



## SOME ISSUES ABOUT IMPORTANCE OF METHODOLOGY IN THE PROCESS OF LANGUAGE LEARNING

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**Annotation:** The development of foreign language learning is growing day by day. That is seen in all fields and this positive development has also affected our country. A new direction of educational development of the current period has brought about innovative pedagogy. Advanced innovative technologies are applied to our world of knowledge. As a result of this, the wide application of advanced and modern innovative technologies in the fields of Education has opened the door to wide opportunities and achievements for young people studying a foreign language. In this article, opinions and comments will be discussed about the importance of methodology in the educational process and its importance in teaching foreign languages.

**Keywords:** Methodology, modern methods, educational system, techniques of education, foreign language teaching, development, teaching process, innovative technology.

Language learning is one of the important areas in every sphere of the society. Language being a means of communication can be practiced in a natural environment, among the public or organizations. And knowledge of language phenomena is taught theoretically. Knowledge of languages, especially multilingualism, is of great importance in our life when international relations are on the rise. Students studying in our country usually learn three languages. These languages are denoted by special names: natively language, second language, and foreign language. Mother tongue is the first language that serves separately in the formation of thought. When it comes to the second language, it is considered to him as the language of the brothers, the army, consisting of representatives of other nationalities.

A foreign language is the language of a foreign country. Western European (English, Spanish, German, French) languages and Eastern (Arabic, Turkish, Persian, Chinese, Hindi) languages are being taught in our republic. These languages are among the educational plans of educational institutions. The three training processes are different. Mother tongue and second language are studied in a natural situation, and foreign language is studied in an artificial environment. Communication in a foreign language, mainly in the lesson, takes place under the guidance of the teacher. Chet learning a foreign language among the three languages varies dramatically with certain aspects of teaching and learning. This, in turn, requires the use of appropriate Foreign Language Teaching Technology. The teacher of a foreign language achieves a clear knowledge of the norms of the language experience of the student and further improvement by thorough mastering of the achievements of the methodology.

Effective teaching of foreign languages requires knowledge of its methodology. The study and teaching of foreign languages is largely dependent on the theoretical development of the issues of Foreign Language Teaching Methodology and the creative application of the theory in practice.

The subject of the methodology is the process and methods of teaching and learning through the subject of a foreign language, the science of teaching a foreign language, the study of teacher and student activities are the subject of the methodology. Basic concepts of methodology - method, technique, principle.

1. By didactics we mean all the things that connected with what do we teach?
2. By methodology we mean all the things that connected with how do we teach?

The concept of method-methodology is derived from the Greek-Latin word "method", which means ways of achieving a certain goal, a method. It is possible to meet a narrow and broad meaning of the term in different literature. The term "methodology" in a narrow sense refers to the concept associated with the concrete course process of Education. It is interpreted as a controlled learning process that covers the guidelines associated with training planning and preparation of instructional materials. The term "method" in a broad sense implies the selection, stratification and distribution of educational material.

Foreign Language Teaching Methodology has more than 200 years of history as a science. If linguistics deals with the origin of language phenomena and the laws of motion, the methodology will answer the question of what to do in order to practically use the necessary language phenomenon based on these laws. The most valuable of the books on methodology are also written by linguists.

The methodology studies how the teacher conducts a lesson. Psychology, however, deals with how students master this subject. But this opinion cannot be fully included. Because the teacher is in the process of giving lessons, and the reader experiences certain mental processes and situations during the period of mastering, whether they want to, whether they meet the laws of psychology and are affected. A deeper study of historical literature shows that some researchers call methodology art. They usually refer to the opinion of the French Methodist penalization, that is, there are no "good" or "bad" methods, there are "good" or "bad" teachers. Each science has its own set of concepts. Among the basic concepts adopted in the methodology of teaching a foreign language, the following can be considered: the educational system, the method of education, the principle of education, the means of education, the methodological method.

The method of teaching a foreign language is understood as a set of activities of teachers and pupils, ensuring the achievement of the practical, general education, educational and developmental goals of teaching a foreign language. The term method is used in the meanings of "sum of methods of education" and "direction of Education". If the process in the first theory of education is used in the sense of methods, then in the second sense, we can meet it in the works on the history of teaching methods. For example, the translation method of teaching a foreign language, the mountain method, the conscious - comparative method, the traditional method, intensive method.

