METHODS, PRINCIPLES AND TECHNOLOGIES OF ORGANISING OF TEACHING TARGET LANGUAGES

Qurbonova Gulnoza Ahmadjon qizi

Andijan State University, junior year of the Faculty of Foreign Languages

Begmuratov Akmaljon Latifjon o'g'li

Andizhan State University The junior course of faculty of foreign language

A R T I C L E I N F O.

Key words:
methods, methodology, foreign
language, education system, English,
target language, students,
professional teachers, etc

Abstract:

Today, the study and teaching of foreign languages has become one of the priorities of the education system. It is well known that new reforms are being implemented at the state policy level. Therefore, new and innovative methods and techniques of teaching foreign languages are being introduced into science by experienced teachers and professors. This article describes in detail the methods, principles and technologies of organizing teaching target languages.

Everyone knows the role of a foreign language in the modern human world. Many professionals, including those whose activities are related to tourism, often face this problem and regret their ignorance or insufficient knowledge of a foreign language. It's just a matter of establishing international connections and holding conferences, congresses, seminars and traveling abroad - you need to know a foreign language everywhere. In the 18th century, society was dominated by the French. In addition, there was a need to learn German during World War II. In our time, English has become widespread and has played a very big role, it is clear. The whole scientific world basically communicates in this language. 75% of the world's mail and 60% of telephone conversations in the world are conducted in English. However, the paradox is that a university teacher often faces the problem of not knowing this subject or very poor preparation of students, although in our country children learn a foreign language with almost nothing. What is the reason for such a low level of knowledge? This can be explained by a number of factors, including:

➤ the student does not need a foreign language at the university (by specialty);

➤ the student has formed a stable "immunity" - "I have studied English for many years (many 10 years) and have not learned anything, I do not study at university";

➤ There are students who demand from the teacher something completely different from what is required by the educational program provided by the faculty or department;

➤ Insufficient hours for discipline (in the upper grades of secondary schools); and others.

Traditional pedagogical technologies do not provide full mastery, updating of the rapidly growing volume of knowledge, the teaching material does not correspond to the current flow of information. Unfortunately, there are foreign language teachers who, under the guise of pedagogical activity, understand that students only read large, complex texts with unknown grammar and terminology, and then, as a rule, comes the traditional question-and-answer sequence. This stereotype sometimes turns out to be very stable, and it shows that the teacher is not ready to move to another (completely new) form of education. It is necessary to break this stereotype and offer new programs based on non-traditional foreign language learning. To increase the effectiveness of the learning process, it is necessary to use new educational technologies and thereby activate the cognitive motivation of the student. The advantages of modern access to information networks and electronic forms are clear in the training materials. Those who have experienced this at least once will understand how convenient and effective it is. Computer technology allows us to create a wonderful world of knowledge that is open to all.

Since the mid-70s. a dangerous trend has been identified in the local school that reduces the interest of school children in lessons. Teachers tried to stop students from being excluded from cognitive activities in various ways. Mass practice has responded to the growing problem of so-called non-standard lessons, the main purpose of which is to arouse and maintain students 'interest in academic work. A non-standard lesson is an impromptu lesson with an unconventional (not established) structure. Teachers' opinions on non-standard lessons are different: some see them as a step towards the development of pedagogical thought, the democratization of the school, while others, on the contrary, see such lessons as a dangerous offense. pedagogical principles, the forced withdrawal of teachers under the pressure of lazy students who do not want and do not know how to work seriously. The focus of the modern school on the humanization of the educational process and the comprehensive development of the child's personality implies the need for a harmonious combination of real learning activities with creative activities, in which basic knowledge, skills and abilities are formed. individual tendencies of students, with the development of their cognitive activity. Non-standard lessons are one of the most important educational tools because they form a constant interest in learning, relieve tension, help to develop learning skills, have an emotional impact on children, so they are stronger, deeper shapes knowledge.

