

ANALYZING TEACHING METHODOLOGY FEATURES IN ENGLISH AND UZBEK LANGUAGES

Tuychiyev Sukhrob

Assistant department of Department of Uzbek and foreign languages, Navoi State University of Mining and Technology

Abstract. Methodology refers to the overarching strategy and rationale of your research Teaching. It involves studying the methods used in your field and the theories or principles behind them, in order to develop an approach that matches your objectives. In its most common sense, methodology is the study of research methods. A method is a structured procedure for bringing about a certain goal, like acquiring knowledge or verifying knowledge claims. Moreover, the term can also refer to the methods themselves or to the philosophical discussion of associated background assumptions.

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Introduction. The peculiar choice of language means is primarily dependent on the aim of the communication, on the function the style performs. The methodological component is teaching students a rational method of teaching, learning a new language for them and forming the ability to practically use it for communication. A project management methodology is a system of principles, techniques, and procedures used by those who work in a discipline. Not only do the top methodologies differ in how they're structurally organized, but they also require different deliverables, workflows, and even project management software development. Projects are student-centered, following standards, parameters, and milestones clearly identified by the instructor. Foreign language proficiency is the mastery of a system of speech skills. Quantitative research is the main methodology of the natural sciences [1]. It uses precise numerical measurements. Its goal is usually to find universal laws used to make predictions about future events. The dominant methodology in the natural sciences is called the scientific method. It includes steps like observation and the formulation of a hypothesis. Further steps are to test the hypothesis using an experiment, to compare the measurements to the expected results, and to publish the findings. The study of methods concerns a detailed description and analysis of these processes. It includes evaluative aspects by comparing different methods. This way, it is assessed what advantages and disadvantages they have and for what research goals they may be used. These descriptions and evaluations depend on philosophical background assumptions. Examples are how to conceptualize the studied phenomena and what constitutes evidence for or against them. When understood in the widest sense, methodology also includes the discussion of these more abstract issues [2]. A few theorists reject methodology as a discipline in general. For example, some argue that it is useless since methods should be used rather than studied. Others hold that it is harmful because it restricts the freedom and creativity of researchers. Methodologists often respond to these objections by claiming that a good methodology helps researchers arrive at reliable theories in an efficient way. The choice of method often matters since the same factual material can lead to different conclusions depending on one's method. Interest in methodology has risen in the 20th century due to the increased importance of interdisciplinary work and the obstacles hindering efficient cooperation.

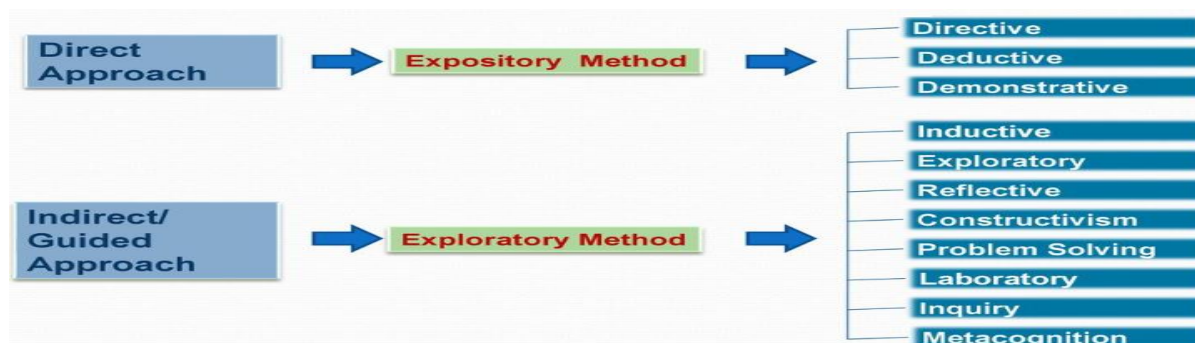


Figure 1. Different types of teaching approaches

It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular. The teacher's tasks are to create the conditions for practical language learning for each student, to choose such methods of teaching that would enable every student to show their activity, their creativity, to increase students' cognitive activity in learning foreign languages. The use of modern tools such as computer programs, Internet-based technologies, as well as cooperative learning and project technology can solve these problems. Project method is one of the most pressing contemporary technologies in teaching foreign languages [3]. Educational, social and communication skills were developed during the implementation of projects. Moreover, project-based learning contributes to enhancing students' personal confidence, developing a "team spirit" and communication skills; providing a mechanism for critical thinking, the ability to find ways to solve problems and developing students' research skills. The work on the project can be carried out either individually or in groups. Working in groups, the participants of the joint project should distribute the roles and realize that success depends on the contribution of each participant. Project work begins in the classroom as a teacher-supervised activity. Projects may be short-term or long-term.

