THE MODERN PEDAGOGICAL APPROACHES TO LANGUAGE TEACHING: CURRENT ISSUES AND FUTURE TRENDS

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Abstract

The article deals with the modern directions of teaching a foreign language in universities. For this purpose, in the methodology of teaching a foreign language, the main thing was the achievement of professional realization of the individual. Approaches such as personality-oriented, communicative and project methods and their main characteristics, as well as their advantage in the methodology of teaching a foreign language, are considered.

Keywords: student's educational activity, foreign language teaching, formation of communicative competence, modern directions of teaching a foreign language, student-centred learning.

Introduction

The personality-oriented, productive nature of the student's educational activity is determined by the modern concept of language education. In this concept, the key category is language, which is the goal of education, and language is an instrument of social and cultural activities [6-11]. The main aspect of this concept is the student's productive educational activity aimed at creating a personal educational product in the field of a foreign language, which determines its content.

The political, socio-economic and cultural changes that have taken place in Uzbekistan in recent years have significantly expanded the functions of a foreign language as an academic subject. Uzbekistan's entry into the world market and the expansion of cooperation with foreign countries have significantly expanded the communication capabilities of representatives of different social and age groups. As a result, the role of a foreign language in society has changed, and it has turned from a subject of study into a key element of the modern education system, a means of achieving personal and professional realization [12-19].

Methodology

Recently, the focus on the personality of the student has become a priority in the methodology of teaching a foreign language. At the same time, the developed methods of teaching a foreign language are based on the provisions that exist in student-centred learning. We define a student-centred system of teaching a foreign language as a system that can create the conditions necessary for students to realize their personal goals, needs, abilities and opportunities through the study of a foreign language [30-24]. In student-centred learning, we consider learning itself not as the transfer of knowledge, the development of skills and the organization of conditions, but, first of all, the creation of conditions for the realization of the student's personal needs in the field of language education. Personally-oriented learning, therefore, we see in the disclosure of the conditions for the implementation of the personality-developing functions of the educational process [1].

The term "personality-oriented learning" implies a view of the individual as the subject of the learning process and the interests of its development - the individual is not a means, but the goal of pedagogical activity. In the context of the personal paradigm of education, the leading reference point should be the personal approach "personal orientation in the system of regulators of educational activity in society [2].

The new approach should in fact be focused on the personality of the student, on his initiative, and the development of his creative potential for productive learning activities. The personality-oriented, productive nature of the student's educational activity is determined by the modern concept of language education. According to this concept, the key category in it is language, which is the goal of education, and language is an instrument of socio-cultural activity. A key aspect of this concept is also the student's productive learning activity aimed at creating a personal educational product in the field of a foreign language, which determines its content. At the same time, it is creative, which ensures the development of the student's personal qualities as a linguistic personality, self-realization and self-development. Such activities are based on learning competence in the field of language and culture, which is a necessary condition for productivity and creativity [2].

According to I. S. Yakimanskaya, student-centred learning is "a kind of learning where the student's personality, its originality, self-worth, the subjective experience of each is first revealed and then coordinated with the content of

education." At the same time, I. S. Yakimanskaya understands a person as a carrier of social relations, having a stable system of socially significant values that determine his belonging to a particular social group [3].

I. S. Yakimanskaya believes that student-centred learning comes from the recognition of the uniqueness of the subjective experience of the student himself, as an important source of individual life activity, manifested, in particular, in cognition. Thus, the recognition of the student as the main acting figure in the entire educational process is personality-oriented pedagogy [3].

The humanization and humanization of education have become one of the vectors of development of modern theories and practice of education, manifested in the transition to personality-oriented education, the basis of which is the development of the individual as a subject of activity and communication, which acts as a source of active knowledge and transformation of objective and social reality [25-31]. The psychological interpretation of a student as a subject of educational activity and communication is the main system of the personality structure, which develops in the process of active interaction with his social environment. The consideration of the "linearity-centred approach" as the leading modern theory and paradigm that affects "all components of the education system" distinguishes the position and point of view of I. L. Beam, R. P. Milrud and others, according to which it is necessary to make the student the centre of the educational process, an active subject of learning activity, ensuring its dynamic and comprehensive development of the personality of the problematic presentation of material, the formation of reflection, etc. [1].

