WAYS OF INCREASING THE EFFECTIVENESS OF TEACHING A FOREIGN LANGUAGE IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

Changes in the new paradigm of education require a special status of professional training of future professionals from society in general, which is reflected in the formation of new methodological approaches to teaching, the development of innovative teaching methods, defining a new role of teacher. This article examines the effectiveness of the teaching process in terms of how well the teacher's activities are aimed at organizing and managing the learning process, as well as the formation of a radically new approach to the organization of the educational process in universities.

KEYWORDS: *Methodology, Explanatory Method, Question-Answer Method, Foreign Languages, Demonstration Method, Method of Restoring Memory, Teaching, Technology.*

1. INTRODUCTION

From the first days of independence, our country has paid great attention to the study and teaching of foreign languages. Today, raising the quality of the educational process to world standards, using new methods of modern pedagogical and information technologies in education requires regular work with young people, creating all the conditions for them to master foreign languages. Mastering foreign languages has become a daily necessity of today's youth, and interest in foreign languages is growing.

An experienced and professional person who teaches language to young people on the basis of freedom and humanism on the basis of a personal-active approach to foreign language education, which is now formed on the basis of pedagogical and psychological rules. **[1]**

Our people have always respected and revered the teacher. Such selfless, radiant, enlightened souls make a worthy contribution to enriching the educational process with their personal creative abilities and rich experience. In this way, each teacher develops his or her own real teaching skills and develops ways to teach in an interesting way.

During the training, the issue of students' mastery of the learning material through play activities was discussed by E.I. Passov and M.N. It has been extensively studied by Methodists and psychologists such as Skatkin. The founder of the communicative technology of foreign language teaching, E.I. Passov pays special attention to game technology in teaching communication. According to him, play is an activity, the content of which is to teach knowledge, speech. M.N. Skatkin emphasizes that before organizing any didactic game, it is important to plan in advance what goals and objectives it is intended to achieve.

The more interesting each teacher's lesson is, the more interested the learner will be in the lesson. Therefore, each teacher carefully prepares for the lesson and tries to use a variety of non-traditional methods during the lesson. The following methods are very useful during the training:

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the explanatory method, the demonstration method, the question-answer method, the method of restoring what is remembered, the method of problem-based learning, the method of doing exercises, etc. **[2]**

Explanatory Method: One of the most widely used methods in the teaching process is the teacher's oral presentation of the phonetic, lexical, grammatical material specified in the curriculum. The teacher explains the content of the teaching material using a variety of visual aids, technical means of education, thereby forming in students the initial phonetic, lexical, grammatical skills and putting these skills into practice.

This method allows you to present the material in a logical sequence, use a variety of information, provide interdisciplinary links, compare and contrast Uzbek (Russian) and foreign languages. The effectiveness of this method depends on the teacher's methodological skills, the ability to present the material in an interesting way, the attractiveness of the speech, the logic and imagery of the method of expression.

The explanatory method requires the teacher to maintain a constant focus on the learner, to develop an attitude towards the learning material, and in the process to use the methods of comprehension and comprehension, memorization. This is a very complex process that can only be achieved through the use of methods that activate the learner's thinking skills and develop their memory. A teacher of a foreign language can also organize the method of explanation by comparing it with the native language. The learner is introduced to the new language material as the teacher explains and demonstrates the learning material. He thinks while listening to it, compares it with his native language, tries to understand it. Performs a variety of exercises under the guidance of a teacher to develop basic skills in teaching materials. Develop these skills in practice and turn them into skills. **[3]**

Explanatory time may vary depending on the difficulty of the learning material, the age and individual characteristics of the learners, and the stage of learning.

