

## DEVELOPMENT OF FOREIGN LANGUAGE TEACHING METHODS

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**Annotation:** *This scientific article provides information about the development of the English language in our country, language teaching using convenient and easy methods for English language learners.*

**Key words:** *Communicative method, innovative, importance of age, educational methods, pedagogical skill, ability, children's interest, game method*

The problem of classifying teaching methods and determining the systematic organization is one of the most difficult problems in the history and theory of foreign language teaching. In foreign language teaching methods, the concept of "method" has two meanings: method as a system of methods or directions of teaching in a particular historical period of scientific development, method as "the way, the way to achieve a certain goal in teaching and learning"[1,48].

As part of the traditional foreign language learning method, it is common to understand the grammar-translation method. This method is based on systematic study of grammar, phonetics (pronunciation), formation of reading and translation skills. Students build expressions and sentences from words using their knowledge of grammar. They compose conversations, memorize them, learn words by topic, retell passages, do written grammar exercises, and so on.

A feature of the traditional method is that in the process of working, the student must master all kinds of speech activities in a given set. Naturally, this involves an in-depth study of all aspects of the language: grammar, phonetics, vocabulary.

In the direct method, convenient strings appear: learn to speak and read. The mixed method is characterized by teaching speaking in a foreign language as an objective and as a means of instruction, bearing in mind that under the conditions of a basic school, speech can be developed within limited limits. certain and reading as a receptive type of speech activity should play a prominent role.

The concept of "innovation" first appeared in studies of the 19th century and meant the introduction of some elements of one culture into another. This meaning is still preserved in ethnography. At the beginning of the 20th century, a new field of knowledge emerged - the science of innovation, in which the laws of technical innovation in the field of material production began to be studied. The process of pedagogical innovation has become a special object of research by scientists since the late 1950s in the West and in the past decade in our country. [2, 24]

In recent years, foreign language teachers have had a lot of autonomy in the selection of teaching materials, creativity in the field of understanding the content

and how to implement the requirements of the program. However, the freedom to acquire requires a thorough knowledge of foreign language teaching theory, the history of formation and development of teaching methods, flexible possession of a wealth of methods of technical techniques, methods, forms and means of teaching, depending on the subjects studied, the characteristics of the student population and the teaching aids used. [3, 2]

This methodological position has been designated by the term linguistic culture. Language and cultural education helps students to master natural realities, history, spiritual values and thus achieve their educational goals - to give an accurate interpretation of the facts and events that they learn. biology in the target language. It also helps to form language awareness. Functional linguistics, which studies the function of language as a means of communication, as a means of social interaction, describes the semantic and communicative aspects of language, has had a great influence on the method of communication. foreign language teaching. Representatives of the Council of Europe - Van Eck, J. Trim and others - made great contributions to the development of communicative approaches to teaching foreign languages in general and to theoretical understanding of oral communication skills is private.

Thus, linguistics helps the methodology to determine the linguistic component of foreign language teaching content. It includes both verbal and linguistic material, and therefore, together, it can provide the linguistic and foreign language (foreign language) content of the teaching of the subject, the situational context in which words arise.

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