

## HOW TO TEACH FOREIGN LANGUAGES

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**Abstract:** *In this article, we discuss how to teach foreign languages, which methods are effectively used and help, and how to start everything is in detail.*

**Key words:** *Effective ways, activities, teach foreign languages, students, fast and easy learning.*

Is it necessary to teach foreign languages.

Try to go outside and ask this question to people passing by. What will you hear? "Of course you need to!" Then ask: "Why?" Most will either find it difficult to answer, or say general, meaningless words, for example: "International language: Everyone speaks it:" But what does "everyone speaks it" mean? What language do we speak at work, at the University, at home? In English? No, of course, in Russian. An American farmer speaks English, a German engineer speaks German, a French doctor speaks French. It turns out that most of us do fine without knowing foreign languages, without feeling any need for them.

But most foreigners speak several languages, and in our country, few people know at least one foreign language. It is interesting that some fifteen years ago we also did very well without mobile phones, and twenty-five years ago we felt great without computers. Can we now imagine our life without these things. I highly doubt it. So why do we buy a telephone, a TV, learn to work on a computer, but do not know foreign languages. The answer is simple. We perfectly understand why we need a phone or a computer, but we have absolutely no idea what specific advantages and opportunities knowledge of foreign languages gives us.

Secondly, by studying and improving languages, we develop all our intellectual abilities. Only with the study of another language do we begin to pay attention to our native language. After all, as long as we do not come into contact with a foreign language, there is no need for us to analyze our own, which means to delve into what we put into those words and phrases that we pronounce. We do not waste our time trying to figure out how we form our thoughts, how we put them into words, and whether we are expressing the thought that we really had in mind. With the study of a foreign language, we somehow have to separate words and thoughts, pay attention to our native language, and re-learn how to express our thoughts in both our native and foreign languages. It's as if our inner vision opens up, we begin to see the shades of meanings, the ambiguity and difference of words. A foreign

language that is foreign to us awakens our native language and makes the thought work, be more clear, precise and complete.

### PRACTICAL ENGLISH LANGUAGE TEACH

Consists of three sections: Exploring skills, Exploring language, and Supporting the learning process. The first main section, Exploring skills, begins with an introductory chapter that defines and illustrates the concept of methodology. The next four chapters introduce the four key "macroskills" of listening, speaking, reading and writing.

In the second section, Exploring language, we look at language from a somewhat different perspective. Here the chapters are organized in terms of the different systems that make up the language: the sound system, the vocabulary system, the grammatical system, and the discourse system which shows how language itself is organized and reflects the communicative purposes that bring it into existence in the first place. The final section, Supporting the learning process, looks at some of the ways in which the learning process can be supported - through teaching styles and strategies, effective use of commercial coursebooks, and by a variety of other means.

Practical English Language Teach brings together the work of 15 world-class specialists in ESL/EFL. The value of publishing an edited collection, rather than a single-authored volume, is that we have been able to draw on the knowledge and experience of the top specialists in our field.

One of the problems with most edited collections is that they are uneven in terms of their treatment and approach, and in terms of the assumptions that they make about the reader. This collection has a degree of coherence unusual in edited collections. The coherence has been achieved through a clear chapter-by-chapter framework, and the use of detailed writing guidelines.

The length of each chapter has been controlled for accessibility. Each chapter could have been a book in its own right. However, we wanted to present readers with the essentials in terms of conceptual background, theory, and research. These provide the basis for a series of key teaching principles which are illustrated with pedagogical materials and authentic classroom extracts

Features.

Critical areas of language teaching are comprehensively addressed with a specific focus on practical techniques, strategies, and tips.

World-class specialists offer a variety of perspectives on language teaching and the learning process.

Reflection questions invite readers to think about critical issues in language teaching, while Action tasks outline strategies for putting new techniques into practice.

Thoughtful suggestions for books, articles, and Web sites offer resources for additional, up-to-date information.

Expansive glossary offers short and straightforward definitions of core language teaching terms.

Audience

This book is designed for both experienced teachers and those who have only just entered the profession. It will update the experienced teacher on current theoretical and practical approaches to language teaching. The novice teacher will find step-by-step guidance on the practice of language teaching.

**Chapter structure**

Each chapter is constructed upon the following format.

**Introduction:** Defines the subject of the chapter.

**Background:** Provides an overview of what theory, research, and practice have to tell us about the subject.

**Principles:** Describes and provides examples of key principles for teaching the subject that forms the basis for the chapter.

**Classroom techniques and tasks:** Provides examples of practical classroom procedures.

**In the classroom:** Takes the reader into a range of classrooms where the principles spelled out earlier are exemplified.

**Conclusion:** Summarizes key parts of the chapter.

**Additional resources:**

**Further reading:** Introduces additional sources for exploring the subject in question.

**Helpful Web sites:** Points the reader to relevant Web sites.

**ACTIVITY:**

Try to solve an easy exercise with which you can understand your level of exercise easy enough in which we use <to be> you will have to put the verbs in order and in meaning

“Explanation and rules “

Affirmative / short form

- |            |           |
|------------|-----------|
| 1 I am     | 1 I'm     |
| 2 you are  | 2 you're  |
| 3 we are   | 3 we're   |
| 4 they are | 4 they're |
| 5 he is    | 5 he's    |
| 6 she is   | 6 she's   |
| 7 it is    | 7 it's    |

“Activity”

Write in the correct Verb to be

1. Anna \_\_\_\_ my best friend.
2. Max and Lily \_\_\_\_ brother and sister .
3. My grandmother \_\_\_\_80 years old .
4. You \_\_\_\_ a good person .
5. My house \_\_\_\_ very pretty .
6. I \_\_\_\_ not at home .
7. Maria and I \_\_\_\_ in school right now.
8. My book \_\_\_\_ 500 pages long .
9. My friends \_\_\_\_ funny.
10. The children \_\_\_\_ at a summer camp



## “ LIST OF LITERATURE ”

1. Practical English Language Teaching<David Nunan Editor.Published in 2003  
[www.mhcontemporary.com](http://www.mhcontemporary.com)
2. The complete guide to lesson planning and preparation Anthony  
Haynes.Published in 2010  
[www.continuumbooks.com](http://www.continuumbooks.com)