Demonstration method. It is known that demonstration is one of the main didactic principles in education. We try to use different visual aids in teaching. The importance of the visual method is to encourage the learner to emotionally perceive what is being studied and to observe it, to make sure that the logical and theoretical elements are united, and finally to apply theoretical knowledge in practice. Demonstration is very important in foreign language classes and makes the teaching process easier. After all, learning to read requires attention, and it requires a sharp mind, a strong will, a clear imagination, and a strong memory. According to the principle of demonstration, knowledge is imparted to learners through specific means. Demonstration method enhances the ability of students to observe, to draw logical conclusions from the observed subject, event, which increases the effectiveness of practical training. With the help of visual aids, generalized conclusions are drawn from specific facts, the studied aspects and texts are quickly understood and quickly assimilated. As students use visual aids, pictures, movies, and videos, it is important for them to think, speak, understand texts on topics, and improve their speaking skills. **[4]**

Question-answer method. The teacher asks the students questions from the beginning of the lesson. For example: If there is a foreign language class, how many people are in class today? Of course, the teacher needs to know how many people are in the class. Therefore, this question is asked in every lesson, but in a foreign language lesson it is possible to ask a question and answer for 2-3 minutes before asking for homework (weather, seasons, days of the week, etc.). The given task can also be asked in the form of questions and answers (of course, using handouts, visual aids). You can also reinforce a new topic with questions and answers. After the translation of the main text, a question and answer session will be held on the text. For example, we distribute topic-specific questions and answers to learners on the topic of everyday communication situations, and

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we may include non-topic-specific answers or not answer a single question. **[5]**

In this case, we can conduct a question-and-answer method, whether the learners are mistaken in answering each other's questions, or quickly realize it. Using this method, students can be divided into two groups and ask each other questions on the topic. The teacher checks the groups' questions and scores. The team with the most correct answers gets the most points. After the quiz, the learner can recite at least 4-5 sentences using the given answers. This method enhances the learners' oral communication and teaches them to express themselves. **[6]**

A method of restoring what is remembered. The method of restoring the memory helps the learner to master the memory activity. This method can also be used when asking for homework or reinforcing a new topic. For example: we translate the words into the first Uzbek and German and can answer the memorized words regardless of the translation, (we do it orally) or we can ask for the words using the pictures on the topic. We learn a learner's memory activity by saying words or phrases. The use of various visual aids and pedagogical technologies in the teaching process is effective in strengthening the memory.

The practice-based approach is based on the development of basic skills in the classroom, in the process of training or independent preparation, in writing exercises, in the process of testing knowledge and thinking on a topic. The main purpose of applying the skills in practice is to teach students to use the acquired phonetic, lexical and grammatical skills in the process of free communication and exchange of ideas. Practical skills are organized in natural or artificial speech situations. It is well-known that artificial speech does not stimulate the learner enough to learn it because it does not fit into the environment and situation surrounding the learner. For example: A teacher says to a student, "You are at the train station. Ask for a ticket at the box office! " is an artificially created speech situation if the second learner is given a communicative task such as 'selling' as a second learner. **[7]**

The teaching process is organized using a variety of teacher methods and tools. In recent years, methods such as the use of computer and Internet information have opened up a wide range of opportunities for learners to learn a foreign language through naturally created speech situations.There are also activities in which the teacher directs, motivates, and supervises the student's learning activities. This pre-planned activity of the teacher is reflected in the use of various methods, techniques and tools.

A modern teacher must have a perfect knowledge of the subject, be able to use pedagogical technologies in the classroom, be well versed in modern information technology, have a high moral and political outlook. In organizing and conducting the lesson, the teacher should use advanced pedagogical and new information technologies, depending on the nature of the subject, as well as the subject. Although there are many methods and techniques in the work of every teacher, the purpose of using them is to intensify the educational work of the learner. **[8]**

In the process of teaching a foreign language, the learner also develops the qualities necessary for personal and professional activity. Based on the communicative method, the learner develops all forms of speech (reading, listening, speaking, writing). In modern development, regardless of the field of study, the student is not limited to the knowledge acquired in the native language, but also learns about the field from foreign literature using the foreign language he has learned. and, in turn, their ability to provide information, which indicates that they have developed a certain level of professional skills. **[9]**

Based on the knowledge and skills acquired in the field of foreign languages, to understand and apply industry terms in the process of language use, to train a future specialist to speak in a specialty relevant to their future professional specialization, their field will be able to use scientific and technical literature in foreign languages.

Learning a foreign language is a very complex process. Requires the learner to concentrate. For this reason, it is recommended that foreign language teachers adapt these methods to the lesson, depending on the topic of the lesson. Each method has its place, and during the lesson the teacher develops his / her professional skills by using these methods. **[10]**

In short, the effectiveness of the training process depends on how well the teacher's activities in organizing and managing the learning activities are planned and implemented.

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