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NEW TRENDS IN FOREIGN LANGUAGE TEACHING

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Abstract

This article deals with the usage of task-based and project-based methods in foreign language teaching. The offering methods help the teacher to create a unique foreign language learning experience in almost every class, provided he/she is aware of what options are possible for their use and how to customize them in a particular teaching learning situation.

Keywords: education, foreign languages, teaching methods, target method, project method, motivation, effectiveness.

The introduction of new technologies in foreign language teaching is one of the most important tools for teachers to help create not only a memorable lesson, but also an experience that will stay with learners for a long time. At present, domestic education follows the principle of variability - it gives foreign language teachers the opportunity to choose their own teaching methods, use innovative teaching models, author's courses, interactive methods aimed at the development of the learner's personality, his/her effective social adaptation in a foreign language culture.

Among many new pedagogical technologies the following are most often used: cooperative learning; project method; multilevel learning; individual and differentiated approach to learning.

The link between education and science is more relevant today than ever before. It is clear: we live in an era when universal education is compulsory and standard in developed countries. Creative lessons are no longer a rarity or a surprise as there are many new free resources, educational websites.

Task-based learning

In this method of teaching foreign languages, the central focus of the lesson is the task itself, not the grammatical point or lexical area, and the goal is not to "learn the structure" but to "complete the task". Of course, to complete the task successfully, learners must use the right linguistic means and communicate their ideas. Therefore,



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language becomes a communication tool, the purpose of which is to help them successfully complete the task at hand. There is usually no "right answer" to achieve the outcome of a task. It is possible to use targeted instruction in two ways: integrate it into the existing curriculum (or use it to replace the curriculum as a whole) and use it as an "add-on" to traditional classroom activities.

Project-based learning

This method takes student-centeredness to a higher level. It shares many aspects of targeted learning, but is even more ambitious. Whereas task-based learning puts the task at the center of attention only in the classroom, project-based learning often puts the task at the center of attention for the entire term or school year. It is used as the basis for a whole year's work, or it is used as the basis for a whole year's work, or it may be given a certain amount of time alongside the curriculum. It is acceptable to use project-based learning only in short-term or intensive courses.

The roles of the teacher and the learner in a project-based learning approach are very similar to those in a directed learning approach. Learners are given freedom to solve problems and share information. The role of the instructor is to monitor and facilitate, provide a framework for communication, provide access to information and help with language where necessary, and enable learners to prepare a final product or presentation. As with task-based learning, the instructor monitors the interaction but does not interrupt it because of the presence of language errors.

Project-based and task-based foreign language teaching also involved elements of the creativity approach, which presents creativity as one of the many innate skills and abilities that every person and every language learner has. This approach focuses on the idea that we can all tap into our inherent potential to be creative under certain conditions; that we all abound in different forms and levels of creativity, and that the task of the teacher is to stimulate creativity in learners.

The creative approach to teaching a foreign language is based on the idea that any learner can be creative if he/she is engaged in a creative environment that demonstrates the complexity of language close to real situations of communication, flexibility and dynamism of selection of language forms of expression depending on the purpose of communication.



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While writing this article, the scientific literature concerning the use of modern methods in foreign language teaching was analyzed and several problems were identified:

- 1) despite the available methods of teaching foreign languages, the level of language competences of the learners is very low;
- 2) the proposed methods help the teacher to create a unique foreign language learning experience in almost every class, but only provided that he/she knows how to use these tools and how to customize them in his/her own learning situation;
- 3) not all current methods in language teaching serve the needs of the learner.

On this basis, we have researched and practiced two methods that are most learner-centered.

Two methods, which are most oriented to the needs of the learner:

- task-based learning;
- project-based learning.

Task-based learning allows learners to:

- focus on real communication before conducting any serious language analysis;
- focus on their needs when entering authentic communicative situations;
- utilize all of their language resources;
- recognize their needs and take responsibility (part) of their own learning.

Task-based instruction is well suited to learners of mixed ability: a task can be successfully completed by a weak or strong student with greater or lesser accuracy in language production. What is important is that both learners have the same communicative experience and receive information about their own individual learning needs.

The task-based method allows the learner to experience the diversity of language rather than and not just focus on grammatical phenomena. Collocations, lexical collocations, lexical phrases and expressions, parts of language - things that often go beyond the traditional curriculum and that are applied and integrated extremely naturally in lessons based on the target method. However, it should be noted that this method has a number of disadvantages:

- 1) the so-called "randomness", which does not often fit into the working program/curriculum, which usually implements foreign language teaching according to a clear framework;



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2) it is not the best method for beginners, as they have very few language resources to utilize to successfully perform meaningful tasks.

The application of the project method in teaching foreign languages allowed to increase the level of learners' motivation by bringing real life into classes, bringing facts to life. The project method allowed "life itself" to become part of the class and provided hundreds of learning opportunities. Besides the entertainment element, project work included real communication situations (analysis, decision-making, editing, refusal, organization, delegation) and often also interdisciplinary experiences that could be drawn from other subjects. The project method promoted a higher level of thinking than just learning vocabulary and language structures.

The application of task and project methods in foreign language teaching allows us to conclude the following.

The above methods focus first on achieving realistic goals, and then on the formulations needed to achieve these goals. They both treat language as a tool for completing a given

goal, rather than an isolated grammatical content or vocabulary set for learning and practicing a foreign language. The task-based and project-oriented methods provide many opportunities to communicate in authentic contexts and the freedom to utilize the linguistic resources that learners have.

Finally, since the foreign language teacher paradigm is eclectic in nature, it is possible to combine the goal-oriented and project-oriented methods with the traditional

As a small unit within conventional approaches, it is possible to combine task-based and project-based methods with traditional ones when solving problems with grammar or vocabulary. In any case, it is important to use the method that works best for both the teacher and the learners.

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