Features of non-standard lessons are the desire of teachers to diversify the life of the student: to arouse interest in cognitive communication, in the classroom, at school; to meet the child's need for intellectual, motivational, emotional and other development. Conducting such lessons is also an indication that teachers are trying to go beyond the template in construction. methodological structure lessons. And that's their positive side. But it is impossible to build the whole learning process from such lessons: by their very nature they are good as a holiday, a holiday for students. They need to find their place in the work of each teacher as they enrich his or her experience in constructing the methodological structure of the lesson in a variety of ways. In non-standard classes, students are required to take non-standard assignments. A non-standard task is a very broad concept. It includes a number of features that allow you to distinguish this type of task from traditional (standard). The main distinguishing feature of non-standard tasks is their creative connection with "activities that are called effective in psychology". There are other signs: students independently search for ways and options to solve the set learning task (choose one of the proposed options or find their own option and justify the solution); work in unusual conditions; active repetition of previously acquired knowledge in unfamiliar conditions. Non-standard tasks can be presented in the form of problem situations (difficult situations where you need to find a way to use acquired knowledge), role-playing and business games, competitions and contests, and other tasks with elements of entertainment. Of course, non-standard lessons, which are unusual in design, organization, and conduction methods, are more appealing to students than daily classes with a rigid structure and defined work schedule. Therefore, all teachers should practice such lessons. However, it is not advisable to systematize non-standard lessons due to the fact that they are the main form of work, a great waste of time, lack of serious educational work,

low productivity, and so on.

The demand for learning a foreign language is growing day by day and step by step. Foreign language, as it was mentioned above, is divided into four aspects (reading, reading, listening comprehension and speaking), each of which provides specific concepts and skills. Educational technology is the effective tool of modern information technology in the educational process. It is also going to aim to improve the quality and effectiveness of education through the introduction of modern innovative technologies in the educational process. In particular, there are several advantages to use such information and communication technologies in learning foreign languages. The important role of modern technology in language learning and teaching is invaluable. The use of technology is useful in every aspect of learning a foreign language (reading, reading, listening and speaking). For example, to listen and understand, of course, it is impossible to do this process without a computer, player, CD. Listening is one of the most important parts of language learning. This requires the student to pay attention to the speaker's pronunciation, grammatical rules, vocabulary, and meanings at the same time. Today, interactive games are becoming a tradition in schools. It is well known that a variety of games help students demonstrate their abilities, focus, increase their knowledge and skills, and become stronger. The basis of the use of game technology is the activity that activates and accelerates the student. According to psychologists, the psychological mechanisms of playful activity are based on the fundamental needs of the individual to express themselves, to find a stable place in life, to self-manage, to realize their potential. At the heart of any game should be the generally accepted principles and tactics of education. Learning games should be based on the subjects. During the process of playing games, the student is more interested in this activity than in a normal lesson and works more comfortably.

The direct method of teaching, which is sometimes called the natural method, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. It was established in England around 1900 and contrasts with the grammar–translation method and other traditional approaches, as well as with C.J. Dodson's bilingual method. It was adopted by key international language schools such as Berlitz and Inlingua in the 1970s and many of the language departments of the Foreign Service Institute of the U.S. State Department in 2012. In general, teaching focuses on the development of oral skills. Characteristic features of the direct method are:

➢ teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials

➢ teaching grammar by using an inductive approach (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language)

➢ the centrality of spoken language (including a native-like pronunciation)

➢ focus on question-answer patterns

There are a lot of divergent theories over the role and significance that the mother tongue should have in a foreign language class, but scholars recognize the benefits of the monolingual principle. In other words, there is "consensus that teachers should aim to make maximum use of the target language". As opposed to the mother tongue (MT), the target language (TL) is the one learned and which learners aim to master. On the one hand, there are many advantages of teaching in the target language. As it means maximum exposure and immersion, students learn faster and more efficiently. Reciprocally, students tend to push themselves more to understand and it therefore fosters their motivation to learn. Not only doesit facilitate the acquisition of language skills, it also triggers and stimulates the student's mind andbrain to think in English. One of my students once told me that he enjoys being confronted to "English concepts". Students will in fact assimilate vocabulary, grammar structures, and get used to hearing either a British or an American accent in a rather quick and unconscious way. Moreover, this total immersion works like a simulation of the real world. Students in fact like to learn concrete things

about daily life and want to be able to react in any situation where English is spoken. They will therefore picture the outcome of what they are learning in a rather straightforward way. It ultimately creates a natural environment in the classroom, in which students feel more comfortable.

