



INTERNATIONAL SCIENTIFIC AND PRACTICAL ONLINE CONFERENCE

TEACHING FOREIGN LANGUAGES

TSUL ICON FLT



TASHKENT 2021



THE MINISTRY OF JUSTICE OF THE REPUBLIC OF UZBEKISTAN

TASHKENT STATE UNIVERSITY OF LAW

An international scientific and practical online conference on the topic
**TSUL INTERNATIONAL CONFERENCE ON
TEACHING FOREIGN LANGUAGES
(TSUL ICON - FLT)**

Foreign languages department

Tashkent – 2021

EFFECTIVE STRATEGIES FOR FOREIGN LANGUAGE TEACHING

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DOI <http://dx.doi.org/10.5281/zenodo.4955732>

The question of learning foreign languages is very important today. Foreign languages are required especially at the present time when progress in science and technology has led to an explosion of knowledge and has contributed to an overflow of information. The total knowledge of humankind is known to double every seven years. Foreign languages are needed as the main and the most efficient means of information exchange between the people of our planet. Especially, English is known as the language of progressive science and technology, trade and cultural relations, commerce and business, universal language of international aviation, shipping and diplomacy.

There is no universal or ideal method of learning languages. However, we dare to offer you some methods of it.

In the given theoretical part of work, it is necessary to pay attention on those basic statements in which the most essential parts of activity are reflected and generalized. That means the methodical principles underlying teaching. Principles of teaching are understood as starting statements which determine the purposes, the contents, methods and the organization of teaching and are shown in interrelation and interconditionality. In our case, principles are used to define strategy and tactics of teaching English language at all stages practically in each point of educational process. As far as the result of teaching of pupils foreign language is formation their skills of using language as means of intercourse, the leading principle is the principle of a communicative orientation.

Its main function is in creation of all conditions of communications: motives, purposes and problems of intercourse. The communicative orientation defines selection and the organization of languages material, its situational conditionality,

communicative value both speech and training exercises, communicative formulation of educational problems, organization and structure of the lesson. This principle assumes creation of conditions for speaking and intellectual activity of pupils during each moment of teaching.

In teaching English language process of integration is realized, it shows, first of all, that mastering of various aspects of language, its phonetics, grammar, lexicon occurs not separately as certain discrete components of language, but is also integrated. Pupils seize and acquire them during carrying out of speech actions which realization can demand the use of a word, word forms, a word-combination, super phrase unity and, at last, the text, caused by situations of intercourse.

In a basis of teaching any subject at school including foreign language, there are general didactic principles. Such principles are: scientific character, availability, presentation in teaching, an individual approach in conditions of collective work and others. Specific and general didactic principles express typical, main, essential, that should characterize teaching a foreign language at school and, first of all at the beginning stage where bases of mastering are pawned by this subject. The understanding of action of principles of teaching and direct use of rules will allow the teacher to carry out teaching effectively.

The learning is the active process, which is carried out through involving pupils in various activities, thus making it active participant in reception of education. In this bilateral process it is possible to allocate the basic functions which are carried out by each the parts. The teacher carries out organizational, teaching and supervising functions. Functions of the pupil include acquaintance with a teaching material, the training which is necessary for formation of language skills and speaking skills, and application of investigated language in the solving of communicative problems.

The considered methods reflect essence of pedagogical process in which the teacher and pupils cooperate. These methods are used in teaching a foreign language



at school, open specificity of a subject and are directed on achievement of the practical, educational and developing purposes.

Each of the considered methods is realized in system of the modes used by the teacher in the organization of teaching pupils, carried out by the latter through the decision of set of the specific targets, which are bound up with cogitative operations and perception by sense organs. Modes as well as methods are structural-functional components of mutual action of teacher and pupil. Nevertheless, if the method names the basic, dominating activity mode is bound up with the concrete action making essence of formed speech activity.

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