of foreign language teaching, the correct method, the comparative method, the traditional method, the intensive method, and so on.

Natural and social phenomena are interconnected and evolving. Since the sciences are a reflection of objective reality, none of them exists in isolation from the others. The event and the subject can be the source of research in many disciplines at the same time, for example, the study of the social phenomenon of "language" from its point of view in linguistics, psychology, didactics. The term "Cient language methodology" evokes in the human mind the following association: first, a set of methods and methodological approaches to language teaching, or scientific knowledge of teaching methods, and finally, independent pedagogical science comes to mind. Foreign language teaching methods have developed in harmony with didactics. It is well known that the teaching theories of all disciplines are based on the science of didactics and receive scientific nourishment from it. Foreign language teaching is also based on didactics. General theory of didactic education, methodology is considered as the science of teaching a particular subject, lingvodidactics is considered as a general theory of teaching languages,

linguistics is considered as a science of teaching a specific language. The term "method" refers to the way in which a teacher and student work to acquire knowledge, skills, and attitudes, and to create opportunities for students to form worldviews and knowledge. There are countless definitions of this concept. The application of methods in foreign language teaching dates back a long time, and the principles are relatively new methodological terms. Historically, the methods have been grouped into four groups, which are called "translation", "correct", "comparative", and "mixed".

MAIN PART

History of methods The famous Methodist prof. IVRaxmank ". The method of translation is mainly in two forms. They are called grammar-translation and text-translation methods. From the point of view of grammar-translation method, a foreign language is studied for general educational purposes. Grammar The exercises are performed in order to develop the logical thinking of the language learner. The main goal of education is to express grammatical knowledge. The main principles of this method are:

1. Language learning is based on written speech.
2. Grammar was chosen as the subject of study, and vocabulary was chosen accordingly. Grammar exercises were the main way to work.
3. First, the grammatical rule is memorized, and then it is recommended to make sentences based on the rules.
4. The grammatical form and the meaning of the words are revealed through literal translation.
5. Language material is mastered through literal translation and dry memorization.
6. The word is out of context, limited to individual memorization

Method without translation. Various aspects of this method have been known throughout history. They can be divided into two main groups: natural and correct methods. Learning a foreign language in a natural way should be similar to learning a native language. The idea that the main goal of the method is to learn to read and write by learning to speak a foreign language is formulated as a practical goal. The most important of the principles included in the natural method is to create a language environment. There are different approaches to the practical application of the proposed methodological principles. This can be clearly seen in the creative work of the representatives of the method.

In the new interpretation of the purpose of foreign language teaching, based on the results of pragmatic linguistic research. Linguistics this field is not a system of language-related forms of language, but a field of human activity interprets. Foreign language education has been concentrated since the early 1970s a set of new findings in the field of educational goal setting led to heated debates. New curricula have been adopted that define the main directions of foreign language teaching, such as "teaching students to behave" and "Befähigung zur Kommunikati" (communicative Competence). In the 1970s, the "communicative method" proved its worth in several stages after a series of attempts. At the same time, the science of methodology developed. No foreign language can we learn without a thorough study of its methods. The method of "communicative didactics" is also important in foreign language teaching methods. Communicative didactics combines the following.

1. Open and flexible course concept;
2. theme and content are important;
3. the main form of work in the classroom is conversation and group work;
4. emphasis should be placed on student engagement and creative and free use of language;
5. Strong emphasis on exercise based on the principle of comprehension;
6. Visualization plays an important role in revealing meaning, defining the scope of movement, and organizing the exercise;
7. Learning everyday speech in real-life situations (practice dialogue);
8. Oral use of language, as well as original texts understanding is important.

RESULTS

Communicative didactics prioritizes the use of natural speech situations as listening comprehension material, such as advertisements in transport, at the station, radio and television commercials, telephone conversations, and so on. The goals of listening comprehension have changed. Telling and controlling what he heard also took on a different tone. This method, depending on the purpose, distinguishes the following types of listening comprehension:

- Understand the main content of a text in a broad sense, without paying attention to certain details;

- This method is used when specific information is important, such as the need for weather for a particular location, the announcement of a train's arrival and departure, and so on. It is precisely this knowledge that we retain in our minds, our study of communicative didactics, that, from the concept of 'communication', is semantically linked to the term 'intercultural communication'.

The term intercultural communication is now widely used in foreign language teaching methods. It is this concept that we can use in a variety of contexts. In fact, intercultural communication is the dialogue between different cultures about their social origins, mentality, national character, lifestyle, customs, value system, and so on. In this process, students should be educated and developed in the spirit of respect, tolerance for the culture of the country being studied, and a correct understanding of the culture of another country.

Every foreign language lesson is a crossroads of cultures, a practice of intercultural communication. Because every word in a foreign language in this process reflects a foreign life and culture. The task of teachers is to develop the ability of students to communicate and communicate. This requires the development of textbooks that teach people to communicate effectively and new teaching methods aimed at developing the four speaking activities in a foreign language.

The formula for intercultural communication is patience. It is necessary to avoid socio-cultural mistakes in intercultural communication. For example, in German, "Tee oder Kaffee?" that is, we answer the question "tea or coffee" in our native language - "Tee", "tea", but in German such an answer is incorrect. In German, the answer is "Bitte, Tee", which means "Please, tea". Words connect people through communication. Applying new material to all types of speaking activities at the same time builds skills and competencies. In this process, the quality and effectiveness of

education will increase if the means of communication, demonstration, types of modern technology, methods, the principle of consistency are provided.

In order for a teacher to be successful, not only subject, pedagogical and psychological knowledge, but also other special skills and communication skills are absolutely necessary.

