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## Modern methods of teaching foreign languages in Uzbek education

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**Abstract:** The article highlights the actual problems of modernization and improving the quality of teaching English. Particular attention is paid to the characteristics of the most effective methods of teaching English in higher education. The implementation of this idea is impossible without the development and implementation of appropriate teaching technologies. High school should not be a preparation for life; high school should be life. This can be achieved through an innovative approach by creating an interactive environment. The paper discusses the features of the use of interactive teaching methods in the classroom in the English language, gives examples of them and analyzes the ways of their implementation. Particular attention is paid to the use of these technologies in the foreign language speech activity of students.

**Keywords:** English, interactive learning, modern methods, multimedia, brainstorming, group work, project method

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### INTRODUCTION

The main direction of development of modern liberal arts education in Uzbekistan is raising the level of national education to European standards and entering the common European educational space.

The purpose of our article is to reveal the role and significance of innovative methods of teaching the disciplines of the humanitarian cycle, in particular English, to determine the most effective methods and forms of educational work.

*Optimization* (from Latin *optimus* – “best”) in general means the choice of the best, most favorable option from a variety of possible conditions, means, actions, etc. If optimization is transferred to the learning process, then it will mean the choice of such a methodology, which ensures the achievement of the best results with the minimum expenditure of time and effort of the teacher and students under certain conditions.

The optimization of the educational process is influenced by a comfortable physiological existence (housing, food, clothing), favorable learning conditions (premises, equipment, textbooks), a benevolent moral and psychological climate (student-student, student-teacher), aesthetics of the surrounding space (design, spiritual interests), psychological and pedagogical vectors of training (forms, methods, complexity), conscious and subconscious understanding of the life perspective from training.

In didactics and methodology, teaching methods are defined in different ways. So, G.A. Nikitina believes that teaching methods constitute a system of interrelated activities of a teacher and students and methods of teaching and learning, and each method is a system of actions and operations of a teacher and students, determined by rational consistency and purposefulness. According to E.V. Kalugina, teaching methods are the combined activities of the teacher and students, aimed at mastering language knowledge, skills and abilities, at organizing the cognitive activity of students.

### MAIN PART

The most acceptable for teaching English is the classification of methods according to the method of interaction between the teacher and students in the classroom, substantiated by M.A. Adamko. The ways of such interaction can be different [2]:

1. The teacher presents the language material - students listen (story, explanation).
2. Students and the teacher exchange views on the issues that were studied in the classroom in English, thanks to which they come to the necessary conclusions, generalizations, formulate definitions, rules.
3. The teacher organizes the observation of students over the studied facts and phenomena of the language, followed by a collective discussion of its results.
4. Students, under the guidance of a teacher, independently study the textbook.

5. Students acquire the necessary knowledge through practical tasks and exercises. Based on this, the appropriate methods of teaching a foreign language in higher education are distinguished.
6. To create an emotional situation in the classroom, well-chosen examples from literature, feature films, and the teacher's personal experiences are important. The brightness of the narration, the emotional assessment of the teacher arouses the interest of students, both in individual issues of the topic, and in the material in general. The most common among the methods of this group, it is advisable, in our opinion, to use in the classroom in English:

- Method of creating a situation of novelty of educational material. Provides for the definition of new knowledge in the teaching process, the creation of an atmosphere of moral satisfaction from intellectual work, feeling enriched with knowledge encourages students to improve themselves.

- Method of cognitive games. Contributes to the creation of an emotionally sublime atmosphere, the assimilation of material with the help of an emotionally rich form of its reproduction, cognitive games (business, role-playing, situational) simulate life situations, people's relationships, the interaction of things, phenomena. They can be the main or auxiliary form of the educational process. The developing effect is achieved through improvisation, the natural manifestation of the free creative forces of students. In the educational sense, the game helps students to overcome insecurity, promotes self-affirmation, revealing their strengths and capabilities. Play is the most accessible type of activity for students, a way of processing impressions received from the outside world. The game clearly shows the peculiarities of thinking and imagination, emotionality, activity, developing the need for communication.

An interesting game increases the student's level of activity, and he can solve a more difficult problem than in a regular lesson. But this does not mean that all classes should take place in the form of a game. Play is just one of the methods, and it only works well when combined with others: listening, talking, reading and others. The word interactive (translated from English inter – “mutual”, act – “to act”) means interaction. An interactive method is a way of interacting with students through conversation, dialogue [2]. In scientific research of teachers and methodologists, the necessity of using electronic means of teaching foreign languages has been substantiated.

