



THEORETICAL FOUNDATIONS OF MODERN TEACHING METHODS

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Article history:	Abstract:
Received: 11 th May 2021 Accepted: 22 th May 2021 Published: 18 th June 2021	The question of the theoretical foundations of education has become much more relevant today, as the old content becomes more and more dependent on the introduction of new methods and technologies. The study of the theoretical basis of methods, which developed them, their place in science, theoretical and practical significance and other aspects were included in the agenda of methodological science, because the article highlights that the correct method is the main factor in ensuring the effectiveness of education.
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Theoretical foundations of education are science-based strategies that determine the future of education. This strategy is often set by the state and accepted by educational institutions in the form of a social order. The social order is reflected in state laws, decrees, ordinances and normative acts.

After gaining independence, Uzbekistan has set a huge task to bring all sectors of the economy to world standards. The education system is no exception. It should reflect the most effective, time-tested, credible pedagogical ideas. Over the past period, the state has done a lot to modernize the education system. Of course, these efforts are aimed at improving the quality of teaching.

The teaching process begins with the formation and development of language competencies of students and pupils, its design, more precisely, the definition of learning goals and objectives, the formation of learning content and ways to achieve the goal, ie the development of methods of teaching content to students. .

If the theoretical foundations of the foreign language strategy of education are taken into account from the design stage of teaching, it will be possible to dramatically increase the effectiveness of education.

In this regard, it is useful to be aware of the methodological approaches available in educational theory.

There are many methodological approaches in educational theory. It is very difficult to put them into one system and make a theoretical analysis, however, we will try to consider the essence of the methodologies available in the dissertation through the classification of some scholars.

The problem of formation and development of students' linguistic, ethno cultural and socio psychological competencies is a psychological, didactic and methodological problem. While psychologists view it as an individual mental trait of the individual, the educator views the issue as a general and most fundamental law of education.

Methodists in the process of teaching a foreign language at school look for ways, methods, conditions for the formation and development of students' knowledge and skills in a foreign language. Specific measures will be identified for continuous and uninterrupted implementation.

There is a lot of literature on the formation and development of students' competencies in foreign languages in our country and in foreign pedagogy. The psychological basis of the issue is B.G. Ananov, D.N. Bogoyavlenskiy, A.S. Vigotskiy, V.V. Davidov,, A.S. Krutentskiy, N.F. Talyzina, D.V. Elkonin, A.N. Leontev, M.G. It has found a clear expression in the scientific research of scientists such as Davletshin.

On some general didactic aspects of the matter, Yu.K. Babanskiy, M.A. Danilov, B.P. Esipov, I.Ya. Lerner, M.I. Maxmutov, G.I. Shchchukina, M.I. Rodak, I.T. Ogorodnikov, E.T. Mingazov, M.N.Skatkin, T.I.Shamova, L.G. Levinskiy, M.S. Litvenko and a number of other scientists have created major fundamental works. ¹

There are different views on the essence of the manifestation of cognitive activity on the basis of the formation and development of competencies. Here are some of these views. For example, E.G. In this regard, Mingazov puts forward the following concept:

"A language learner is defined as a person who is competent to prove the truth, to be eager to learn from a variety of sources, to be able to do mental tasks, to be mentally active in learning, in their curiosity. " (Shirinova 2006)

There is also some methodological literature on the formation and development of students' language learning competencies in the educational process. J.J. Jalolov, A.Q. Gulomov, T.A. Ladijenskaya, A.V. Tekuchev, M.M. Razumovskaya studied the formation and development of students' language learning competencies, and there is some research on this topic in the methodology of foreign language teaching.

In recent years, Methodist scholars have rapidly developed the following aspects of the formation and development of students' language learning competencies: the use of the conscious-comparative method (J.J. Jalolov), the relationship of spelling activities (A.I. Vlasenkov), the creative approach of the reader (K.I. Tambovkina), the creation of a problem situation (E.P. Skvortsova), the use of linguistic elements (Yu.G. Fedotova) and others. In this regard, the work on the formation and development of competencies of language learners and students is of great importance.

By teaching students spelling, the authors improve their mental health shows the connection between the activities.

From the methodological point of view, the work on the formation and development of language acquisition competencies is also important.

The use of problem-based learning methods and the organization of independent work are important in developing students' thinking skills.

V.P. on students' language acquisition competencies. Kanakina and V.A. Zimnenko's work is also important.

