



Review of the traditional approaches to modern language teaching and learning methods

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ABSTRACT

In this article, a review of traditional approaches to modern language teaching and learning methods, the use of modern information technologies in the process of language learning and teaching, technical tools and technologies used in the educational process are described in detail.

Keywords:

modern language, traditional approaches, modern information technologies, technical tools.

Introduction:

Currently, the use of innovative technologies in order to improve the quality of education is widespread. Especially after our independence, attention to the quality of education increased according to the "National Personnel Training Program".

In the decision of the President of the Republic of Uzbekistan dated December 10, 2012 No. PQ-1875 "On measures to further improve the system of foreign language learning" teaching the growing young generation to foreign languages, fundamentally improving the system of training specialists who can speak these languages freely, and on the basis of this, their achievements of world civilization and their extensive use of world information resources, international cooperation and communication in order to create conditions and opportunities for their development ..." in order to ensure the performance of the specified tasks, the issues of creating modern technologies and methods of teaching foreign languages and introducing them into the educational process are urgent.

Literature analysis and methodology:

Despite the fact that the technical tools and technologies used in the educational process are different, the quality of teaching can be high or satisfactory depending on the form and means of providing educational materials. In particular, presenting information in the form of images on the basis of modern information technologies, without raising the level of figurative thinking and intellectual development, leads to a change in the ratio between figurative and traditional teaching.

Activating the learning process through motion schemes through the transmission of images ensures a high level of performance. Also, the role of modern pedagogical technologies and information and communication tools is very important in improving the quality and efficiency of education, in the purposeful organization of lessons in the form of games that interest students.

Computer-assisted language teaching has several advantages over traditional teaching methods. In this case, every rule, every word, every unit of concept being taught or learned is better stored in the student's memory. Because the rich graphic capabilities of the computer,

the ability to deliver information about situations in the form of voice, text, images and video are an effective way of teaching foreign languages through the computer.

One of the main requirements for teaching foreign languages using Internet resources is to create interaction in the lesson, which is usually called interactivity in the methodology. Interactivity is "combining, coordinating, and complementing communicative goals and resulting efforts by means of speech." By teaching the real language, the Internet helps to build speaking skills and abilities, and also ensures genuine interest and therefore effectiveness in teaching vocabulary and grammar.

Results:

Interactivity not only creates real situations from life, but also forces students to respond appropriately to them in a foreign language. One of the technologies that provide student-centered education is the project method as a method of developing creativity, knowledge activity, and independence. At a time when there is a high need to learn a foreign language, especially English, effective use of modern information technologies and innovative educational technologies in the educational process will make this process effective.

There are several ways of reaching the goal of foreign language competence and teachers need to be aware of a range of methods in order to find the one most appropriate to the learner's needs and circumstances, and to the objectives of the course. Each method is based on a particular view of language learning, and usually recommends the use of a specific set of techniques and materials, which may have to be implemented in a fixed sequence. Several classifications of teaching methods have been made and certain traditional methods are widely recognized because of their influential role in the history of ideas surrounding this subject.

One of the traditional methods is the grammar translation method. It derives from the traditional approach to the teaching of Latin and Greek, which was particularly influential in the 19th century. It is based on the meticulous

analysis of the written language, in which translation exercises, reading comprehension and the written imitation of texts play a primary role. Learning mainly involves the mastery of grammatical rules and memorization of long lists of literary vocabulary, related to texts which are chosen more for their prestigious content than for their interest or level of linguistic difficulty.

Discussion:

There is little emphasis laid on the activities of listening or speaking. This method dominated early work in modern language teaching. A minority still find its intellectual discipline appealing; but the vast majority of teachers now recognize that the method does little to meet the spoken language needs and interests of today's language students.

The direct method, also known as the oral or natural method, is based on the active involvement of the learner in speaking and listening to the foreign language in realistic everyday situations. No use is made of the learner's mother tongue; learners are encouraged to think in the foreign language and not to translate into or out of it. A great deal of emphasis is placed on good pronunciation, often introducing students to phonetic transcription before they see the standard orthography. Formal grammatical rules and terminology are avoided.

Conclusion:

In conclusion, the direct method continues to attract interest and enthusiasm, but it is not an easy approach to use in school. In the artificial environment of the classroom it is difficult to generate natural learning situations and to provide everyone with sufficient practice. Several variants of the method have thus evolved. In particular, teachers often permit some degree of mother-tongue explanation and grammatical statement to avoid learners developing inaccurate fluency.

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