G.A. Nikitina explores the use of information technologies that contribute to real targeted activity and high motivation of students. Among the requirements for a modern teacher of foreign languages, N. Mayer considers the use of interactive technologies, technical and media means [6]. A.A. Kurbanov covers interactive teaching methods and systems. In his opinion, technologies implemented through active interaction during a lesson can be considered interactive. They help to gain new knowledge and organize group activities, ranging from the interaction of two or three persons with each other and to broad cooperation of many [4]. The foundations of modern methods of teaching foreign languages are investigated by M.A. Adamko. It reveals the goals, objectives, principles, content, forms and methods of teaching students in the course of the upcoming foreign language activities [2]. Learning English is a complex, multifaceted process that requires regular and creative activity. It is considered by specialists as one of the main directions of introducing a foreign language into the public environment, aimed at increasing the level of proficiency, which is carried out taking into account the state of its possession and development [3]. It is important for a modern teacher to know the latest methods of teaching English, special teaching techniques and techniques in order to optimally select one or another teaching method in accordance with the level of knowledge, needs and interests of students. Teaching methods are not simple algorithmic units their rational and motivated use in the classroom in English requires a creative approach on the part of the teacher [4]. Modern communicative methodology offers widespread introduction into the educational process of active non-standard methods and forms of work for a better conscious assimilation of the material. In practice, the following forms of work turned out to be quite effective: individual, pair, group and team work. Therefore, all exercises and tasks should be communicatively justified by the lack of information, choice and reaction (Information gap, choice, feedback). For their implementation, students will need additional information, they will make certain efforts to assimilate it, and thus will be able to better and more efficiently organize their activities [6].

These forms of pair and group work are most effective:

- (inside / outside circles);
- (brain storm);
- (jigsaw reading);
- (think-pair-share);
- (pair-interviews)

One of the methods that provide teaching English is the project method as a way of developing creativity, cognitive activity, and independence. Projects can be subdivided into monoprosjects, collective, oral, specific, written and Internet projects. Project work is a multi-layered approach to learning English, covering reading, listening, speaking and grammar. The project method promotes the development of active independent thinking of students and orientates them towards joint research work.

Project-based teaching is relevant in that it teaches students to cooperate, fosters such ethical values as mutual assistance and the ability to empathize, forms creativity and activates students.

The project method implements differentiated, individually creative and active-effective approaches to teaching. The project can be research, search, creative, predictive, analytical and playful in nature. The basis of the project method is the focus on the interests and wishes of the participants.

The author of a project as a special educational assignment can be both a teacher and a student (if he expresses his proposal). Since the project is planned and implemented by a student independently or by a group of students, this method provides favorable conditions for enhancing their responsibility, the formation of partnerships between the project executors and the teacher. An important means of innovative teaching is also the use of a multimedia complex (MC) as part of an interactive whiteboard, a personal computer and a multimedia projector. Such a complex combines all the advantages of modern computer technologies and brings the learning process to a qualitatively new level. Thanks to its visibility and interactivity, MC makes it possible to attract the entire audience to active work [3]. The use of an interactive whiteboard in the classroom significantly increases the effectiveness of student learning.

Key areas of MC application should be identified:

- Presentations, demonstrations and simulation of situations;
- increasing student activity in the classroom;
- increasing the pace of the class.

The use of MC in the classroom in English allows you to actively involve students in the educational process, increases the motivation for learning, stimulates creativity and promotes personal development, expands the possibilities of presenting educational information, it is the most effective and time-saving, helps students prepare for passing tests, exams. MC is a powerful tool that can be tailored for use in learning English with a wide range of topics.

Achieving this goal involves the implementation of a number of tasks:

- determine the ways of development of higher education in the context of European integration;
- highlight the essence of “innovation” in higher education;
- Describe the most effective innovative methods and techniques of teaching English.

By choosing a specific interactive method, namely “*Interview*”, “*Round Table*”, “*Reflexive Circle*”, “*Hotsummary*”, “*Project*”, “*Expert Groups*”, “*Dozensofquestions*”, “*Excursion*”, the teacher forms the corresponding skills in students. In addition to this, as a result of the interaction of communication, there is a mutual learning of both parties. Consider further examples of the most interesting interactive games for students. Below are games that involve mastering the vocabulary on the studied topic and common words.

**Grabaminute** is a game in which the student is given 1 minute to introduce a term written on an interactive map. It is necessary to provide more information about this subject / term, its meaning, use, and the like. The student who has provided the most complete and coherent information about the subject or term indicated in the card wins. Knowledge test: vocabulary from a specific topic combined with grammar. A good way to consolidate the material covered. Features of the game: skills of quick response, critical thinking is improved.

