

## Some Issues and Methods of Teaching Foreign Languages to the Students

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**Annotation:** The concept of a method in language teaching the concept of a systematic set of teaching practices based on a particular theory of language learning has occupied teachers and applied linguists throughout the last century in search of stronger and better methods. Within the methodology, the most common difference between methods and approaches are the technique in which the methods are defined. This article discusses the importance and use of the methods in the process language teaching and learning.

**Keywords:** foreign language, educational system, teaching process, methodology, teaching materials, computer technologies, scientific literature, communication.

After getting the Independence the Republic of Uzbekistan has worked out an own model of development, taking into account the specific social and political traditions in the country. One of the most important conditions for the development of any country is a well functioned educational system.

In foreign language education, an important arena can be established for the development of cultural understanding, respect and tolerance. Knowledge of foreign languages has become essential in more and more fields of life, and it has become increasingly important for all parts of the worldwide population. Nowadays in our republic a great attention is being paid to learning and teaching foreign languages. During the past decades foreign language has been taught from the fifth grade in most secondary schools of Uzbekistan, whereas now the decree on further development of foreign languages teaching was issued on 10 December 2012 concerning teaching languages from the first grade of all secondary schools .

The decree runs that in the framework of the Law of the Republic of Uzbekistan "About education" and the National Programme on training of personnel in the country, a comprehensive system of teaching foreign languages was established, aimed at creating harmoniously developed, highly educated, modern -thinking of the younger generation for further integration of our republic into the world community. During the years of independence, there were prepared over thousand foreign language teachers, created multimedia tutorials in English, German and French for grades 5-11 of secondary schools, electronic resources for learning these languages in primary school.

Further development of a continuum of learning foreign languages at all levels of education and work to improve the skills of teachers and the provision of modern teaching materials is required.

Teaching foreign languages has always been distinguished by a variety of methodological approaches. The decisions made about the future of the education system affects the interests of all segments of society and have a significant impact on the destiny of the country. Today the professional language teacher has a good grounding in the various techniques and new approaches, and they know and understand the history and evolution of teaching methodologies. The modern teacher will in fact use a variety of methodologies and approaches, choosing techniques from each method that they consider effective and applying them according to the learning context and objectives.

Therefore, each new proposal must undergo a thorough examination and be publicly discussed by the scientific and teaching materials. Nowadays there is a great variety of methods of teaching foreign languages.

In recent decades, linguists and methodologists have shown great interest in the subject-linguistic approach in teaching foreign languages. In the light of the current trends in the expansion of intercultural dialogue and the globalization of the educational space, the study of the language is of particular relevance, oriented to its practical application: a student -foreigner needs not just the mastery of the language in everyday, everyday communication, but, above all, his use in the professional sphere of communication. An effective search for necessary scientific literature on the specialty, preparation of abstracts and reports on scientific topics, communication with colleagues, etc. All this is a strong motivating factor in learning a foreign language. The method used to teach it overwhelmingly bore those objectives in mind, and came to be known as the Classical Method. It is now more commonly known in Foreign Language Teaching as the Grammar Translation Method. Grammar Translation Method, in order to both understand how it works and why it has shown such tenacity as an "acceptable" language teaching philosophy in many countries and institutions around the world.

Teaching came into its own as a profession in the last century. Central to this process was the emergence of the concept of methods of language teaching. The method concept in language teaching-the notion of a systematic set of teaching practices based on a particular theory of language and language learning -is a powerful one, and the quest for better methods preoccupied teachers and applied linguists throughout the 20th century. As many scientists states the history of changes in language teaching throughout history, up through the

Direct Method in the 20th century. One of the most lasting legacies of the Direct Method has been the notion of method itself. A more or less classical formulation suggests that methodology links theory and practice. Within methodology a distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, and approaches are language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. This distinction is probably best seen as a continuum ranging from highly prescribed methods to loosely described approaches.

There are the following basic problems in a traditional technique of teaching:

1. Low authority of a subject because of shortages of a present technique of teaching.
2. Low intensity of pupils speech activity.
3. Superficiality in forming of base skills and haste of transition from reproductive to productive kinds of work. Absence of good practical recommendations on elimination and the prevention of gaps in pupils knowledge and skills.
4. Weakness of existing system of appreciation of pupils work.

A pledge of successful mastering a foreign language by the pupils is professionalism of the teacher which should in the work not only take into account the methodical principles underlying teaching, but also to be in constant search of new receptions and means of teaching which will recover a lesson, will make it fascinating, cognitive and remembered. Many of receptions can be applied with success at teaching students and more advanced age.

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