In general, the student-centred approach assumes that the learner is at the centre of learning. His goals and motives are taken into account, i. e. The student is treated as a person. The teacher determines the educational goal, taking into account his interests, based on the level of his skills, and knowledge, and directs the educational process to develop the personality of the student [32-36]. Therefore, the goal of the lesson from the position of a student-centred approach is revealed from the position of the student and all students in the audience.

Thus, a student-centred approach implies flexibility in setting goals, takes into account the personal interests of students, and their individual characteristics and creates the prerequisites for great learning outcomes.

The communicative method of teaching a foreign language arose as a result of scientific research conducted in Europe, the USA and Canada at the end of the last century. The communicative approach is based on the assertion that in order to successfully master a foreign language, students must know not only language forms, but also be able to use them for real communication. This approach is a necessary, well-thought-out technique, the purpose of which is the formation of foreign language communication skills [6].

In the modern methodology of teaching a foreign language, the main emphasis is on the development of the ability to communicate, and on the formation of communicative competence. Among the variety of new pedagogical technologies aimed at implementing a student-centred approach in teaching methodology, project-based learning is of interest, which is distinguished by the cooperative nature of completing tasks, being creative in its essence and focused on the development of the student's personality. The essence of the project methodology is that the goal of the lesson and the ways to achieve it should be determined by the student himself based on his interests, individual characteristics, needs, motives, and abilities. As a result, student-centred learning, which is the basis of the project methodology, involves changing the traditional scheme of interaction between teacher-student, and subject-object to the scheme of partnership educational cooperation subject-subject [5].

The project method is based on: the idea that is the essence of the concept of "project", its pragmatic focus on the result that can be obtained by solving one or another practically or theoretically significant problem. This result can be seen, comprehended, and applied in practice. The project method essentially involves the use of a wide range of problematic, research, and search methods that are clearly focused on a real practical result that is significant for the student, on the one hand, the development of a problem taking into account various factors and the conditions for its solution and the implementation of the results, on the other hand, the project method has found wide application in our country and abroad, mainly because it allows you to seamlessly integrate the knowledge of students from different areas when solving one problem, makes it possible to apply the acquisition of knowledge in practice, while generating new ideas. [5]

A teacher of a foreign language has a pedagogical and psychological problem of the initial creation, formation or preservation of the student's existing need for communication in a foreign language and knowledge of personally significant reality by means of this language. Thus, the general principle on which the project method is based is to establish a direct connection between the educational material and the life experience of students. The most important factors that contribute to the formation of the internal motive of speech activity in project-based learning are:

- Connection of the project idea with real life
- The presence of interest in the implementation of the project on the part of all its participants
- The leading role of the advisory and coordinating function of the teacher.

The project can be both long-term, full-scale, and short-term, occupying one classroom session. Any well-thought-out organized project has three main stages: preparatory, main and final [4]. Technological innovations of the 20th century, and the gradual transformation of our society from closed to open, all served as an incentive to get acquainted with the culture of countries of different components for intercultural communication, i. e. adequate mutual understanding of two participants in a communicative act belonging to different national cultures. The aggravation of interest in the phenomenon of culture, the interaction and interconnection of the problem of "language and culture" are reflected in the ideas of linguaculturology - a scientific discipline of a synthesizing type, characterized by a holistic systemic consideration of "culture and language" as a set of units [6].

Conclusion

In order to preserve the national identity, it is lawful to increase the attention and promotion of ethnocultural education aimed at the formation of a national ethical self-identification of the individual with the simultaneous values of world culture, the creation of a national system of training and education based on linguocultural pluralism, diversity of cultures and ethnic groups, tolerant and respectful attitude to cultural values of peoples, with the target task of forming a multicultural personality. The formation of a global intercultural space is an objective process due to the gradual integration of states and regions into a single system with common rules and norms of economic,

political and cultural behaviour. Under these conditions, it is also necessary to have a state-defined strategy for integration processes in the field of culture,

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