

**O‘ZBEKISTON RESPUBLIKASI OLIY  
HARBIY AVIATSIYA BILIM YURTI**

*Tillar kafedrası*



*“Zamonaviy fan va ta’lim-tarbiya:  
mavjud muammolar; yechimlar va istiqbollari”*



**Xalqaro ilmiy-amaliy anjuman  
Maqolalar va tezislar to‘plami  
(2023-yil 28-aprel)**

**Qarshi -2023**



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**O‘ZBEKISTON RESPUBLIKASI MUDOFAA VAZIRLIGI  
O‘ZBEKISTON RESPUBLIKASI OLIY HARBIY AVIATSIYA  
BILIM YURTI**

**XALQARO ILMIY-AMALIY ANJUMAN**

**МИНИСТЕРСТВО ОБОРОНЫ РЕСПУБЛИКИ  
УЗБЕКИСТАН  
ВЫСШЕЕ ВОЕННОЕ АВИАЦИОННОЕ УЧИЛИЩЕ  
РЕСПУБЛИКИ УЗБЕКИСТАН  
МЕЖДУНАРОДНАЯ НАУЧНО-ПРАКТИЧЕСКАЯ  
КОНФЕРЕНЦИЯ**

**MINISTRY OF DEFENSE OF THE REPUBLIC OF  
UZBEKISTAN  
HIGHER MILITARY AVIATION SCHOOL OF THE  
REPUBLIC OF UZBEKISTAN  
INTERNATIONAL SCIENTIFIC AND PRACTICAL  
CONFERENCE**

***ZAMONAVIY FAN VA TA’LIM-TARBIYA: MAVJUD  
MUAMMOLAR, YECHIMLARI VA ISTIQBOLLARI***

***СОВРЕМЕННАЯ НАУКА И ОБРАЗОВАНИЕ:  
СУЩЕСТВУЮЩИЕ ПРОБЛЕМЫ, РЕШЕНИЯ И  
ПЕРСПЕКТИВЫ***

***MODERN SCIENCE AND EDUCATION: EXISTING PROBLEMS,  
SOLUTIONS AND PROSPECTS***

2023-yil 28-aprel

Qarshi – 2023



# “Zamonaviy fan va ta'lim-tarbiya: mavjud muammolar, yechimlari va istiqbollari”

## *Tillar kafedrası*

Ushbu xalqaro ilmiy-amaliy anjuman harbiy ta'lim tizimida amalga oshirilayotgan islohotlar, oliy harbiy ta'lim muassasalarida xorijiy tillarni integratsiyalab o'qitish mexanizmlarini yaratish, o'qitishning an'anaviy va zamonaviy innovatsion usullari, axborot-kommunikatsion texnologiyalaridan foydalanishning o'rni va ahamiyati, harbiy ta'limning dolzarb muammolari hamda o'qitish jarayoniga xalqaro tajribalarni samarali tatbiq etish masalalariga bag'ishlangan.

Mazkur anjumanda ta'lim sohasida mehnat qilib kelayotgan O'zbekiston Respublikasi va xorijiy davlatlar nufuzli oliy ta'lim va ilmiy-tadqiqot muassasalarining yetakchi mutaxassislari, professor-o'qituvchilari, doktorantlar, mustaqil izlanuvchi hamda magistratura va bakalavriat talabalari ilmiy maqola va tezislar kiritilgan bo'lib, unda harbiy ta'lim muassasalarida kadrlar tayyorlash tizimini takomillashtirish, oliy ta'lim muassasalarida xorijiy tillarni o'rganishni ommalashtirish borasida mavjud muammolar, ta'lim jarayonida innovatsion shakl va usullarini qo'llash tajribalarini tatbiq qilish, hamda ta'lim muassasalarida boshqaruv jarayoni va o'quv sifatini takomillashtirish muammolari tahlil qilingan.

Eslatma: maqolalarning mazmuni, sifati, ilmiy-faktik materiallari uchun mualliflar shaxsan mas'uldirlar.

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# METHODOLOGY OF TEACHING FOREIGN LANGUAGE

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**Annotation.** This thesis deals with pedagogical and methodological features of teaching foreign languages. The following methods have been analyzed: the Grammar-Translation Method, the Structuralist Methods, and the Communicative Approach. After paying some attention to innovations in education, the Task-Based and Process models are offered as an alternative. Finally, a relationship is established between curriculum innovation and change and teacher development.

**Keywords:** methodology, modern methods, discussion, results, materials, classical methods

**Аннотация:** В данной статье рассматриваются педагогические и методические особенности обучения иностранным языкам. Были проанализированы следующие методы: грамматико-переводной метод, структурный метод и коммуникативный подход. После уделения некоторого внимания инновациям в образовании в качестве альтернативы предлагаются модели Task-Based и Process. Наконец, устанавливается взаимосвязь между инновациями и изменениями в учебной программе и развитием учителей.