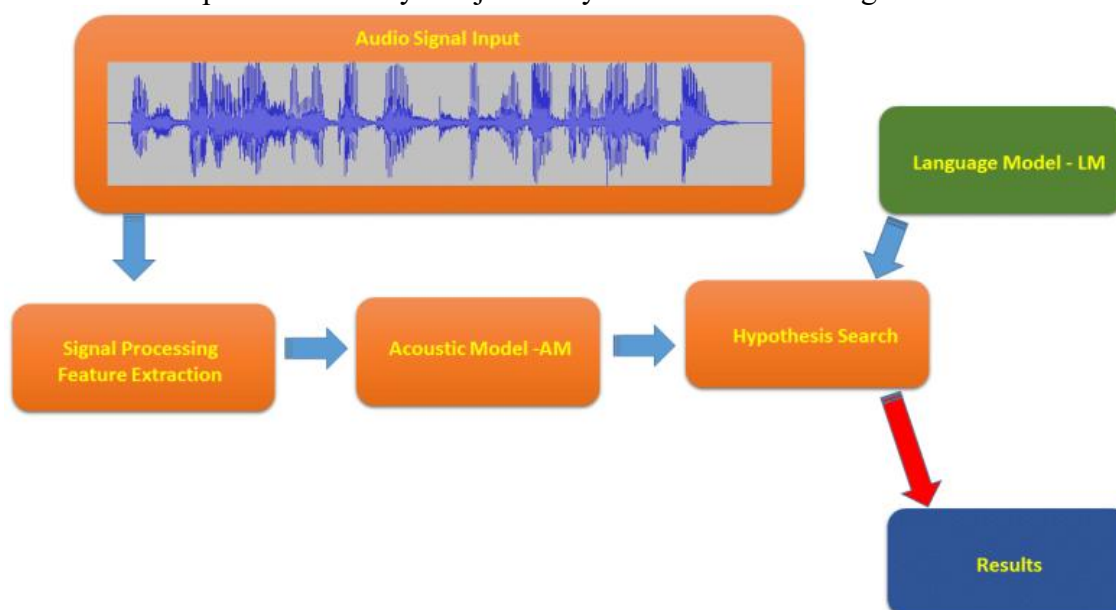


Figure 2. A typical architecture of an ASR system

At the preparatory stage, students learned how to work with dictionaries, reference books for posts, thought through the way of presentation, and of course learnt to sort out their work. Project-based learning has changed students' attitude to the computer: computer has been transformed into a source

of information and one of the ways of presentation the material. Furthermore, the teacher should not solve only educational tasks, but also, he or she must create the conditions for students' independent research, encouraging them to develop orientation skills and independent decision-making. Another high priority issue for the current foreign language education development in Uzbekistan is professional capacity to implement the reforms. It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular [4]. Project method forms students' communication skills, culture, communication, the ability concisely and audibly formulate thoughts, be tolerant to the opinion of partners in communication and develops the ability to extract information from a variety of sources, to process it with the help of modern technologies. Working in groups, the participants of the joint Teaching should distribute the roles and realize that success depends on the contribution of each participant. Teaching work begins in the classroom as a teacher-supervised activity. Teachings may be short-term or long-term. Depending on the type, they can be presented at the next lesson, or at the final lesson. It is important to organize the work using Teaching, creating the most favorable conditions for the disclosure and manifestation of the creative potential of the participants. In my experience, I organize post-Teaching exhibition of the works, so that other students, parents and teachers should be able to see and appreciate the importance of this work. Teaching technology allowed students to integrate a variety of activities, making learning enthralling, more interesting and therefore, efficient. Students with different abilities became successful and felt they were needed in the Teaching activities [5]. Educational, social and communication skills were developed during the implementation of Teachings. At the preparatory stage, students learned how to work with dictionaries, reference books for posts, thought through the way of presentation, and of course learnt to sort out their work. Teaching-based learning has changed students' attitude to the computer: computer has been transformed into a source of information and one of the ways of presentation the material. Furthermore, the teacher should not solve only educational tasks, but also, he or she must create the conditions for students' independent research, encouraging them to develop orientation skills and independent decision-making. Teaching method is one of the most pressing contemporary technologies in teaching foreign languages. It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular [6]. Teaching method forms students' communication skills, culture, communication, the ability concisely and audibly formulate thoughts, be tolerant to the opinion of partners in communication and develops the ability to extract information from a variety of sources, to process it with the help of modern technologies. The teacher's tasks are to create the conditions for practical language learning for each student, to choose such methods of teaching that would enable every student to show their activity, their creativity, to increase students' cognitive activity in learning foreign languages. The use of modern tools such as computer programs, Internet-based technologies, as well as cooperative learning and Teaching technology can solve these problems.

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