

TEACHING FOREIGN LANGUAGE AND TODAY'S ROLE OF FOREIGN LANGUAGES

RAUPOVA SARVINOZ TOLIBOVA

A Youth Leader at the Secondary College of Public Health

SIYAB ABU ALI IBN SINA

Sara-8810@mail.ru, +998915313833

ABSTRACT

Today, foreign language skills are becoming an integral part of vocational education. Specialists in various fields have a high level of cooperation with foreign partners, so they have a high demand for language learning. In modern society, foreign languages are becoming an important part of vocational education. Such knowledge is first acquired by people in schools, colleges, high schools, and later in institutes, training courses, or by familiarizing themselves with basic information sets that help them learn a foreign language independently. Today there is a large collection of teaching materials for people with different levels of language skills. Success in achieving this goal depends on the practical methods and skills of teachers.

KEYWORDS: foreign language, teaching system, vocational education, modern teaching, teaching skills.

INTRODUCTION

The ability to use information technology and modern teaching methods helps to quickly grasp new materials.1 By combining different methods, a teacher will be able to solve specific curricula. In this regard, teachers and students need to become familiar with modern methods of teaching foreign languages. As a result, they develop the skills to choose the most effective ways to achieve their goals. Using a variety of teaching and learning methods can be effective. Teaching takes place in small steps and is based on the student's existing knowledge system.2 As time goes on, innovation in every field increases. There are also different styles of language teaching. In English teaching, step-by-step teaching, depending on the learner's ability and level, and age, gives good results. Students are divided into groups based on elementary education, intermediate education, and advanced education. A special program will be developed by the teacher for each stage.

One of the practical goals is to develop reading skills in foreign language teaching. Reading skills are measured by the student's use of reading in a foreign language as a type of speaking activity. This is due to the purpose set by the reader during the reading. Accordingly, the situation in the reading process may be different.

Reading for information from the text;

Receive information from the text and pass it on to another person (reader) at the same time;

In the first case, it is recommended to read aloud, and in the second case, it is recommended to read aloud. It is necessary to teach silent reading in education, because reading aloud belongs to some people, such as teachers, actors, speakers. For many, the main goal is to get information while reading. This requires the development of silent reading skills. There are three types of reading when reading a text for information:

a) Review.

b) Read carefully

c) Get acquainted (need to explain)

The aim is to get an idea of the topic of the text (article, book) being read during the review. All you have to do is quickly read some paragraphs or sentences in the introduction. In the "familiarization" type of reading, the reader aims to know the exact content of the text, article, or book being read, and focuses all his attention on the basic (informational) information, so this type of reading sometimes also called coverage-oriented reading. In the third round of reading, which is a careful reading, the goal is for the student to become fully acquainted with the topic being understood from the text, to analyze it critically, and to apply the information in the future. This type of reading is slow. Some parts of the text can be re-read as needed. The issue of speed of reading is also very important in teaching reading, we will consider the requirements for it below.

1) The level of comprehension of the text in the "familiar" reading should include 70% of the main facts in the text. Basic information should be clear, reading speed 180-190 words (per minute)

2) "Reading comprehension" should be 100% comprehension. The most important thing is to fully understand the information in the text, article or book being read. The reading speed is secondary, but it is 50-60 per minute. should not be less than one word.

3) In this type of reading, the student is required to have a wide range of language material. Therefore, it is necessary to study only some elements of this type of education. For example: such as determining the subject of a mantle. Browse 1-1.5 pages per minute. Complying with these learning requirements will allow you to put into practice the reading skills you are developing. It should be noted that teaching reading, that is, learning a foreign language, helps to achieve a practical goal. (The book being read, the information in the text, in developing students' worldviews, etc.) Reading is a tool for teaching a foreign language. Because reading is a form of speaking activity, it can also be an effective tool for teaching a foreign language. For example, it is scientifically proven that language material is better stored in memory when perceived through the senses of sight. Therefore, reading texts at an advanced level (grades 8-9-10) is one way to increase students' vocabulary. Methodical literature selects texts for extensive (content only) and intensive (language content from the content) reading. Reading a foreign language helps to create a "language experience". Reading also helps to develop oral communication. For example, silent and aloud reading involves all the analyzers involved in speaking. Reading aloud is especially important. For example:

- 1) In the development of pronunciation;
- 2) It is a valuable exercise in building speaking skills. (visual signals are converted into sound signals).
Reading according to the direction of mental activity (operations) during reading
 - a) analytical
 - b) synthetic types
 - c) without translation
 - d) differs in translation.

Depending on the nature and level of support provided to students, there are differences between reading with and without a dictionary.

Types of prepared and unprepared forms of study according to the form of organization:

1. Types of study in the classroom and at home.
2. Read the teacher's assignment.
3. Read on your own.
4. Frontal reading (everyone reads the same text).
5. Individual reading.

Reading aloud is also used to monitor and test skills and competencies. Students need to know enough lexical and grammatical material to improve their reading skills. Suffice it to say that 70-80% of the language units in the text should be understandable to the reader. When we talk about the content of teaching reading, we need to consider the requirements for the texts selected for reading.

- 1) The ideological and educational value of the texts is necessary.
- 2) The educational value of texts. They provide accurate information about the country where the language is being studied and the life of the people. The texts selected for reading should be chosen according to the interests and age of the students.

A foreign language teacher should always be on the lookout. Teach students something new in each lesson; it is advisable to try new methods in practice;

The second part of the educational process is the student activity. So the point of the lesson is to organize the teacher-student activity. In practice, this is done on the basis of performance, but it should be noted that the exercises are part of a system, not separately. Lesson content, in turn, is measured by curricula, textbooks, lessons, and other organizational forms of the educational process. It consists of two components. Teacher and student activities. The language of instruction is also a matter of debate. It is advisable to explain the new topic in the native language when covering and remembering. H. Palmer considers it expedient that 10% of the lessons should be in the native language and the rest in foreign languages. Another scholar, Professor Belyaev BV, says that 5-15% of the lessons should be in the native language. At the same time, he argues that it is advisable for a teacher's speech in the upper grades to be less than the students' speech.

REFERENCES

- 1) J.J.Jalolov English language teaching methods. Toshkent, "O‘qituvchi" publication.
- 2) Г. А. Китайгородская. Методика интенсивного обучения иностранным языкам. Москва, «Высшая школа»
- 3) Faberman B. I., Musina R.G, F.A. Djumabaeva Modern methods of teaching in higher education.— T.: Fan,2002
- 4) www.ziyonet.uz
- 5) www.lex.uz