

COMPARATIVE ANALYSIS OF FOREIGN LANGUAGE TEACHING METHODS IN UZBEKISTAN AND FOREIGN COUNTRIES

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Annotation: This article analyzes the existing approaches to the methodology of teaching foreign languages in Uzbekistan and foreign countries. In particular, aspects such as the methodological preparation of teachers, approaches to the lesson process, the use of technological tools, and the creation of a language environment are analyzed in a comparative manner. Also, the possibilities of applying foreign experiences in Uzbekistan based on modern requirements are discussed.

Keywords: foreign language, methodology, comparative analysis, teaching methods, communicative approach, language environment, technological education

Introduction

Foreign language learning is one of the important directions of the modern education system. Against the background of global integration and the development of information technologies, the demand for learning foreign languages is increasing. Therefore, the methodology of teaching a foreign language is constantly being updated. In this process, the experience of Uzbekistan and other developed countries has its own characteristics. This article analyzes the main differences and similarities between the two systems.

Main part

1. Methods of teaching a foreign language in Uzbekistan

In the Uzbek education system, English has been taught since preschool education. The following methods are mainly used.

The grammatical translation method is a traditional method based on grammar and translation.

The audiolingual approach is learning a language through listening and repetition.

Communicative approach - is currently widespread, involving the student in active communication.

Lessons are conducted using interactive technologies - digital resources, multimedia, online

platforms.

However, methodological freedom is still limited in many educational institutions, teachers cannot freely use their methods, and technological tools are not enough.

2. Approaches to teaching a foreign language in foreign countries

In developed countries of the world (for example, the USA, Great Britain, Finland, South Korea), language learning is organized as follows Immersion method - lessons are conducted entirely in a foreign language, a language environment is created.

CLIL (Content and Language Integrated Learning) - subject and language are taught together (for example, geography in English).

Flipped classroom - the student watches the lesson on video at home, discusses it in class.

Differential approach - the language learning style and pace of each student are taken into account.

Most teachers have methodological freedom, the use of modern technologies is high, and students are constantly encouraged to communicate in a foreign language.

3. Comparative analysis

Aspects Uzbekistan Foreign countries

Teaching method Mainly traditional and communicative Immersion, CLIL, communicative. Use of technology Moderate or limited High Language environment Artificial, a natural language environment is created limited to the lesson. Teacher training varies, methodological support is lacking. Highly qualified, regular professional development is student-oriented, partially fully student-oriented

Conclusion

Positive steps are being taken in the education system of Uzbekistan in the field of teaching a foreign language. However, the experience of foreign countries shows that in order to achieve effective results, it is necessary to pay attention to the following measures:

Strengthening the methodological and technological training of teachers;

Creating an environment for communication in a foreign language;

Introducing modern, flexible methods;

Integrating teaching of science and language.

This effectively develops students' free thinking and communication skills in a foreign language.

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