From infancy a person begins to acquire communication skills. But not everyone is able to communicate well when they grow up. The pedagogical profession is one of the "human-to-human" professions, and therefore the ability to communicate is one of the leading, professionally important skills for a teacher. Depending on how the educator interacts with students, your child's interest in the subject will be shaped by the learning motives. The method of pedagogical communication influences the culture of subject knowledge, the effectiveness of skills, interpersonal relationships by students, creates a unique moral and psychological climate in the educational process. Communication is an important condition for a person's socialization. Here it is important to know what pedagogical communication really is.

Pedagogical communication is a interaction between a teacher and a student, which is based on the exchange of information, primarily educational information, helps to understand the partner of pedagogical communication, as well as to carry out collaborative activities. In this case, the information is conveyed both verbally, ie through speech, and through nonverbal means. In the process of pedagogical communication, the teacher should play a key role and be a role model for students. This is judged by its communicative culture.

A teacher's communicative culture is a professional-pedagogical dialogue with the subjects of his educational process. A necessary level of communicative culture can be defined as a teacher who is able to positively accept his students and colleagues and unconditionally ensure the achievement of educational and pedagogical goals. The social significance of communicative culture is that the teacher who masters it can create a positive psychological climate in the interaction of all subjects of the educational process, implement the important principles of modernization of education - humanism and democratization. The personal significance is that the educator with a communicative culture has high self-confidence, enjoys the communication built with the pupil, feels free in the chosen work activity. The communicative culture of a teacher includes:

1. Communication skills.
2. Educator's communicativeness.
3. Educator's communication culture.
4. Methods of pedagogical communication.

Communication skills can be divided into the following groups:

Socio-psychological skills. They prepare students to communicate, make a positive impression, help each student to accept his personality, level of status, predict the development of interpersonal relationships, use the tools of psychological influence, persuade, absorb, allows identification.

Ethical and aesthetic skills. To see this dialogue on a humane, democratic basis, to adhere to the rules of professional ethics, to restore the dignity of each student as an individual, to develop creative cooperation with the student body and each student. 'mata acquisition skills.

Aesthetic skills. It is characterized by the ability to combine internal and external situations, to have artistic abilities, aesthetic expression, to engage adolescents in a high culture of communication, to activate their emotional mood, optimistic perception.

Technological skills. It is determined by the choice of different forms of interaction of teaching aids, methods, techniques, the choice of the optimal method of communication management, adherence to pedagogical tact, increasing its educational effectiveness.

DISCUSSIONS

A number of personal qualities necessary for a culture of pedagogical communication - honesty, openness, self-control, assertiveness, sincerity, patience Oral and written exercises in a foreign language. Oral exercises are divided into dialogue and monologue exercises, as well as lexical, grammatical and pronunciation exercises performed orally. Writing exercises focus on teaching expression and writing techniques. Reading exercises are designed to learn information and reading techniques by reading a graphic text. Phrases such as exercise and text, exercise and poetry, exercise and letter, sound, exercise and picture are non-methodical concepts because the second word in the phrase is the material of the exercise, i.e. the object or product of the exercise. Such expressions may be freely used in the mother tongue and second language. This is due to the fact that the rules are taught regularly, grammatical analysis is performed, and poems are read expressively. Listening comprehension exercises are divided into two types depending on the purpose. These are: special and non-special exercises. In non-specific exercises, listening comprehension is taught along the way. Examples of non-specific exercises include, for example, a speech lesson at the beginning of a lesson, listening to a teacher's story as it unfolds, listening to a teacher's presentation in a grammar presentation, and recording another person's speech on a magnetic tape.

Teaching a foreign language is also a great way to teach listening comprehension. In order for students to understand the sentences used during the lesson, the teacher is required not to repeat them too many times, not to say them too slowly, and not always to translate them into the native language. Special exercises, in turn, are divided into listening comprehension and pure speech exercises. The purpose of the training exercise is to overcome the difficulties in advance. Preparatory exercises are performed to prevent language and student psychology difficulties. Finding, distinguishing and understanding new phenomena in other speech in overcoming language difficulty, linking sound symbolism with meaning, understanding meaning of word formation, discovering the contextual meaning of lexical and grammatical unity, semantics and exercises such as recognizing and understanding conflicting events are performed. They appear as lexical, grammatical, and pronunciation exercises for listening comprehension.

Speech exercises play a key role in learning a foreign language. Speech exercises are designed to be communicative. They can be divided into audit engagement and engagement exercises. The introductory exercises teach the student to use language and life experiences to act on different linguistic and non-linguistic bases in understanding audio text. Understanding the context, using practical knowledge, understanding the nature of vocabulary, overcoming difficulties and understanding the text are some of the guiding exercises. The use of exercises not only in the

acquisition of a foreign language, but also in the acquisition of any science, knowledge is a way to a positive outcome. Therefore, exercise serves as a bridge for each of us not only to conquer the world of science, but also to take our place in life.

CONCLUSION

Learning a foreign language is a multifaceted discipline, in the process of which a person experiences complex psychological changes. In particular, there is a process of comparing a native language with a foreign language. Different teaching methods and technologies are used in this process. Comparative teaching of a foreign language with a native language with the help of modern pedagogical technologies gives effective results. Teaching a foreign language requires knowledge of its methodology. Methods and technologies play an important role in learning a foreign language. There are different methods of methodology in the organization of the lesson. The most widely used methods of teaching a foreign language are: the method of communicative didactics, the method of organizing intercultural communication and the method of organizing exercises. The three methods are closely related and complementary. Because the science of methodology is related to the science of didactics, the study of a foreign language is based on communicativeness, and the method of communicative didactics emerges.

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