On the other hand, there are some drawbacks of teaching exclusively in the target language. It is obviously not the best method if students are complete beginners. But even when teaching to students who have an intermediate level, there is always the possibility that they don't understand or misunderstand. Teaching exclusively in the TL can also mean that explanations given by the teacher are less detailed. Furthermore, because the MT is usually a common ground between the teacher and his/her students, not using it in class can mean that there will be less affective or interpersonal support between the teacher and his/her students. Moreover, if students are not comfortable with the target language, they can be discouraged to learn or to engage with the class. The result of these various hazards is the loss of time, meanwhile switching to the MT means that you can get more things done. It is also important to note that translating to the MT helps students to create clusters and therefore memorises more easily. In my experience, I first thought that teaching grammar would be difficult. As my trainer was Spanish, he did speak quite a lot in Spanish to explain English grammar. Notwithstanding, Spanish and English differ in many ways. Spaniards for example struggle with structures involving "neither" and "either", as it differs from the way they use tampoco. Another common mistake I noticed was the use of do or make, because Spanish language only has the verbhacer. In order to minimise the drawbacks and get as much as benefits possible from teaching exclusively in the target language, the teacher needs to make his/her students are aware that understanding everything he/she says is not a top priority, neither in the classroom nor in the context of being in an English-speaking situation. In other words, the emphasis should be put on accuracy and meaning rather than fluency, especially for beginner and intermediate levels. Furthermore, it is important to promotethe use of the language, activate students' language skills, make them participate and engage with the class. They should feel confident to ask questions in case they don't understand. A good way to make sure they understand is to ask them if the understood, what they understood and if they can explain using their own words, or are able to do exercises and practice. When my turn to teach grammar came, I made sure that students get the concepts and practice the tenses and structures in various examples. For instance, quizzes about prepositions of time and place worked pretty well.

The usual way to introduce key language is to just write them up on the whiteboard and provide the definition. This, in itself, is rather mundane and predictable. So, to liven things up a little more is to write up the words on pieces of paper all cut up and then write the opposite meanings on different pieces of paper. Get students to match words with their opposite meaning. Not only does it give the learners a chance to think about the target language but it also gets them thinking about corresponding words which have an opposite meaning. An additional idea is to just type up all the target language on one side of paper and their corresponding antonyms on the other side – all mixed up – and then learners have to match it that way. The use of target language refers to all that learners say, read, hear, write, and view – production and reception of language on the part of learners, educators, and materials. ACTFL recommends that learning take place through the target language for 90% or more of classroom time except in immersion program models where the target language is used exclusively. The target is to provide immersion in the target language unless there is a specific reason to NOT use the target language.

Second Language Acquisition research has shown that learners need as much exposure as possible to the target language for acquisition to occur. Learners need to be actively engaged with the target language. Just like learning to ride a bike or any other important skill, learning is best achieved by doing. For many learners, the precious minutes in our classrooms are the only opportunity in their day to experience the target language. We must maximize this exposure by providing a language-rich environment that prepares them for success in the real-world. Likewise, if the goal is for learners to have the proficiency to survive and thrive in the target culture, whether it be in our neighborhoods or

across the ocean, then authentic target language experiences and materials must be provided

- ➢ Learners can only acquire (internalize) language when they hear large quantities of input that the teacher provides orally that is interesting, a little beyond students' current level of competence (+ 1), and not grammatically sequenced. Note that the i refers to the current competence of the learner and the +1 represents the next level of competence beyond where the learner is now.

- ➢ Students acquire language through meaning-making with others (like solving a puzzle).

- ➢ When learners hear large amounts of comprehensible input and they are engaged in meaning-making, they understand and retain what they hear and they use it to form their own messages.

The study of foreign languages in modern society is becoming an inseparable component of the professional training of specialists very different profile and the quality of their language training in many ways depends on the successful solution of issues of professional growth and expansion of contacts with foreign partners.

