

THE USE OF MODERN METHODS IN TEACHING ENGLISH IN HIGHER
EDUCATION INSTITUTIONS

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Annotation: *this article fully describes the use of modern methods in teaching English, the goals and objectives of teaching English, the linguistic foundations of the methodology of teaching English, the features of English teaching science.*

Keywords: *English, teaching methodology, linguistic basis, psycholinguistic basis.*

Today, foreign language skills are becoming an integral part of professional education. Due to the high index of cooperation with foreign partners in specialists in various fields, the demand for language learning is high in them. In modern society, foreign languages are becoming an important component of professional education.

Such knowledge is learned by people, first in schools, colleges, lyceums, later in institutes, educational courses or independently, familiarizing themselves with the main sets of information that help to learn a foreign language. Today there are large collections of educational materials for people with different levels of language knowledge. Success in achieving this goal depends on the practical methods and qualifications of the teachers.

It is known that English is successfully mastered in a tabby setting. In the process of learning English in educational conditions, which is geographically remote and does not have the opportunity to communicate with the language owner, the achievement of a practical goal is complicated. It is this situation that causes a number of difficulties in teaching the subject of English learning. For this reason, it is important to bring the educational process closer to the natural environment, to carry out research on the creation of natural speech situations in classes. The quality and effectiveness of any education depends on the degree of accuracy in the definition of the goal. In teaching English, practical (priority), universal, educational and developmental goals are recognized. The main goal of teaching English at all stages of education in our country is to form communicative competence in English so that learners can work in everyday, scientific and professional fields in the multicultural world. Based on the experiences accumulated in developed democratic states and at the same time the demands of the rapidly changing present, English in our country is taught on the basis of communicative activity, an integrative approach aimed at person-oriented,



competency acquisition. The ability to use information technology and modern teaching methods helps to quickly understand new materials.¹ by combining different methods, the teacher will be able to solve certain educational programs. In this regard, teachers and students should familiarize themselves with modern methods of teaching foreign languages. As a result, skills are formed to be able to choose the most effective methods to achieve their goals. In this case, the use of several methods of teaching and learning gives an effective result. Training is carried out in small stages and is based on the existing knowledge system of the student.

After the independence of our country, interest in teaching foreign languages increased, creating many opportunities for young people. As our first president Islam Karimov said, “at the moment, great importance is attached to teaching foreign languages in our country. This, of course, is not for nothing either. It is clear that the Jarion of language acquisition is accompanied by a generalization of conscious and involuntary actions, but the "launch" of the mechanisms that provide these actions is due to what conditions, at what age, language learning is introduced.

In children of small school age, the processes of speech and thinking of the mother tongue will develop very quickly, in turn, mechanical memory will be replaced by word logic memory, comparison, comparison, Analogy, Classification, generalization. If, during this period, English is taught on the basis of imitation and memorization, it develops mechanical memory, and ultimately causes speech development in the native language to stop. This in turn leads to the fact that speech and thinking also brake on development, thought formation and expression. In the educational process, students are introduced to the traditions of different peoples, taught to understand the rules of etiquette, rituals and holidays in the country where the language is studied. The teacher uses these approaches to select lexicons, texts, photographs and videomaterials from English language owners of the same age that reflect the events and phenomena that occur in everyday life.

Today, there is no need to assess the importance of excellent knowledge of foreign languages for our people, who are building their great future in cooperation, in harmony with our foreign partners, for our countries, where the world community seeks to occupy a worthy place.” In accordance with the cross-language theory, all factors affecting the learning process of English should be taken into account. These factors are the age-related (psychological and cognitive activity) characteristics of the English language learner, the content and purpose of education, and the educational tools developed in accordance with them. In the process of learning English according to this theory, the reader, relying on the experience of the language, forms a new linguistic system of communication in the English language "mixed/cross-language code". That is, the experience of the mother tongue has a positive and negative impact on the learning of a second language, and then on the acquisition of English by the two



of them (cross-language transposition and interference). For this reason, when drawing up textbooks and programs, Inter-language interference and language experience of the student are taken into account, the rules intended for teaching (simple theoretical knowledge) are subordinated to the goals of accelerating and simplifying the acquisition of practical skills and qualifications. That is, some necessary rules are laid out in order to speed up and facilitate the learning process of English, elements of yokinazarias.

CONCLUSION

in the development of the student's speech in English, an alternative way of expressing thoughts should be formed, which is comparable to the way of expressing thoughts in English, that is, in the native language. To do this, it is recommended to introduce elementary students to ways of expressing ideas in English by teaching speech patterns. Because the rich repertoire of speech patterns is important in developing the pragmatic competence of students and compensating for the place of grammatical skills that have not yet been formed. In this, holistic models or device (construction) containing these units are compared, rather than individual units in the language.

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