METHODS OF TEACHING FOREIGN LANGUAGES AS A SCIENCE

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Abstract. This article tried to reveal the urgent problem of teaching English speaking skills using various opinions, scientific articles of English teachers and scientific work of linguistic scientists. The purpose of the article is to develop theoretical-methodological approaches and scientific-practical recommendations for teaching foreign languages. The object of this research is the process of teaching a foreign language at school. The subject of research work is the formation of the skills of speaking in students using game technologies.

Key words: *native language, options, concepts, transition, language acquisition, artificial bilingualism.*

Аннотация. Данная статья раскрыть актуальную проблему обучения навыкам владения английским языком, используя различные мнения, научные статьи преподавателей английского языка и научные работы ученых-лингвистов. Целью статьи является разработка теоретико-методологических подходов и научно-практических рекомендаций по обучению иностранным языкам. Объектом данного исследования является процесс преподавания иностранного языка в школе. Предметом исследовательской работы является формирование навыков устной речи у учащихся с использованием игровых технологий.

Ключевые слова: *родной язык, варианты, концепции, переход, овладение языком, искусственное двуязычие.*

Annotatsiya. Ushbu maqola ingliz tili o'qituvchilarining turli fikrlari, ilmiy maqolalaridan va tilshunos olimlarning ilmiy ishlaridan foydalangan holda ingliz tili gapirish ko'nikmasini o'qitishning dolzarb muammosini ochib berishga harakat qilgan. Maqolaning maqsadi xorijiy tillarni o'qitish bo'yicha nazariy-uslubiy yondashuvlar va ilmiy-amaliy tavsiyalar ishlab chiqishdan iborat. Ushbu tadqiqotning obyekti maktabda chet tilini o'qitish jarayonidir. Tadqiqot ishining predmeti o'yin texnologiyalaridan foydalangan holda o'quvchilarda gapirish ko'nikmasini shakllantirishdir.

Kalit so'zlar: *ona tili, variantlar, tushunchalar, transitsiya, tilni egallash, sun'iy ikki tillilik.*

INTRODUCTION (KIRISH). To construct the process of learning a foreign language(s) correctly, one must understand what a foreign language is and what one should understand by studying and mastering a language. "- Because more and more scientific articles were being published in national languages, the idea of studying a foreign language as an academic topic emerged in the second part of the eighteenth century. Ever then, learning foreign languages has centered on useful duties associated with the requirement of being able to read literature written in various languages spoken by different individuals. When there are few or no native speakers in the surrounding context, a language is considered alien. When a language is studied in an artificial setting for educational purposes and isn't utilized in conjunction with one's

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native tongue during daily contact, it's considered a foreign language.

MATERIALS AND METHODS / (ADABIYOTLAR TAHLILI VA METOD). There are several criteria used in science to differentiate between the notions of native language and non-native language. The origin criteria is the most ideal. As per the origin criteria, the mother's native language is the one in which she starts communicating with her kid from the time of birth. According to G.E. Utebalieva, a person's native language is one that "they have used as a tool for their cognitive development and as the primary means of real communication with other native speakers since early childhood" [1]. The child's first words were said in their native tongue when they first started to talk [2].

When selecting the language of teaching in an educational setting, the notion of "native language" is suitably substituted by the concept of "basic functional language," or a language that a kid speaking five or six years old might converse in with ease. There may be more than one primary functioning language in a multicultural community. It becomes challenging to distinguish between native and non-native languages as a result.

Foreign and second languages are two ways to portray a language that is not one's mother tongue. Studying a foreign language takes place outside of its natural environment. As a second language for communication, it can be used in addition to or instead of the original tongue [3]. A language acquired through conversation with native speakers of that language under naturally occurring circumstances is referred to as a second language [1].

The second language is one that is typically picked up in a social setting where it is used as a legitimate communication tool. It is employed in the community where the youngster grows up. It is the predominant language or the state language in sociolinguistic terms.
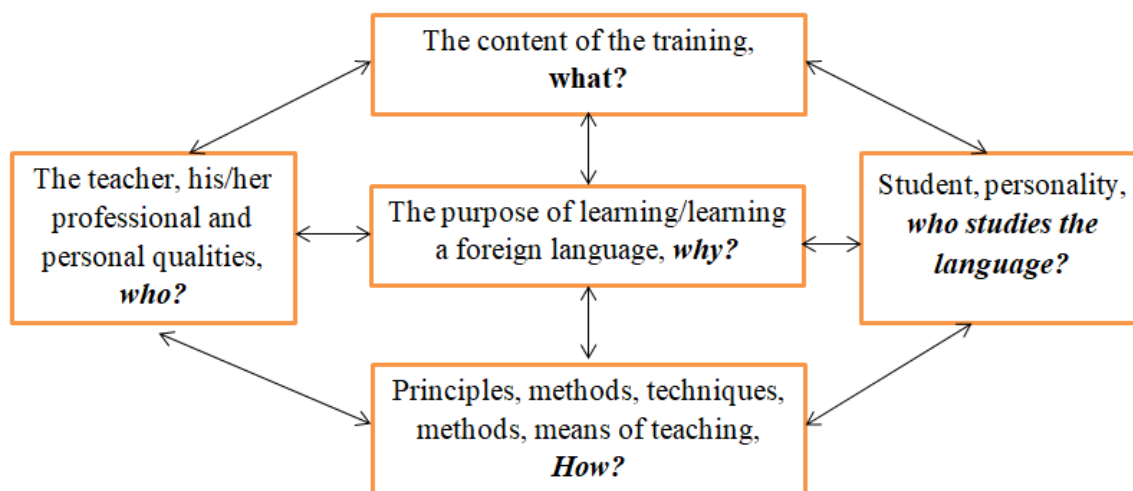
Therefore, the key distinctions between the ideas of a foreign language and a second language are based on the nature of the language environment, which includes both artificial and natural language environments (separate from the nation where the language is studied) as well as the three types of language acquisition processes: combined, uncontrolled, and controlled under teacher guidance.