While there may not be immediate linguistic benefits in teaching English to young learners, there are many good reasons for doing so. Most crucially, positive early experiences of learning a foreign language may help young learners to develop self-esteem and positive attitudes that will equip them to study English with greater confidence when they are older. It can also help them apply more developed learning and cognitive skills to the more formal and abstract learning they may experience in secondary school. Intercultural benefits may derive from the realization that other countries have a language with sounds and rules different from their own. As they realize both the similarities and differences between English-speaking people and themselves, they may also learn values of tolerance, empathy and curiosity. These values will be useful in later life and for the society in which they live. They may gain academic benefits from learning English, too: generic concepts such as time, number and changes in the season can be consolidated through learning English, as can learning skills such as planning, organizing and checking work.

Children begin to learn foreign languages from the first grade of a comprehensive school. On the one hand, this is an excellent opportunity to acquire knowledge at the minimum B1 level before the graduation class, but on the other hand, it adds questions to teachers. It is not so easy to find the right teaching methodology that will bring measurable and noticeable results. The most common approach for all levels of education in most countries of the world is traditional method. In traditional classes the teacher actively works with children, selects different types of activities: writing, reading, retelling. However, the disadvantage is that it is not always accurate to check the degree of success of the material learned due to the large number of students. For complex assessment, monotonous tests are often used that do not give a visual result. Only multi-faceted tests in several versions can be indicative. Often the teacher does not have time for this. In addition, when using only this technique, oral speech is noticeably "lame". The child may know perfectly grammar and write competently, but have difficulty communicating in English on a free topic. Thus, the traditional approach to learning has its own distinctive features: Here are some advantages of traditional teaching method:

1. Mastering the fundamental rules of grammar,

2. Relatively easy control over the course of the lesson,

3. Ability to schedule classes down to minutes,

4. The regularity of the educational process,

5. The presence of a large number of benefits Disadvantages of traditional teaching method:

- ➢ Lack of conditions for speechthinking activity,

- ➢ "Detachment" from other objects,

➢ Lack of interesting and useful interaction of children with each other and with the teacher,

➢ Low level of active vocabulary,

➢ The complexity of evaluating the learned material.

One way to make the learning more fun is to involve students in the creation of the visuals or realia. Having children involved in creating the visuals that are related to the lesson helps engage students in the learning process by introducing them to the context as well as to relevant vocabulary items. In addition, language related to the arts and crafts activities can be taught while making or drawing the visuals. Certainly students are more likely to feel interested and invested in the lesson and will probably take better care of the materials. One way to capture their attention and keep them engaged in activities is to supplement the activities with lots of brightly colored visuals, toys, puppets, or objects to match the ones used in the stories that you tell or songs that you sing. These can also help make the language input comprehensible and can be used for follow-up activities, such as re-telling stories or guessing games. Although it may take a lot of preparation time to make colorful pictures and puppets or to collect toys and objects, it is worth the effort if you can reuse them in future classes. Try to make the visuals on thick paper or laminate them whenever possible for future use. Sometimes you can acquire donations for toys and objects from the people in your community, such as parents or other teachers. A great way to build your resources is to create a "Visuals and Realia Bank" with other teachers at your school by collecting toys, puppets, pictures, maps, calendars, and other paraphernalia and saving them for use in each other's classes. Of course, variety is a huge plus. But with such a rich program, it is difficult for a teacher to follow a program that still includes mandatory checkpoints, assessment and the result expected at the end of the school year. The teacher has a great responsibility - to instill in the little person the desire to learn about the world, cope with difficulties and study diligently.

Based on this, global goals in the lesson are not only about learning grammar and improving vocabulary. It is important for the child to convey the importance of knowing the language and cultural characteristics of other countries. The chosen methodology should emphasize the practical importance of English, encourage the dreams and goals of the baby, awaken interest in travel and a possible future profession. Thus, it is necessary to teach children to perceive the information in the lesson as useful and necessary for a successful future. With the correct distribution of classroom time, children learn grammar well, learn to communicate freely, develop social and creative skills, applying and consolidating all grammatical constructions during a live conversation. Many teachers who have been working in elementary grades for a long time are well acquainted with the psychophysiological characteristics of babies and use only the play method. The game will almost never go wrong, unlike any other lesson planning approach.

