



# AIFU



## THE POSSIBILITIES OF DIFFERENT WORLD LANGUAGE TEACHING STRATEGIES

SHOKHIDA OLIM QIZI XOJABOYEVA

Student

National University of Uzbekistan Named after Mirzo Ulugbek

Tashkent, Uzbekistan

**Abstract:** The article focuses on those methods of teaching foreign languages which link academic language learning to the use of language in real situation. The methods in question are based on the linguistic and emotional dimensions of interpersonal relations and take into account individual educational needs. The article analyses and compares the teaching methods, which makes it possible to determine their efficiency and effectiveness.

**Annotatsiya:** Maqolada akademik tilni o'rganishni real vaziyatda tildan foydalanish bilan bog'laydigan xorijiy tillarni o'qitish usullariga e'tibor qaratilgan. Ko'rib chiqilayotgan usullar shaxslararo munosabatlarning lingvistik va hissiy o'lchovlariga asoslanadi va individual ta'lim ehtiyojlarini hisobga oladi. Maqolada o'qitish usullari tahlil qilinadi va taqqoslanadi, bu ularning samaradorligi va samaradorsizligini aniqlash imkonini beradi.

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**Key words:** methodology of teaching foreign languages, method of teaching foreign languages, comparative analysis of foreign language teaching methods, distinctive features, disadvantages.

**Kalit so'zlar:** chet tillarini o'qitish metodikasi, chet tilini o'qitish metodikasining qiyosiy tahlili, o'ziga xos xususiyatlari, kamchiliklari.

Many teachers ask themselves which of the methods of teaching foreign languages to give preference: to strictly adhere to one method, to combine the distinctive features of some methods, or to introduce something new. We all know that any technique is focused on communication, but they differ from each other, as they use different principles and have both pros and cons.

The purpose of this article is to determine the possibilities of using various methods of teaching foreign languages in terms of their effectiveness and efficiency. The objectives of the study are to analyze in detail and compare some of the methods of teaching foreign languages that meets the requirements of the standards of modern education. Before proceeding to review the terms "technique" and "method" should be defined. Methodology is a set of methods for teaching a subject in theory, a foreign language, while a method is a separate technique with the help of which learning is carried out in practice. Along with the methods the article also presents the methods of teaching foreign languages, since these methods are only a component of one of the methods and cannot act as an independent phenomenon, therefore it is useful to supplement the methods with other teaching methods. For

example, the problem situation method is introduced on the basis of a communicative technique in order to repeat the studied lexical material.

For the communicative method, the goal is not to master foreign language, but a language culture through communication. A foreign language culture here means everything that the process of learning a foreign language can bring to students in the educational, cognitive, developmental and educational aspects. It was the creator of the communicative methodology E.I. Passov, who first put forward the position that communication should be taught only through communication, which has become one of the characteristic features for modern methods. The next distinctive feature of the communicative technique is the use of all the functions of the situation. The main emphasis is not on reproduction with the help of visual aids, but on the creation of a situation, relationships between students. Discussing situations allows exercise to come make the learning process close to the conditions of real communication. Here, the didactic principle is implemented which contributes to the consolidation and improvement of acquired of the educational material should not only be based on the studied simplifications, specific disciplines, but also require students to think.

### **Conclusion**

In conclusion, Mastering non-verbal means of communication, such as facial expressions, gestures, etc, is an additional assistant in memorizing language or any other material. It also helps to use conditional speech exercises, which are built on full or partial repetition. The project method is one of the most effective methods, characterized by the content of topics that gradually become more complex. A distinctive feature of the topics is their specificity: from the very beginning of training, the participation of training is complex communication without expected, which is typical for textbooks for beginners. Another distinctive feature of the project method is a special form organizing the communicative-cognitive activity of students in the form of a project. The project has a specific theme, a clear structure. It is important that students have the opportunity to independently choose the sources of information, the form of presentation of the material and show creative skills. For students who begin and continue to learn English (A1 A2) training lexicogrammatical exercises are used, while students with high level of knowledge of the language (B1 B2) easily cope, for example, with the grammatical material presented in the form of tables (Table1)

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