The formation and development of students' language competencies in English lessons is closely related to the correct choice of teaching methods and techniques. According to the analysis of the methodological literature, the development of language competencies using one or another method and techniques enhances interest in two ways; second, the correct organization of independent learning in language learning (Jalolov J, Sattorov T. and others).

To increase the interest of methodological literature in the development of language competencies, it is recommended to use tables, zigzags, brainstorming, tables, games, scenes, drawings, pictures, handouts, signal cards, game-assignments, proverbs and riddles. According to Methodists, the use of the above methods increases the interest in science: the use of games - assignments in the classroom easily helps with difficulties.

Methodist scholars emphasize the important role of observation, comparison, analysis and synthesis performed by teachers in the development of language competencies. Analyzing the research in this regard, we divided the opinions of the authors into 2 groups.

The authors of the first group emphasize that the development of thinking skills plays an important role in the formation of student language competencies.

According to the authors of the second group, the formation of linguistic competencies is determined by the formation and development of students' thinking skills and a positive attitude to science.

In this study, we consider the two directions mentioned above. Provides an optimal structure for the classification of lessons according to the objectives, and allows to develop an effective application methodology to increase cognitive activity.

This issue was raised by K.E. Kagoryan (Armenia), G.I. Bagirova (Azerbaijan), D.M. Kravchuk, V.L. Smelyanenko (Uzbekistan), R.A. Korekle (Lithuania), R. It is also partially reflected in the works created by Davletova (Tajikistan) and others.

P.P. Esipov points out that there are two indicators of the level of language competence of students in the educational process.

1. During the lesson, students' mental activity is constantly increasing;
2. Ability to analyze knowledge, skills and competencies.

T.I. According to Shamova, "Competences are the pursuit of this knowledge and the use of methods of action to achieve the set goal."

In modern didactics, students' views on the essence of the formation of foreign language proficiency competencies can be conditionally divided into three groups.

The authors of the first group (I.T. Ogorodnikov, I.I. Rodak, G.M. Murtazin, etc.) interpret the formation of foreign language competence as the formation of students' willpower and emotional attitude to the learning material.

Authors of the second group (G.A. Ganilin, A.I. Gorbunov, B.P. Esipov, M.I. Mahmutov, M.N. Skatkin, T.I. Shamova, G.I. Shchuchkina, A. Umarchodjaev and others) and that the purpose of acquiring language competencies is to develop cognitive activity. They explain that thinking is a key tool in shaping and developing language competencies.

The authors of the third group (E.P. Burunov, L.P. Aristova) believe that it is necessary to create favorable conditions for the formation and development of language competencies.

The formation of students' language competencies in the learning process is, in fact, primarily a product of mental activity - related to thinking. We find that M.N. We agree with Skatkin. When it comes to language proficiency competence, the author mainly benefits from the need to understand students' thinking activities. Thinking, on the other hand, requires certain conditions. The optimal condition for thinking is that the student can show the elements of language mastery only when the conditions are right. (Shirnova, 2006)

In recent years, along with our theoretical methodologists, practical Methodists are paying more attention to the formation of students' language competencies. Practice shows that there are many gaps and inconsistencies between didactics and teaching methods, including language teaching methods. It is impossible to say that the great achievements of the science of pedagogy, as well as time and methods of teaching foreign languages, are reflected in the practice of our teachers. Proof of our opinion is the abundance of literature on the subject in pedagogy, and in the methodology of language teaching is extremely limited. It should be borne in mind that the teacher, according to the theory of pedagogy, enters through the methodology of teaching his subject. Pedagogical theory, which has not found a concrete expression in the methodology, does not become a personal asset of the teacher.

In our opinion, this gap is to some extent due to the fact that the issue of formation of teachers' language competence in English lessons is not resolved positively.

In the methodology of language teaching, especially in recent years, significant research is being conducted to successfully address the issue of language competence of students.

A set of didactic principles has been created, the methodology and practice of teaching of which is based on the experience of teaching mediocre teachers and has been successfully tested in different countries. Despite the differences in their names and essence, the following didactic principles, which have a strong place in modern education, are pleasing to most educators and methodologists: educational education, awareness, activism, demonstration, systematization (consistency), individual approach, compatibility

V.P. Skvortsova, N.A. Lashkarova, T.I. Tambovkina, T.S. The scientific works of Krasota show some convenient means of implementing the above principles. While in foreign language classes he recommended the organization of interdisciplinary connections in order to form students' language competencies, T.I. Tambovkina's use of creative assignments, E.P. Skvortsova suggests creating problematic situations.

List of used literature

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