The phenomena of nature and society develop in a interconnected and continuous

Connection. Since the sciences are the iniquities of the reality, none of them exists

without being separated from the others. The phenomenon and the subject are at the same time a source of research in many Sciences, for example, studies linguistics (linguistics), psychology (psychology), educational science (didactics) from their point of view the social phenomenon "language". The term "foreign language methodology" evokes in the mind of a person the following: first of all, the sum of the methods and methodological methods aimed at teaching is understood or the scientific knowledge about the methods of teaching and, finally, independent pedagogical science comes to our eyes. The methodology of teaching a foreign language has evolved in harmony with didactics, interrelated. It is undoubtedly known to all of us that the theories of teaching of all educational sciences are based on didactic science and receive from it Scientific feed. Foreign Language Teaching is also based on didactics. The general theory of didactic education, the methodology is the science of teaching a particular subject of study, linguistics is the general theory of teaching languages, linguistics is regarded as the science of teaching a specific subject.

The term "method" means the method of work of the teacher-teacher and student on the way of acquiring knowledge, skills, forming a worldview in students and creating opportunities for cognition. This concept has countless definitions. The application of techniques in the teaching of foreign languages began from a long period of time, and the principles are relatively recent methodological

terms. The method of translation is mainly in two forms, grammatical translation and text translation techniques are referred to by name. Mathematical exercises are performed with the aim of cultivating the logical thinking of the language learner. Gram the statement of mathematical knowledge is accepted as the main purpose of instruction.

Method without translation. Various manifestations of this method are historically known. They can be divided into two large groups: natural and mountain methods.

Learning a foreign language in a natural method must be harmonic to the conditions of possession of the native language. The idea that the main purpose of the method is to create an opportunity to learn reading and writing by learning to speak a foreign language is formed in the practical purposefulness. Of the principles included in the composition of the natural method, the most important thing is to create a language environment. In the chapter on the practical application of advanced methodological principles, various approaches have emerged. This can be clearly seen in the creative activity of Methodists.

In the new interpretation of the goal of foreign language education, mainly the results of pragmatic Linguistics Research were relied on. This area of linguistics is interpreted as the sphere of human activity, and not the system of form language. A set of new conclusions, which began to gather in the field of foreign language education since the beginning of the 70-ies, led to intense discussions in the field of setting the educational goal. New curricula have been adopted, the purpose of which determines the main directions of foreign language education is to "teach students how to behave", now the phrase of intercultural communication is widely used in the methodology of teaching a foreign language. Exactly this concept we can apply in different contexts.

As a matter of fact: Culture - Communication is the communication-information of representatives of different cultures on the social origin, mentality, national character, way of life, customs, system of values, etc. In this process, it is necessary to educate and develop the students in the spirit of respect, patience and understanding of the culture of the country.

Every foreign language lesson is a measure of culture, a practice of communication of culture. Because every foreign language word in this process reflects a foreign life and culture. The task before the teachers is to grow the communication, the ability of the student and the student to enter into communication. To do this, it is necessary to master new techniques of education that are oriented to the development of teaching aids and four speaking activities in a foreign language that teach people to communicate effectively.

In conclusion, the importance of methods in the educational system is considered High. For the successful functioning of the teacher-teacher, not only the subject, pedagogical and psychological knowledge, but also another special feature-the skills and skills to be able to communicate, are of course necessary. Starting from the infancy of man, he begins to master the skills of communication. But after the big one, not everyone can communicate as much as necessary. The pedagogical profession, by its nature, belongs to the profession of the type "Man-Man", and therefore the ability to communicate is considered a leader, professionally important skills for the educator. Depending on the communication and behavior of the educator with the pupils, the interest of the children in the subject of education is formed, that is, educational motives. The method of pedagogical communication is influenced by the students ' knowledge of the subject, the fruitfulness of skills, the culture of the individual's attitude, the specific moral-psychological climate in the process of Education. Communication is an important prerequisite for the socialization of a person. In this place, it is necessary to know what pedagogical communication really is.

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