Currently, the demand for learning English in our country is growing day by day. The main reason for this is that people are becoming aware of all the opportunities that arise after learning English. In recent days, as each field has evolved, there have been a number of improvements in the education system, and the most remarkable change is the new methods and approaches in teaching and learning English. To clarify this point, teaching English today includes not only secondary or higher education, but also primary education, even pre-school education. As a result, teachers have introduced new ways to engage students in English which includes new approaches with technical advancements (presentations, English videos, films, online lessons, distance learning, new highly recommended e–books etc..). Among other fields the technological advancement is playing an important role. A number of didactic problems can be solved in the classroom using the English-language Internet: developing reading skills and competencies using global networking materials; improving the writing skills of schoolchildren; replenish students' vocabulary; forming students' motivation to learn English. In addition, this work aims to explore the possibilities of Internet technologies to broaden the worldview of schoolchildren, establish and maintain business contacts and connections with their peers in English-speaking countries. It is known that modern youth are representatives of the culture of their time, they are more exposed to

visual images, in other words, the material is assimilated faster and more efficiently by means of audiovisual means than in the traditional way. For example, the topic of a language-speaking country is usually taught in a traditional way, using a text consisting of several pictures. This method did not always give the expected result. In modern teaching methods, Power Point presentations, films, slide shows, as well as virtual tours and websites help to solve this problem with their authenticity, visuality and interactivity.

Teachers teach in English, usually in a free form. For example, the lesson is fully devoted to the traditions and history of any holiday. The topic of the classes may overlap with other subjects - this is a common practice for private schools. In addition, in the classroom, children actively communicate with each other, draw, perform creative tasks and learn how to interact with each other and with the teacher. To maximize the effect of the lessons, this approach should be combined with others. Communicative approach- one of the most promising areas. It gained popularity at the end of the 20th century and is still the most effective alternative to the usual memorization of the rules. Developing learners' knowledge and skills pertinent to computer technology provides equity of opportunity, regardless of learners' background. Although learners have been born into a technologically rich world, they may not be skillful users of technology. In addition, just providing access to technology is not adequate. Meaningful development of technology-based knowledge is significant for all learners in order to maximize their learning. In this review paper, the researcher will review some of the significant issues pertinent to the use of technology in the learning and teaching of English language skills. These issues are as follows: definition of technology, the use of technology in the classroom, previous studies on using technologies in improving English language learning skills, and recommendations for using technologies.

There are three teaching methods that dominate the business of language instruction: the Direct Method, the Grammar-Translation Method, and the Audio-Lingual Method. Deciding which is the best method is difficult because each has strengths and weaknesses, and the nature of a student's goals will determine which is best for that student. Although many language-training sources may speak about exclusive or unique approaches, with few exceptions they are using one of these three methods. We conducted extensive research on the subject of teaching methods for our online language training programs. Here is a description of the three primary language teaching methods along with our analysis of the strengths and weaknesses of each one:

The Direct Method. The Direct Method is also known as the Oral or Natural method. It's based on the active involvement of the student in both speaking and listening to the new language in realistic everyday situations. The process consists of a gradual acquisition of grammatical structure and vocabulary. The learner is encouraged to think in the target language rather than translate. He or she hears and uses the language before seeing it written. The Grammar-Translation Method. This method grew from the traditional method of teaching Latin and Greek. The method is based on analysis of the written language using translation exercises, reading comprehension and written imitation of texts. Learning mainly involves the mastery of grammatical rules and memorization of vocabulary lists. The Audio-Lingual Method. This self-teaching method is also known as the Aural-Oral method. The learning is based on repetition of dialogues and phrases about everyday situations. These phrases are imitated, repeated, and drilled to make the response automatic. Reading and writing are both reinforcements of what the learner practices. Comparing the Language Training Methods. This comparison graph shows the expected results for a typical student applying the same amount of time and motivation to the learning. We scored the value of each method from 1 to 10 in the following aspects: Speed of Learning, Listening Comprehension, Speaking Capability, Writing Capability, and Grammar.

