

USING NON-TRADITIONAL METHODS IN TEACHING FOREIGN LANGUAGES

Merganova Nigora Mamadodilovna

Teacher, Faculty of Foreign Languages,

Chair of German and French Languages, Fergana State University

E-mail address: parizod_de@mail.ru

Abstract: *The article deals of the importance non-traditional methods in the foreign language lessons, their convenience in language acquisition.*

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The use of nontraditional methods in foreign language classes is one of today's actual issues. Strengthening the focus on foreign language in Uzbekistan requires teachers to use innovative methods of teaching foreign language lessons.

In the foreign language lesson, a number of research and scientific studies have been conducted in our country, and below, we can refer to the scientists who have conducted research on German and English languages:

J.Jalolov "The problems in teaching foreign languages" 1987, M.Hodjaev, M.Kahhorova "Foreign language teaching methods" 2013, A.Mahmudov "Effective methods of foreign language learning" 2013, B.Yarasheva "Contemporary Lesson and pedagogical-methodological requirements to it " 2015.

Non-traditional methods of teaching foreign language lessons are the key factors that encourage learners, increase their interest in language, and most importantly, teach them to master the language conscientiously. And the most important thing is that the classes are organized jointly by the instructor and the student. Also, in classroom-based lessons, the reader is not only intellectually, but also spiritually and physically active.⁷

Contrary to grammatical translation, the course is based on non-traditional methods designed to enhance the communication skills of learners, and the subjects are derived from our daily lives. Of course, the theme of the selection is the fact that the age of the pupils, their interest and importance. For example, it is desirable for students of higher educational institutions to choose such topics as "Education abroad", "Book fair", "Houses of renting", "Student identity", "Media" because they occur in their everyday life, it is also interesting to note. The accuracy of language acquisition, the reliance on events that are happening every day, and the use of visual aids are of particular importance.

We can observe different techniques of non-traditional lessons. In this type of lesson, methods are often chosen based on the age, interest, and purpose of the learners' learning. Here are the most commonly used techniques:

1. Discussion method. Students will first of all exchange ideas and then share their thoughts, feelings, ideas, and plans. They also need to prove how accurate their arguments are and prove the subject in the group. The important point of this method is that students will

⁷ B.Yarasheva "Contemporary Lesson and pedagogical-methodological requirements to it "T.2015.

learn how to speak in a foreign language, and in this case, specific words for discussion should be given in advance by the instructor, and students should be able to memorize the speech. Otherwise, beginners will begin speaking in their mother tongue.

2. T method. This method is one of the methods of debate, with two different approaches to the subject. That is, if the group splits into two, the first group speaks about the negative side of one issue, and the second group needs a positive approach to this issue. First of all, both groups should prove their arguments on a clear basis. However, in the end of the lesson the opinions of the two groups should be summed up and finalized. Each decision maker's opinion is supported by this decision.

3. Role games. Role-playing games enable foreign language learners to communicate. Role-playing is one of the most important ways to form effective communication skills in students.

The non-traditional course includes the level of students' learning, their ability to develop their thinking skills, solving the problems, making decisions, and applying them in practice.⁸

For example, if the subject of the second course is "Plastic card", then why do students use this topic for me, when do I use the words? They should ask questions like themselves. We also have to ask such questions through game play. Students are confronted and exchanged information and ideas on the subject. This will help them to increase their interest in the topic.

In this lesson, the student's responsibilities are higher, they work in teams, which call for solidarity, plan together, even express their views on planning the course, solve problems together, all with creative and independent judgment, we will not be mistaken.

It is desirable for the selection of subjects to be a pedagogically meaningful aspect, which will also reflect the ancestors and customs of the country studying.

It is important to note that the issues that are relevant to the present-day problems should be the most important issues currently in the Uzbek and German states.

As for the technology and materials used in the classroom, the pictures used in this classroom can enhance the imagination of learners and develop the ability to present them. It is very easy to use the association when entering the subject. Students work in smaller groups, and they present their existing knowledge on a new topic through words, images, characters, and ideas on the paper presented by the instructor, and the result should be presented on the bidding.

It is also important to use all forms of the class, such as singing, duplicating, group work, and public speaking. Therefore, the teacher should also focus on the lesson plans when planning the lesson. Small cards that can be used for dual work can be used to find cohesion with matching words. The questionnaire will help students to work together, to exchange information, and to build a friendly relationship. Distributing materials and exercises are important tools to enhance the theme.

However, this course focuses mainly on communicating, and the teacher should give students a preview of each topic, and students should be able to memorize these connections

⁸ Noyner Gerd., Xunsfeld H. Foreign language teaching methodology. - Berlin: Xyuber.2015.

and use them in oral speech. Otherwise, students will be able to speak more in their native language during debate or debate. For this reason, special conversations are taught to help students speak in a foreign language, such as disputing, negotiating, or asking for help. However, not all students participate actively in group work, debate, because the level of language proficiency of the students is not always the same, some have difficulty expressing their opinions in the foreign language, and in the end they will be forced to state their language. In such cases, the teacher should be alert and help the student who does not agree with the topic or speaks in their mother tongue. The ability to use simple words in expressing the thoughts should mean that the student has the ability to speak in a foreign language.

The goal of the non-traditional lesson is to ensure that the student communicates in a foreign language not only during the course but also in everyday life. In contrast to previous traditional courses, the student should be able to learn not only the recipient of the information, but also the active participant of the learning process, the creativity in learning a foreign language, are offered. The instructor, who is conducting the non-traditional lesson, is no longer in the process of teaching, but becomes an adult, supervisor and follower of the process.⁹

As mentioned above, the level of knowledge of the students should be the same in part. It is of particular importance that the teacher relies on the knowledge and experience he has acquired so far as he gives new knowledge to the student, his attitudes towards the world outlook, his character, the family situation, and the national culture. Subjects should also be based on the above criteria, and should be interesting to the students in the country where the language is studied.

In summary, the use of nontraditional methods in foreign language lessons allows students and students to freely express their attitude to the subject in foreign languages, and also enable them to communicate in a foreign language on a specific topic outside the classroom.

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⁹ Hodjaev M., Qahhorova M. Foreign language teaching methodology. - T. Fan, 2012.

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