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TEACHING METHODS BRIDGING THEORY AND PRACTICE

Abstract: This article explores the dynamic relationship between teaching methodology and its practical application in the classroom. By examining established theoretical frameworks, such as constructivism, behaviorism, and cognitivism, we delve into the principles that underpin effective teaching practices. We then analyze specific methodologies like inquiry-based learning, project-based learning, and differentiated instruction, highlighting how these methods translate theoretical concepts into actionable strategies that engage students, promote critical thinking, and foster deeper understanding. Ultimately, this article aims to equip educators with the tools and knowledge necessary to bridge the gap between theory and practice, creating more impactful and enriching learning experiences for all students. The article examines the factors influencing the successful learning of a foreign language. By their relationship and influence on the process of learning a foreign language is presented. The article discusses the measures and aspects of the study of foreign languages.

Key words: Foreign language, factor, motivation, abilities, barrier.

Introduction

Abilities are the characteristics of a person's psychological character, which determine the success of acquiring knowledge, skills and abilities, but they themselves are not limited to their presence. In the case of learning English, we should talk about linguistic knowledge and speech skills in four types of speech activity: speaking, listening, writing, reading. [1]

Psychology, while denying the identity of abilities with knowledge, skills and abilities, at the same time emphasizes their unity. In order for abilities to be revealed, activity is necessary, which in turn cannot be carried out without abilities. In the process of learning English, it may become clear whether a person has abilities.

Abilities in English, as in other areas of human activity, are interconnected with both interest and motivation. The better a person does something, the more interesting it becomes for him, as he learns more and more new things and can experience the practical benefits of the skills he acquires. In the modern world, practical benefit is one of the main factors of motivation; motivation also grows due to the desire to achieve better and better results, when a person understands that he is achieving a lot, spending relatively little effort. [2]

On the other hand, if the motivation to learn English does not come primarily from the language itself, but is conditioned by some other external factors, it can develop language abilities, primarily through regular and deliberate practice. Very often, teachers, in order to increase the motivation of students, say that there are no people incapable of speaking English, because if a person speaks Russian, this means that everything is fine with the brain processes responsible for speech, and therefore, he can do just that speak English too.

In mastering English, ability is an objective advantage. Meanwhile, this advantage must be developed through constant practice, otherwise it will be leveled out. Constant practice is the key to success from a purely methodological point of view. Indeed, all the rules of English grammar can be explained in an hour.

Several thousand words can also be learned in a fairly short time if you specifically set yourself such a task, however, it is important not only to study the language material once, but also to never forget it, and this is the most difficult thing. Even English language experts admit that they feel somewhat insecure if they don't practice for a couple of months, like an athlete who has lost his form. The principle "we only know what we remember" is better suited for knowledge of a foreign language than for any other area of human activity.

Very often, lack of ability serves as an excuse for a person who does not want to study English. The objectively low level of complexity of this language at the initial levels of its study allows us to assert that almost any person can master it to one degree or another, unlike, for example, much more complex Eastern. It should be noted that the search for the most effective methods and approaches in teaching English should be aimed specifically at people with average abilities.

Moreover, the question is what kind of lexical units and grammatical structures are needed by people of different ages, professions, etc. to ensure their productive social interaction in a non-native language and still remains open in the methodology. The fact is that words and grammatical structures are studied with the aim of transforming them into a meaningful statement, that is, they have a clearly expressed speech orientation.

Indeed, if we sit down and teach communication in a non-native language, it is impossible limited only to mastery of the linguistic code, a certain number of skills and abilities, as well as their development in specific situations of social interaction. It is necessary to include verbal communication in other types of activities, where it would serve as a means of carrying them out and act as an opportunity not only to exchange some information with another person, but also to understand the interlocutor as a person, which will certainly lead to success in cooperation with him.

Thus, the emphasis of teaching today is not on language, but on speech, which, as we know, is always situational, and the situation, in turn, is determined by time and place, the characteristics of the interlocutors during communication, its purpose and strategic discursive communicative competence closely intersect with issues of rhetoric. It is the latter that gives answers to questions about how to work on an oral presentation, what the composition of a speech is, how to properly interact with the audience, etc. [3] It is no secret that even when we speak our native language, and knowledge of words and their stylistic features does not present any difficulty for us, not always and not everyone manages to construct a speech convincingly and logically and thus achieve the desired effect of the statement. This is largely due to the fact that in classes, both in a foreign language and in their native language, students' oral statements often represent speech only in form and not in essence.