People need to learn a second language because of globalization. For the last 20 years connections have been becoming inevitable among nations, states, organizations and countries which create a huge need

for knowing another language or more multilingualism. People need to use international languages in areas such as trade, tourism, international relations between governments, technology, science and media. Therefore, many countries such as Japan, and China frame education policies to teach at least one foreign language at primary and secondary school level. Language education may take place as a general school subject or in a specialized school. There are many methods of teaching languages. Some have fallen into relative obscurity and others are widely used: still others have a small following but offer useful insights. A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, or combinations of these. The choice of an appropriate teaching method depends largely on the information or skill that is being taught, it may also be influenced by the aptitude and enthusiasm of the students. For effective teaching to take place, a good method must be adopted by a teacher. A teacher has many options when choosing a style by which to teach. The teacher may write lesson plans of their own, borrow plans from other teachers, search online or within books for lesson plans. When deciding what teaching method to use a teacher needs to consider students" background knowledge, environment, and learning goals. Teachers are aware that students learn in different ways, but almost all children will respond well to praise. Students have different ways of absorbing information and demonstrating their knowledge. Teachers often use techniques which cater to multiple learning styles to help students retain information and strengthen understanding. A variety of strategies and methods are used to ensure that all students have equal opportunities to learn.

The effectiveness of teaching method varies from person to person and also from activity to activity. Teaching by making students do, read, listen all have the transfer of information as their goal, but the information is transferred in very different ways in each ease. Each has its benefits. In my own opinion, teaching by letting students do is the method that works best for me. Teaching b\ making students do works because it gives a learner first-hand experience. Other methods are more passive; you are either listening to a conversation or trying to pay attention to words on a page. However, teaching by making students do means actually participating in the activity. Can you imagine teaching how to play a musical instrument from a book? As the saying goes, practice makes perfect. Frankly, I can't think of a way that better ensures one has truly learned than by seeing and doing. In contrast, reading makes learning less easy to visualize. Not only has that, learning b\ reading often required extra research, such as looking up unfamiliar words. Also, you might not be a good reader, or you might be teaching in a second language. If so, you might find it hard to concentrate or become frustrated by the slow pace. So while reading is fun and useful for many people, for others it may not be the best way. Teaching by listening can be enjoyable. Lively debate is interesting, and interesting things are usually easier to learn about. Plus, unlike reading, you can ask questions to check whether students understand or not what you mean. However, as with reading, it is all too easy to become a passive listener and not truly learn anything. If students get bored they might even fall asleep while they are listening. When students are actively participating in something, they are more likely to stay alert.

Having students work in groups is another way a teacher can direct a lesson. Collaborating allows students to talk with each other and listen to all points of view in the discussion. It helps students to think in a less personally based way. When this lesson plan is carried out the teacher may be trying to asses the lesson by looking at the students" ability to work as team, leadership skills, or presentation abilities. It is one of the direct instructional methods. A different kind of group work is the discussion. After some preparation and with clearly defined roles as well as interesting topics, discussions may well take up most of the lesson, with the teacher only giving short feedback at the end or even in the following lesson. Discussions can take a variety of forms, e.g. fish bowl discussions. Collaborating is great in that it allows to actively participating in the learning process. These students who learn best this way by being able to relate to the lesson in that they are physically taking part of it in some way. Group projects and discussions are a great way to welcome this type of learning. Learning by teaching (German: LDL) is a widespread method in German), developing by Jean-Pol Martin. The students take

the teacher's role and teach their pairs. This method is very effective when done correctly. Having students teach sections of the class as a group or as individuals is a great way to get the students to really study out the topic and understand it so as to leach it to their pairs. By having them participate in the teaching process it also builds self confidence, self- efficacy, and strengthens students speaking and communication skills. Students will not only learn their given topic, but also they will gain experience that could be very valuable for life.