But this distinction is conditional, and drawing borders between them is not an easy task. Under the right conditions, a foreign language and a second language can "transition" into one another with ease. For instance, English is a foreign language in Uzbekistan, but it becomes a second language for immigrants who learn it and use it for daily communication. The English language again moves from the second to the second group if an immigrant left Englishy and returns to his own country. This provides justification for not absolutizing these ideas given the variations between the first and second languages.

DISCUSSION AND RESULTS (MUHOKAMA VA NATIJALAR). It would be more accurate to search for distinctions between them at the level of the ideas of "controlled" and "uncontrolled" language learning, since within the scope of the approach we are talking about methods to enhance the teaching AI system. Language learniyg and language acquisiion are notions that are linked to the regulated process of language acquisition. "A process of systematic and consistent communication of knowledge by a teacher and instilling skills and abilities in the field of foreign languages, it is a process of active and conscious assimilation by students," is how I.V. Rakhmanov defines teaching a foreign language [4]. This definition makes it clear that learning occurs in both directions, involving both the student's language learning activity and the foreign language teacher's instruction. The goal of this exercise is to become fluent in the language.

The ideas of language learning and language acquisition are very different from one another. Compared to language acquisition, language learning is a more expansive notion. Unconscious, intuitive language learning is a hallmark of the language acquisition process, which may not always be purposeful. It is constructed in accordance with the rules for learning one's native tongue. Learning a language is a deliberate process that starts with the intentional application and absorption of language rules, grammar, and lexicon. Of course, you may also study your mother tongue, which the child virtually speaks the moment he enters the classroom. The ultimate aim of language study is to become proficient in that language. There are several levels of language

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competency, depending on the circumstances, the age at which the language is being studied, and the objectives that are being set.

- possession of the first, native language

- monolingualism; possession of two languages at the same time from the very beginning of speech development

- bilingualism; possession of several languages

- multilingualism; possession of a second language (bilingualism) along with with the first (native), when the first language is either fully or partially formed;

- knowledge of a foreign language in different conditions of its study in the natural language environment and outside it.

Regarding the internal educational conditions in schools, one can discuss teaching foreign languages (the final category of language proficiency), the growth of bilingualism (the language of the national republic, the national administrative territory where the student resides), or multilingualism (the native language, the state language, and a foreign language). Bilingualism may benefit both adults and children at the same time.

If this is the case, we may discuss the emergence of fake bilingualism in the context of secondary school education. Given our nation's geopolitical and economic circumstances, it is reasonable to argue that most students' access to AI education is artificial. In this instance, the only

controlled learning that can be discussed is controlled learning isolated from the language environment, or language teaching, which is defined by regularity and consistency, carefully chosen and interpreted instructional materials, the use of methodological procedures and work methods, and a set amount of time restriction. It is vital to understand the legislation governing the learning of a foreign language in school for the educational process to be successful.

As was previously said, teaching a foreign language involves both the teacher's and the student's educational activities. As a result, methodological issues should be seen from two perspectives that are intimately connected to one another: that of the teacher's instructional activity and that of the student's independent study activity in order to master the topic of foreign languages. Generally speaking, the following graphic represents the entire spectrum of issues that the science of teaching foreign languages as a technique resolves.

Any type of training entails the transmission of knowledge as well as the development of organized skills and abilities. These are obtained via a deliberate learning process. Understanding the patterns of a complicated system like the learning process is essential to its efficient operation. The technique or theory of learning is made up of all the learning patterns. The science of pedagogy is the approach.

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CONCLUSION (XULOSA). The science of teaching foreign languages is known as methodology, and it examines the objectives, subject matter, pedagogy, and ways to raise children using the material of a foreign language. It also looks at how all subjects in the educational process interact with one another and with the language itself as a tool for assimilation and learning.

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