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**METHODOLOGY OF TEACHING FOREIGN LANGUAGES IN  
GENERAL SECONDARY SCHOOLS****Hakimova Sarvinoz Sharifjana qizi***Pedagogika va psixologiya fakulteti talabasi E-mail manzili:**[sarvinozhakimova122@gmail.com](mailto:sarvinozhakimova122@gmail.com)**Telefon raqami: +99894 174 68 03*

**Annotation:** *This article describes the improvement of English grammar in the educational process based on various methods. It discussed teaching English grammar to general secondary school students, as well as some recommendations for the development of education.*

**Key words:** *Education, English language, interactive method, grammatical rules, practice, pedagogical processes, intellect.*

**Annotatsiya:** *Mazkur maqolada ingliz tili grammatikasini turli metodlar asosida ta'lim jarayonida takomillashtirish yoritilgan. Unda umumiy o'rta ta'lim maktab o'quvchilariga Ingliz tili grammatikasini o'rgatish muhoma qilingan, shuningdek ta'limni rivojlantirish uchun bir qancha tavsiyalar berilgan.*

**Kalit so'zlar:** *Ta'lim, ingliz tili, interfaol usul, grammatik qoidalar, amaliyot, pedagogik jarayonlar, intellekt.*

**Аннотация:** *В данной статье описано совершенствование английской грамматики в учебном процессе на основе различных методов. Обсуждалось преподавание английской грамматики учащимся общеобразовательных школ, а также некоторые рекомендации по развитию образования.*

**Ключевые слова:** *Образование, английский язык, интерактивный метод, грамматические правила, практика, педагогический процесс, интеллект.*

Today, in the era of advanced technology and innovation, at a time when the social relations of our society are undergoing major changes, communication media (information technologies) require the improvement of students' communicative skills, they can use various methods in the process of interacting with other participants of the dialogue. exchange of ideas in situations, correct use of language and speech norms. In such conditions, the main purpose of a foreign language is the formation of communicative skills, that is, it is required to carry out interpersonal and intercultural communication in a foreign language. By the end of the 20th century, English had finally established itself as a world language. It became compulsory to study it in schools all over the world and the teaching methodology started to develop by leaps and bounds. On May 6, 2024, under the chairmanship of President Shavkat

Mirziyoyev, a video selector meeting was held regarding measures to improve the system of teaching foreign languages. It's time to put a new system in place. Since we have set ourselves the goal of building a competitive country, from now on, graduates of schools, lyceums, colleges and universities must be fluent in at least 2 foreign languages. This strict requirement should become the main criterion for the activity of the head of every educational institution," said Shavkat Mirziyoyev.

Continuous education in Uzbekistan is aimed at forming the young generation's high professional culture, skills of independent adaptation to creative and social life, as well as the ability to define and solve future plans. It is important to be in demand of the current period in performing these tasks. That is why foreign language, especially English, plays a very important role in raising a young generation who knows foreign languages well in social, economic and scientific development of the society. English in the state educational standard and curriculum of general secondary education the goals of language education should be derived from the interests and requirements of society, the state, and should be in accordance with it.

The developmental goal of foreign language teaching includes the following:

- a) the components of speech ability are listening, perception, noticing, distinguishing language phenomena, logical expression of thought, etc.;
- b) mental processes related to speech activity: thinking, memory, attention, imagination, analysis and synthesis, generalization;
- c) ability to communicate: emotionality, eloquence, approachability, politeness, initiative during conversation, appropriate use of gestures, etc.;
- d) internal and external motivation, interest and enthusiasm for learning a foreign language and the country where the language is being studied, its people, culture, customs, etc.;
- e) independent work during education and preparation of students for independent education after completing education [1].