A lesson plan may be carried out in several ways: questioning, explaining, modeling, collaborating, and demonstrating. Explaining, this form is similar to lecturing. Lecturing is teaching by giving a discourse on a specific subject that is open to the public, usually given in the classroom. This can also be associated with modeling. Modeling is used as a visual aid to learning. Students can visualize an object or problem, then use reasoning and hypothesizing to determine an answer. In your lecture you have the opportunity to tackle two types of learning. Not only can explaining (lecture) help the auditory learner through the speech of the teacher, but if the teacher is to include visuals in the form of overheads or slide shows, his/her lecture can have duality. Although a student might only profit substantially from one form of teaching, all students profit some from the different types of learning. Demonstrations are done to provide an opportunity to learn new exploration and visual learning tasks from a different perspective. A teacher may use experimentations to demonstrate ideas in a science class. A demonstration may be used in the circumstances of proving conclusively a fact, as by reasoning or showing evidence. The uses of storytelling and examples have long since become standard practice in the realm of textual explanation. But while a more narrative style of information presentation is clearly a preferred practice in writing, judging by its prolificacy, this practice sometimes becomes one of the more ignored aspects of lecture. Lectures, especially in a collegiate environment, often become a setting more geared towards factorial presentation than a setting for narrative or cognitive learning. The use ol' examples and storytelling likely allows for better understanding but also greater individual ability to relate to the information presented. Furthermore, storytelling in information presentation may also reinforce memory retention because it provides connections between factorial presentation and real-world examples, personable experience, thus, putting things into a clearer perspective and allowing for increased neural representation in the brain. Visuals that are bright in color offer a way to students to put into perspective the numbers or stats that are being used. If the student cannot only hear but see what's being taught, it is more likely they will believe and fully grasp what is being taught. It allows another way for the student to relate to the material.

Code switching , that is changing between languages at some point in a sentence or utterance, is a commonly used communication strategy among language learners and bilinguals. While traditional methods of formal instruction often discourage code switching, students, especially those placed in a language immersion situation, often use. If viewed as a learning strategy wherein the student uses the target language as much as possible but reverts to their native language for any element of an utterance that they are unable to produce in the target language. Then it has the advantages that it encourages fluency development and motivation and a sense of accomplishment by enabling the student to discuss topics of interest to him or her early in the learning process - before requisite vocabulary has been memorized. It is particularly effective for students whose native language is English, due to the high probability of a simple English word or short phrase being understood by the conversational partner. Blended learning combines face-to-face teaching with distance education, frequently electronic, either computer-based or web-based. It has been a major growth point in the ELT (English Language Teaching) industry over the last ten years. Some people, though, use the phrase "Blended learning"" to refer to learning taking place while the focus is on other activities. For example, playing a card game that requires calling for cards may allow blended learning of numbers(1-10).

When talking about language skills, the four basic ones are: listening, speaking, reading, and writing. However, other, more socially-based skills have been identified more recently such as summarizing, describing, narrating etc. In addition, more general learning skills such as study skills and learning how

one learns have been applied to language classrooms. In the 1970s and 1980s the four basic learning skills were generally taught in isolation in a very rigid order, such as listening before speaking. However, since then, it has been recognized that we generally use more than one skill at a time, leading to more integrated exercises. Speaking is a skill that often is underrepresented in the traditional classroom. This could be due to the tact that it is considered a less- academic skill than writing, is transient and improvised (this harder to assess and teach through role imitation). More recent textbooks stress the importance of students working with other students in pairs and groups, sometimes the entire class. Pair and group work give opportunities for more students to participate more actively. However, supervision of pairs and groups is important to make sure everyone participates as equally as possible. Such activities also provide opportunities for peer teaching where weaker learners can lid support from stronger classmates. Bilingual education has become a trend. No matter we like it or not future educational undertakings will become more international, and exchanges between schools throughout the world will increase. Given this, speaking a common language is important and. To this purpose, bilingual teaching is an inevitable way. In a short, giving an effective lesson teacher must be sure to include all skills: listening, reading, writing, speaking and grammar in his/her lesson when he/she chooses teaching method. Consequently, it gives its result.

Today is the whole world teaching foreign languages, especially English has become an essential part of education in all its' branches. We can even find two main types of English language teaching methodology like teaching English using traditional and modern methodology. But at the latest period in the whole world teachers tend to use modern methodology all the time. This becomes clear when we look at the results achieved using these two methods. As results show today modern methodology allows learns to communicate the real language rather than the traditional method. Taking into consideration this factor the government of our country is doing a lot in order to develop foreign language teaching in Uzbekistan using modern methodology. As a clear example of this we can mention the presidential decree N1875 dated December 10, 2012 "On measures of developing foreign language learning". As it is mentioned in this decree, it is important to teach foreign languages using communicative methods, which enables teachers to encourage their students to become creative learners. In this article we decided to analyze the peculiarities of both traditional and modern methodology of teaching English. Clearly, one of the aims of any methodology in foreign language teaching is to improve the foreign language ability of the student.

