

**METHODS OF TEACHING A FOREIGN LANGUAGE IN SCHOOLS**

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It is known that the study and teaching of foreign languages has become a modern requirement in our country - Uzbekistan, as well as in all developed and developing countries. It is no exaggeration to say that the conditions created for young people to learn foreign languages, as well as for all our compatriots, are proving their positive results. Not only on the example of foreign languages, but also in all spheres of science, significant changes and innovations are taking place. Of course, at the heart of such a huge creative work lies the zeal of our President, attention to the youth, a sense of confidence in the future. Enjoying the modern achievements of world science is a requirement of the times. It is only necessary to have a perfect knowledge of foreign languages, to master all the rules of the language. To this end, the search for more effective ways to learn foreign languages, the creation of different teaching methods is an urgent task for our scientists, aspiring teachers and educated youth. It is important to introduce international educational standards for foreign language teaching in the system of continuing education in Uzbekistan and to build on the pan-European competencies of foreign languages: learning, teaching and assessment. Resolution of the President of the Republic of Uzbekistan dated February 7, 2017 "On the Strategy for further development of the Republic of Uzbekistan", December 10, 2012 "On measures to further improve the system of learning foreign languages" The PQ resolutions of 1875 are also a clear example of the attention paid to foreign languages. Pupils and students studying in our country usually learn three languages. These languages are referred to by special names. These are: native language, second language, and foreign language. Effective teaching of foreign languages requires knowledge of its methods. The study and teaching of foreign languages largely depends on the theoretical development of the issues of foreign language teaching methodology and the creative application of the theory in practice. Therefore, a person who is committed to learning a foreign language and teaching it to others in the future must have a close understanding of the subject of foreign language teaching methods. The teacher's teaching activities in the organization and management of students' learning activities are carried out through the use of a variety of methods, techniques, tools that focus on the formation of skills and competencies in speech, all types of activities in the classroom. Therefore, we need to dwell on the methods, techniques and tools of teaching and learning. First about the concept of 'method'. In the methodological literature, the term "teaching methods" is often referred to as "teaching methods". Because "education" is a concept that describes the whole learning process. The term "teaching" also means "teaching to read". In didactics, a method is a teacher's activity aimed at organizing and managing students' learning activities based on the curriculum and with a specific goal in mind. According to IV Rakhmonov, "Method is a goal-oriented system, which is conditionally interconnected." Different methods have been used in the developmental stages of foreign language teaching. In particular, the following teaching methods have been suggested: 1. Grammar-translation method; 2. Lexical-translation method; 3. The correct method; 4. Palmer method; 5. West method; 6. Audio-lingval method; 7. Audio-visual method; 8. The method of conscious comparison; 9. Communicative method; 10. Problem-based learning method; 11. Intensive method; 12. P. Project teaching method, etc. k. Undoubtedly, the development and influence of pedagogy, psychology, personality psychology, linguistics, and psycholinguistics on the development of these methods will be significant. In any case, all the methods are designed to help students learn a foreign language from school. A child's learning of foreign languages depends on the conditions created for them in all respects. In addition to factors or institutions that the child



is unaware of (e.g., school administration, agencies, and associations), the child is also influenced by those around him or her, parents and family members, and educators and teachers. Competency profiles on curricula and the content of education related to them are defined starting from kindergarten. The methods and techniques used in the lessons can also be crucial for the student's mastery. Different test and assessment methods are used from the beginning of the learning process. The perception of the network of factors related to the circumstances surrounding the child should reflect the extent to which the effects on the process of learning a foreign language at an early age are extensive. In foreign language teaching, the main focus is always on the child who develops foreign language skills within his / her personal capabilities. Learning foreign languages at an early age is carried out in kindergartens, schools and other educational institutions. In order to create the necessary conditions for quality teaching of foreign languages, classes are held in classrooms that create a safe environment for children in terms of size and equipment, allow them to organize the learning process in a child-friendly manner and do not harm children's health. should be visited. If the learning process takes place in well-equipped classrooms for children and in a small number of study groups, then each child will have ample opportunity to speak the language being studied and will also be able to use teacher support as needed. A stable learning environment in the same room, which is constantly at the disposal of the teacher, serves to ensure the continuity of learning. In order for all educators and teachers involved in the learning process to come to a clear agreement on the conditions, goals, methods and content of work with children, especially in cases where additional specialists are involved in foreign language lessons, there must be a separate private room. An important means of introducing continuity of the educational process in different educational institutions is the mutual agreement of curricula for teaching foreign languages (curricula - interpreter's comments) between the institutions. In order for children to continue their knowledge of a foreign language wisely and to prevent duplication, primary school teachers, together with linguists, are required to be aware of the content of future education and the specific procedures to be followed in this process. . Specialists in the field should properly prepare children for the next stage of education at the graduating institution. This requires the coordination of curricula that ensure clear progress and continuity in foreign language learning.