**Ключевые слова:** методология, современные методы, обсуждение, результаты, материалы, классические методы.



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## Tillar kafedrası

**Annotatsiya:** Ushbu tezisda chet tillarini o'qitishning pedagogic va uslubiy xususiyatlari ko'rib chiqiladi. Quyidagi usullar tahlil qilindi: Grammatik-tarjima usuli, Strukturaviy metodlar va Kommunikativ yondashuv. Ta'limdagi innovatsiyalarga biroz e'tibor berilgandan so'ng, muqobil sifatida vazifaga asoslangan va jarayon modellari taklif etiladi. Nihoyat, o'quv dasturlarini yangilash va o'zgartirish va o'qituvchilarni rivojlantirish o'rtasida aloqa o'rnatiladi.

**Kalitso'zlar:** metodologiya, zamonaviy usullar, muhokama, natijalar, materiallar, klassik usullar.

## INTRODUCTION

The main purpose of this article is to provide a critical assessment of the role played by methods in the educational process, though there is also an account of the main different methods of foreign language teaching (FLT) that are in use today. A knowledge of the different methods gives foreign language teachers a good background reference to their own stand on pedagogical matters and classroom practice, and in addition helps them understand the process that FLT has undergone, particularly through this century. To consider FLT as a process means that teaching is not static but changing to respond to new needs and demands as teachers, applied linguists and educationists can prove.

## LITERATURE ANALYSIS AND METHODOLOGY

One of the oldest methods is classical, or fundamental. The purpose of the classical methodology is not so much to study as to understand the subtleties and details of the principles of a foreign language. The main task pursued by the classical method is the formation of the grammatical base of the studied language. The target audience is people who are starting to learn English "from scratch", from the basics. This technique is perfectly familiar to those, who started learning English at school. It is worth noting that it is preferred by many language universities, both in Kazakhstan and in border states. The simplified scheme is as follows-the study of grammar, the basic rules, which are subsequently applied in specific examples and





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fixed with the help of exercises. The most popular representative of the traditional method is N. A. Bonk. Her famous "Bonk textbook", written in collaboration with other representatives of the same traditional methodology, is a kind of template. This textbook has withstood tough competition with the latest methods that came from the West, and continues to be the standard. The only drawback, or rather, even a disadvantage of the classical method is the meager experience of conversational speech. To make up for this shortcoming, you can add other methods of communicative learning to the classical methodology. One of these methods is the so - called linguo-sociocultural method. Supporters of the above method are those who believe that a modern foreign language should not be a set of lexical and grammatical rules. This leads to the fact that learning English becomes boring and purposeless. Adherents of the linguo-sociocultural method elevate a foreign language to the rank of a communicative tool that helps a person not just to speak, but also gives an opportunity for self - expression. Following the principles of the linguo-sociocultural method, we can safely say that a foreign language is a kind of mirror, which reflects the way of life, traditions and customs, culture and history of the language. However, in recent years, in the top of the most popular methods of teaching foreign languages, there is a communicative method that occupies the first place in the ratings and calculations of extras. This technique has proven itself well in America and Europe. Continuing to conquer the world, the communicative methodology came to us, taking an honorable place in the leading language universities of the republic. The methodology is based on the integration of two main methods of teaching foreign languages: traditional and modern. As the name implies, an important role in the communicative methodology is assigned to communication. The main goal pursued by this method is to overcome the language barrier.

### **DISCUSSION AND RESULTS**

The fact that the practice of communication occupies a special place in the communicative methodology is also indicated by the name itself. The



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communicative methodology is aimed at developing the skills and abilities of speaking a foreign language. It is also worth noting that the application of the methodology directly affects the structure of the lesson. Very often in the classroom it is necessary to use game situations, conduct group work, develop tasks for finding errors, for the ability to compare and compare. As a rule, such classes make you work actively not only memory, but also logic, which allows you to develop the ability to think analytically and figuratively and, in turn, encourages you to express thoughts. Nowadays, the development of the modern IT industry makes the latest interactive resources available for learning English: computers of the latest generation, the Internet, TV programs, newspapers, magazines. It is very important to put all of the above into practice. This helps to awaken students' interest in the history, culture, traditions of the country of the language being studied and helps to form skills that will be needed in the future. Learning is an active interaction between teachers and students, and it cannot be one-sided. It depends on the teacher how successful the learning process will be.

### **CONCLUSION**

In my opinion, like most people who become language teachers, you have a love for your language and the desire to help students experience the joy of learning a new language and culture. In achieving this goal, it is important to remember that language learning is not simply a cognitive endeavor and that your students will have a variety of possibly strong emotions about language learning. They will enter your classroom with different motivation, beliefs about language learning and anxiety levels. This module has suggested that in order to help language learners be as successful as possible, teachers must help their students feel comfortable using their new language skills, identify and maintain positive learning motivations and develop realistic beliefs about language learning.





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