However, traditional methodology is based largely on a reduction on the integrated process of using a foreign language into subsets of discrete skills and areas of knowledge in isolation. Following on from this, traditional methodologies are strongly associated with the teaching of language which is used in a certain field related to the students' life or work. As stated in the book "Teaching English as a foreign language", "the recognition that many students of English need the language for specific instrumental purposes has led to the teaching of ESP-English for Special or teaching output created: they uniform the reader about "the proliferation of courses and materials being designed to teach English for science, medicine, agriculture, engineering, tourism and like " , which actually meant that the content of the course was limited to the specific vocabulary and grammar of the chosen field. For example, agricultural courses included exclusively agricultural vocabulary and all grammar was presented only in an agricultural context. Vocabulary, phrases, and sample sentences from other fields and activities, even from the realm of specifically communicative English, were excluded. Unlike traditional methodology, modern mythology is much more student-centered. According to Jim Scrivener, the teacher's main role is to "help learning to happen" which includes "involving" students in what is going on "by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate talk, interact, do things, etc. Briefly put, the students are the most active element in this process. The teacher is here not to explain but to encourage and help students to explore, try out, make learning interesting, etc. Though being essential, the aim of learning a foreign language according to modern methodology is still discussed, and there is a variety of possible aims. In his book "Learning Teaching",

"Jim Scrivener claims, that nowadays a great emphasis is put on "communication of meaning". He also highlights the communicative competence which is, as he defines it, "being able to use the language for meaningful communication". The reason of choosing this theme is that we are interested in methods of teaching English focusing on the development of language learning skills. Teaching should be student-centered, motivation springs from within, it can be sparked, but not imposed from without, language learning and teaching are successful when they meet student's needs in particular circumstance, the acquired language skills must serve the students in everyday life.

Language teaching and language learning are successful if they look life a cooperation process when one's feelings, values and aspirations are revealed either at a very deep level or in surface activities such as games, simulations, dramatizations, etc. Students should acquire knowledge of the language actively through use as experience is constantly transformed by deeds. Control of language includes the ability to understand messages and implicate them in the context. Development of language control is impossible without creativity when students experience the use of the new language as an important social skill. Various activities are related to literary, historical, philosophical, sociological or other content being studied in the language. New medium present additional opportunities for students to view and hear themselves as they attempt to us the language in authentic ways. As for testing, it shouldn't be punitive, it should be a learning experience that is part of the on going course, involving students in working out interesting problems, being motivational and a means of growth for students. Interactive methods make it possible entrance another culture, developing are tolerance for difference without confusion of the own sense of identity. The use of interactive methods also implies taking the language and its learning out of the classroom as the world opens up throng travel, technology and shared interests. Second language learning is a developmental process. Learners use existing knowledge to make the incoming information comprehensible and they must actively use the new information, while introduction, interactive methods teacher should take into considerations students preferred learning style and to much the teaching style to achieve optimal learning in the classroom. Thus many professionals refer to this methodology as the Communicative Language approach. Another group of authors headed by Broughton propose a different idea. They point out that foreign languages are taught "not simply for the learner to be able to write to a foreign pen friend" but to broaden his or her horizons by introducing "certain ways of thinking about time, space and quantity and attitudes towards" issues we have to face in every day life. Briefly put, some people learn a foreign language most importantly to be able to communicate with foreign people and other people learn a foreign language above all to see the world from a different point of view, to discover new approaches to life or to find out about other cultures. In modern methodology as has been highlighted about the role of pronunciation is important.

References:

1. Krashen, S. D. (1982). Principles and practice in second language acquisition. Oxford, UK: Pergamon.

2. Long, M. (1981). Input, interaction, and second-language acquisition. Annals of the New York Academy of Sciences, 379, 259-278.

3. Polio, C. G., & Duff, P. A. (1994). Teachers' language use in university foreign language classrooms: A qualitative analysis of English and target language alternation. The Modern Language Journal, 78(3), 313-326.

4. Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), Principle and practice in applied linguistics: Studies in honour of H. G. Widdowson (pp. 125-144). Oxford, UK: Oxford University Press.

5. Turnbull, M., & Arnett, K. (2002). Teachers' uses of the target and first languages in second and foreign language classrooms. Annual review of applied linguistics, 22, 204-218