**Anitemdescription** is a game in which you need to describe a word or phrase indicated on interactive maps without naming the root of the word or using gestures. In this case, the rest of the groups play an active role, which must guess the word. Knowledge test: vocabulary from a specific topic combined with grammar. That can be used as a Warm up activity. Features of the game: quick response skills are improved, the search for synonyms in English is activated. Direct communicative contact with the group has a positive effect on the relationship within the group.

**Chainstory** is a game of logic, a manifestation of imagination and individuality. The essence of the game is to continue the story of the previous student. Knowledge test: vocabulary with a specific topic and general vocabulary combined with grammar. Features of the game: improve the skills of quick response, logical thinking, increase attention, give no role to focusing on the plot of the story, helps to develop memory. The above mentioned games can be carried out in the second part of the lesson, to increase the activity of students and improve the perception of information. They do not require significant preparation and depend on the theoretical level of knowledge of the students.

## RESULTS AND DISCUSSION

Concerning the discussion group forms, which will be given below, in addition to the theoretical basis, there must be a reasoning of the answers. The following topical discussion forms force students to analyze thoughts before voicing them, because an obligatory element is not only speech, but also an explanation of the course of their own thoughts.

- 1) “Roundtable” (A collective game to solve a common problem).
- 2) Scientific debate (An educational dispute-dialogue, in which students are representatives of different directions, defend their opinion, the opposite of others).
- 3) Competition in small groups (Motivational game that encourages students to be active).
- 4) “Brainstorm” (A game that develops critical thinking).
- 5) Situation (A game that develops the ability to quickly react and fantasize).

- 6) Judicial sitting (Playing with the distribution of roles and the search for constructive answers).
- 7) Training (a form of training using various forms of work with a small group to improve skills in the process of modeling situations close to reality).

An example would be the game “What? Where? When”, “What? Where? When?”. The audience is divided into two teams, which take turns sitting at the table. The game is played by analogy with the famous TV show. Each team receives an envelope with a question. The jury determines the correctness of the answers, calculates the number of points. Brainstorm. This is a method of organizing joint group and creative work in the classroom in order to increase the mental activity of the participants and find fruitful ideas, constructive solutions, to complex problems or non-standard situations. It is advisable to apply it at the very beginning of solving a problem or if this process has reached a dead end. The goal of this game is to provide the generation of ideas for an extraordinary solution to a specific problem. Let's revise the list of necessary elements of the “Brainstorming” [4].

- ✓ It is necessary to express as many ideas as possible and fix them.
- ✓ All ideas expressed, even at first glance, meaningless, are recorded.
- ✓ Lack of any criticism.
- ✓ All participants have the same rights to express their opinion.

Interesting extra-curricular interactive activities include excursions in English and video reporting. An important stage in this event is preparation: the distribution of roles between students, the approval of the waybill, the students' independent search for information and its approval by the teacher, who acts as an expert [4].

The main problem of attracting interactive games is that the student often does not have his own opinion, and if he does, he is afraid to express it openly to the entire audience. The constant conduct of interactive classes contributes to a significant improvement in communication skills, as a result of which the student's internal limitations disappear. In the process of communication, students learn: communicate with different people, express alternative opinions, to make informed decisions participate in discussions [3]. Interactive games involving multimedia technologies include the Presentations method of projects, demonstration of Video projects, interactive games First Million, The brain of the class, Blinking frames and others. The use of multimedia technologies is possible to complement trainings and lectures. The main advantage of interactive learning is its combination with traditional methods. The interactivity of methods of teaching English is manifested in the synthesis of the above technologies, in a variety of forms of conducting classes. From the examples given, we see that there are a large number of forms of interactive lessons. The biggest mistake a teacher makes is using one teaching methodology or choosing one form of conducting an interactive assignment. It should be remembered that channels of information perception are not one-side, therefore, various forms should be involved.

Analyzing the above material, we can conclude that the use of interactive forms and methods in the implementation of a student-centered approach in teaching English makes it possible to practically increase the number of conversational practice in the classroom, turn out to be interesting for students, help to assimilate the material and use it in further studies, perform didactic and developmental functions. Thus, the teacher becomes a mentor of independent educational, cognitive and creative activities of students. Having many advantages, one should also remember the disadvantages: with frequent use, the perception of interactive games becomes mechanical, loses creative interest, therefore it is necessary to diversify games and combine interactive teaching methods with traditional ones.

## CONCLUSION

Summarizing the above, it should be added that the work aimed at researching interactive forms and methods of teaching is quite effective in teaching students the English language. However, whatever methods are used, it is important, as scientists note, to create such psychological and pedagogical conditions in order to increase the effectiveness of teaching in higher education, when a student can take an active personal position and fully express himself as a subject of educational activity.

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