



## **MODERN FOREIGN PEDAGOGICAL CONCEPTS OF TEACHING A FOREIGN LANGUAGE.**

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<b>Received:</b> 20 <sup>th</sup> December 2021 <b>Accepted:</b> 20 <sup>th</sup> January 2022 <b>Published:</b> 28 <sup>rd</sup> February 2022	Modern approaches to teaching a foreign language are considered in the article. Knowledge of one or several foreign languages has become an urgent problem for many people. And in such circumstances, the search for effective approaches to teaching foreign languages aimed at solving specific professional problems has become relevant. The aim of the article is to analyze and classify modern approaches to teaching a foreign language. The above aim allows formulating the objectives of the study is to study the theoretical and methodological base of these approaches; summarize the scientific data on this issue in the article. To solve the set tasks, the paper describes the structures of higher education, the need to modernize the higher education system by the principles of the Bologna.
<b>Keywords:</b> integration, circumstances, new paradigms, Westernization, pragmatism, neopositivism, existentialism, neo-Thomism, behaviorism	

### **INTRODUCTION**

Modern pedagogy is looking for new paradigms of education, therefore it is interested in the pedagogical concepts available in the world. At present, the scientific comparison of pedagogical systems and theories in different countries has two main functions. The first is to obtain empirical data and theoretical information that helps international organizations make decisions on the development of education in different countries, provide assistance, and coordinate the scientific activities of different countries. The second task in the study of foreign pedagogy and schools is to ensure the transfer of experience to the native soil. Scientists believe that knowledge of the pedagogical practice and science of different countries, the study of their experience of education will help solve problems in their own country, it stimulates the understanding and optimal construction of their pedagogical system.

But teachers have doubts about the possibilities of borrowing foreign experience. More argued that every nation has its own national system of education, which depends on its culture, lifestyle, beliefs, and values. He called this the nationality of education and drew a conclusion about the limited possibilities of borrowing the experience of other countries. He considered it impossible to directly transfer pedagogical practice from one nation to another. But he also wrote that science, pedagogical theory have no boundaries, that there are pedagogical laws that are common to all. He is right that it is impossible to artificially build a system on someone else's model. However, modern science believes that there are many reasons for the mutual enrichment of the pedagogy of different countries, namely: the presence of global world processes in the economy, culture and education of different countries. This also applies to Russia: the deep socio-economic and socio-cultural changes in the country are making our youth and students look like Western ones. It is these processes that actualize the study of pedagogy in Western countries, America, and Japan. The recent aggressive, confrontational approach to Western pedagogy and schools separated our country from the world's pedagogical experience and impoverished, impeded the development of domestic education. Now there are conditions for an objective analysis of foreign systems and theories. Moreover, some educators and leaders talk about the need for "Westernization" of education, which can turn into another extreme. Obviously, it is reasonable to raise the question of cooperation in the field of science and the convergence of education systems so that young people can study,

Modern social growth is accompanied by an increase in integration trends in the socio-cultural and activity spheres of public life. This requires the development of a number of important personal characteristics among young people, such as communication and tolerance, humanitarian literacy and the ability for multicultural interaction. The socializing function of education stimulates the development of the adaptive properties of the individual in a dynamic transformation of the socio-cultural, biological and informational environment. In this regard, the role of a foreign language as an academic discipline is growing, characterized by the flexibility of the organizational, activity and content structure, the variability of information and methodological components.

At present, the development of the educational system of the Russian Federation is associated both with a rethinking of domestic experience and with the search for relevant pedagogical concepts of teaching English in modern foreign pedagogical practice. An analysis of the changes taking place in the field of education abroad and their comparison

with the theory and practice of updating the domestic school makes it possible to creatively use positive foreign experience, which is a prerequisite for improving the quality of education.

In this situation, it is necessary not so much to improve the traditional technology of teaching students a foreign language, but to use foreign experience, on the basis of which it is possible to develop new technologies based on the latest achievements of psychological and pedagogical sciences. Professionally-oriented teaching of a foreign language currently involves focusing on the professional needs of students when choosing educational material, sets the task of teaching business partners how to conduct the main line of communication in order to achieve the planned communicative effect and professionally significant result.

In foreign and domestic science, the study of the methodology of teaching foreign languages was carried out throughout the entire process of formation and development of the education system. An important role in preparing for communication in foreign languages is assigned to secondary vocational schools, which, in turn, are faced with the task of improving the quality of education of students who are able to adapt to rapidly changing economic and socio-cultural conditions.

The main pedagogical concepts based on the corresponding philosophical directions are pragmatism, neopositivism, existentialism, neo-Thomism, behaviorism. The idea of reformist pedagogy in the 20-30s. 20th century And Binet studies the physiological and psychological patterns of students, and protests the word of the teacher as the main means of teaching. He believed that the student should be an active participant in his own learning process, the Italian teacher M. Montessori considered independence - a quality inherent only in those who can do a lot. The idea of individualization of learning and independence of students An American teacher and psychologist, an adherent of pragmatism, J. Dewey argued that the main goal of education is to best adapt a person to practical activities, to rapid adaptation to life. His opinion was shared by the German teacher and reformer A. Lai, who put forward the idea of creating a school of action, that is, a school that teaches you to quickly adapt to the conditions of the surrounding reality. A number of new schools emerged: the Waldorf School (R. Steiner), the P. Peterson School at the University of Jena, and the Lang School. Representatives of the new approaches argued that the basis of the learning process should be the interest of students, and their activity and independence should be encouraged.

The process, as well as emotional models of communication are highlighted. American communication theory has had a strong impact not only on the development of pedagogy in other countries, as noted above, but also on other areas of scientific knowledge, both in the United States and abroad. So, it served as the basis (prepared the base) for the development of a communicative approach to teaching English in the United States. The leading direction in pedagogical science in England and the USA in the 80s. became "cooperative" teaching of students in groups.

With all the variety of approaches in understanding the goals, methods and ways of teaching, there is a **common** one that unites all these areas:

1. maximum implementation of the principles of developmental education;
2. development of new principles of learning in the process of vigorous activity of students;
3. preparing students to adapt to rapidly changing conditions, to life in a complex, sometimes unpredictable world.

Consideration of various ways of teaching a foreign language abroad made it possible to trace the implementation of the main provisions of foreign pedagogy in this field of science.

## CONCLUSIONS

The study of the main directions in a foreign school and the development of foreign pedagogical thought, as well as acquaintance with the work of foreign teachers, made it possible to draw the following conclusions. modern pedagogical concepts were defined in a foreign school;

Philosophical and pedagogical literature presents a fairly large number of concepts of upbringing and education, on the basis of which pedagogical programs are developed, systems of training and education that are implemented in schools.

As a result of the study of psychological, pedagogical and methodological literature and the analysis of progressive concepts in the field of education abroad, the main directions in teaching a foreign language have been identified.

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