Based on the requirements of modern methodology, we chose an integrative approach to teaching grammatical phenomena. And some grammatical phenomena do not pose a great difficulty for mastering due to their similarity with the grammatical phenomena of the mother tongue according to their meaning or methods of formation. The linguist T. Sattorov's researches provide detailed information about this, and the idea of a stratified approach to grammatical phenomena is put forward. Wide use of information technologies in foreign language education is recommended. Therefore, we found it necessary to use the following information technologies in the process of teaching students grammatical phenomena: computer technology (internet network), interactive methods, open discussion (dispute), excursion, auction, press conference, competition, round table, wish-intention, she

types of riyat, foreign language teaching project method, etc. When interactive methods are used, the student thinks independently and works as a partner with the teacher. Internet technologies are one of the most modern forms of information acquisition and communication in improving grammar skills of students in English classes. Students use the Internet to write lectures and abstracts. Multimedia makes it possible to present educational material in voice, that is, it acts as a virtual teacher. The reader is pure English he listens to the pronunciation, tries to adapt his speech to it. The role of electronic dictionaries is incomparable for students of high schools of general education to gain vocabulary. In the electronic dictionary, words are pronounced directly as a set of sounds, not through a graphic representation. When working with such dictionaries, it is easy to remember words and they are stored in long-term memory. A test is taken to check and strengthen students' knowledge. During the test, students have the opportunity to work independently and self-assess. It is known that knowledge acquired independently is stored in the memory for a long time and is easy to recall. Strategy and game tasks from modern technologies prevent students from getting bored and provide them with independent mental activity.

Also, the cluster approach or method helps effectively in teaching English grammar to students in secondary schools. This method is not only effective, but also a very convenient way to teach students. Every growing young generation of Uzbekistan must be educated and knowledgeable, no less than anyone else, able to fully meet the level of world education standards, and we must do this with all our heart. Today, the demand and interest in learning foreign languages, especially English, has increased so much that children from kindergarten to senior professionals are trying to learn English. This is definitely a positive thing, because learning a language opens doors to personal interests, along with learning about the culture, history, and customs of the countries that speak that language. The use of modern technologies in foreign language teaching can help increase efficiency. For example, by watching a video clip in a foreign language during training, the student's listening skills develop sufficiently. In some cases, the comments given for the videos are enough to improve their writing, reading and even speaking skills.

Based on our special observations and experience, we have come to the following conclusions: the use of games and assignments is a practical, educational, serves as an effective tool in the implementation of general educational and developmental goals; allows to eliminate the psychological negative experiences of students in relation to expressing (speaking) in a foreign language, teaches students to think independently, master the acquisition of speech skills, encourages them to achieve goals, to win, language based on communicative methodology allows learning,

makes a significant contribution to attracting all students to the lesson, increasing their interest, and increasing the effectiveness of the lesson.

Knowledge, skills and competence acquire a unique attitude in learning a foreign language and reflect the nature of the subject of study. It is necessary to be able to use language material in order to express an idea in a speech or to understand the expressed idea. In order to achieve this, it is necessary to establish a strong and flexible connection between language tools and the content of speech, as S. Setlin says, an association. Language skills are formed as part of speaking skills. The formation of grammatical skills is a three-stage methodical process: 1) the distribution stage consists of explaining a new grammatical unit (presenting it in a speech sample), explaining and performing preliminary grammatical operations. 2) doing grammar exercises. This stage is mainly focused on skill building. 3) the stage of using a grammatical event in speech activities. It is clear from what has been said that grammar serves to develop skills, not to absorb knowledge.

The only goal of researching the scientific-methodical description of the formation of English grammar skills in high school students is to introduce a model for teaching English grammar. The theoretical model is a technology for improving students' English grammar skills. The exercises used in foreign language teaching were classified: types of speech activities (speaking /listening/understanding /reading/writing) exercises; language material (vocabulary/ grammar/ pronunciation) exercises; receptive/reproductive exercises; presentation, training, ap-

lication exercises; familiarization/practice/application/correction (correction) exercises should be conducted. Formative (educational/ informative/ generalization mastery); developmental (skill-forming/operational/training of ready-made material) exercise; it would be appropriate if an improvement (qualification/motivational/acquisition of grammatical movement) exercise was conducted.

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