Very often, communicative learning is perceived simplistically as a process when a person is simply spoken to in English and does not practice grammar, vocabulary, etc. at all. This idea is a misinterpretation of communication technique. There is a place for work on all aspects of the language, including grammar, however, this happens on the basis of real situations of speech interaction, which arise due to certain didactic forms, methods and techniques. Here psychology is very closely intertwined with didactics.

Nowadays, communication teaching is often idealized and presented as super-effective, especially in contrast to the "boring" language-to-speech teaching. Meanwhile, the communicative technique is not without its shortcomings, the main of which is possibility of its implementation only with a sufficiently large number.

Language practice, that is, with frequent practice. Teaching using this method if there is only one lesson per week lasting one hour is completely ineffective. In addition, the lack of analysis of language as a system leaves the potential for the development of logical thinking when teaching it not fully utilized. [4]

However, in modern conditions, when more and more of our citizens enter into communication with native English speakers or with speakers of other languages who speak it fluently, the importance of speech practice is not in doubt.

In modern pedagogical practice, foreign language teachers are often faced with a situation where a person successfully learning a foreign language gets lost, finding himself in a situation of social interaction in this language in everyday life or in professional activities. At the same time, he can cope well with it if it is modeled by the teacher in class. In real communication, the language barrier prevents him from realizing his linguistic knowledge, skills and abilities. The opinions of teachers and linguistic psychologists agree on the following point: language barriers are what most often prevent an adult from successfully mastering a foreign language, and they can be both internal and external. External barriers are objective ones that arise in front of a person regardless of his desire. For example, when he cannot find a suitable teaching method that meets his goals, or find a suitable teacher. To overcome this, certain organizational efforts are required. Internal barriers are subjective, they are more difficult to overcome, since they are generated within ourselves, and their roots can be very deep in your subconscious. Linguistic psychology primarily deals with subjective, internal barriers. The very first and main barrier that must be overcome when starting to learn a foreign language is overcoming the initial fear of such a seemingly complex task. As a rule, such barriers arise among people who begin to learn a foreign language as adults. An adult needs to decide on this.

This fear may be associated, for example, with the possibility of failure and loss of faith in oneself. The main fear of many Russians when speaking a foreign language is this still the fear of making a grammatical mistake. In this sense, it is still difficult for us psychologically to move away from the Soviet grammatical translation system, where the formal correctness, rather than the communicative value of the phrase, was put at the forefront.

At the same time, we quite easily make grammatical errors when speaking our native language, sometimes even deliberately distorting it for stylistic purposes, and this does not at all impair our communication in it.

In the era of telecommunication technologies, it becomes obvious that linguistic knowledge alone, which represents nothing more than theoretical linguistic information, is not enough for effective communication. Having only them, and not having speech skills, we speak the language in a “dead” form. This is the most common problem among people learning a foreign language using the traditional grammatical translation method. [5]

To solve this problem, it is necessary that foreign language teaching in our country acquire a communicative character and be focused on real everyday communication, which involves the exchange of not only information through language, but also emotions. This is quite difficult to implement practically, since such communication implies looseness and orientation towards the process itself, towards enjoying it. Our students and teachers in educational institutions are driven into the framework of standards and programs, which essentially means focusing on a certain result, which, moreover, is not always achieved.

Conclusion

In the process of learning a foreign language, the didactic and pedagogical aspects, if only because in this process, we teach or learn speech, communication and master the system of its implementation. The psychological aspects of language teaching determine not only the goals and objectives of teaching, motivation, interest of students, etc., but even, as can be seen, the methods and approaches to teaching themselves, which is why it is impossible to underestimate the importance of the psychological

component in this educational process. Foreign language as an academic discipline is very specific. In itself, it is not a science, but all sciences and all areas of human knowledge are connected with it, since without language there can be no knowledge. That is why language learning has a great influence on the personal, general intellectual and general cultural development of a person, which only once again emphasizes the important role of psychology.

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