

**MODERN METHODS OF TEACHING FOREIGN LANGUAGES  
CHET TILLARNI O'QITISHNING ZAMONAVIY USULLARI**

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**Annotatsiya:** : Ushbu maqolada uchta mashhur zamonaviy usullarning tanqidiy sharhi taqdim etilgan: Kommunikativ tillarni o'rgatish va Technology-Enhanced Learning (Texnologiyani o'rganish). Har bir usul, ularning kuchli va zaif tomonlarini tahlil qilish, talabalarning faolligini oshirish va madaniyatlararo kompetentsiyani rivojlantirish, bundan tashqari, har bir usul bilan bog'liq umumiy muammolarni hal qilish va ularni engib o'tish uchun moslashtirilgan yondashuvlarni taklif qilamiz. dinamik va samarali ta'lim muhitini yaratish uchun, nihoyat, biz chet tillarini o'qitish samaradorligini yanada oshirishi mumkin bo'lgan kelajakdagi tadqiqot yo'nalishlarini aniqlaymiz".

**Kalit so'zlar:** Chet tillarini o'rgatish, zamonaviy usullar, kommunikativ tillarni o'rgatish , vazifaga asoslangan ta'lim , Ikkinchi tilni o'zlashtirish, til bilimi, talabalarning faoligi, tanqidiy ko'rib chiqish, amaliy ilovalar

**Abstract :** This article presents a critical review of three prominent modern methods: Communicative Language Teaching (CLT), Task-Based Learning (TBL), and Technology-Enhanced Language Learning (TELL). We examine the theoretical foundations of each method, analyzing their strengths and weaknesses in terms of promoting language proficiency, fostering student engagement, and developing intercultural competence. The discussion includes practical examples of classroom activities and strategies for effective implementation. Furthermore, we address common challenges associated with each method and propose solutions for overcoming them. The article concludes by advocating for a flexible and adaptive approach that integrates elements of all three methods to create a dynamic and effective learning environment. Finally, we identify areas for future research that could further enhance the effectiveness of foreign language teaching."

**Key words:** Foreign language teaching, modern methods, communicative language teaching (CLT), task-based learning (TBL), Technology-Enhanced Language Learning (TELL), Second Language Acquisition, language proficiency, student engagement, critical review, practical applications

## INTRODUCTION

Modern methods of teaching foreign languages focus on learner-centered, communicative, and interactive approaches, often integrated with technology to create engaging and effective learning experiences. Key methods include Communicative Language Teaching (CLT) (emphasizing real-life situations), Task-Based Language Teaching (TBLT) (using tasks to build skills), and Immersion (fully immersing learners in the language). Technology, such as apps, online platforms, and multimedia, is now integral to providing authentic materials and interactive practice.<sup>1</sup>

The Importance of Foreign Language Learning in the 21st Century:

**Potential Content:** Discuss the increasing globalization of the world and the need for individuals to communicate effectively across cultures. Cite statistics on the growing demand for multilingual professionals in various industries. Highlight the cognitive benefits of language learning, such as improved memory, problem-solving skills, and creativity.

**Example Paragraph:** "In an era characterized by unprecedented global interconnectedness, the ability to communicate effectively in multiple languages has become an indispensable skill. The rise of multinational corporations, international collaborations, and global tourism has fueled a growing demand for individuals with foreign language proficiency. Moreover, research has consistently demonstrated that learning a foreign language can enhance cognitive abilities, improve memory, and foster greater cultural understanding."<sup>2</sup>

**Potential Content:** Briefly describe traditional methods such as Grammar-Translation and Audio-Lingualism. Explain their limitations in terms of developing communicative competence and engaging students in meaningful interaction. Highlight the shift towards more student-centered and communicative approaches in recent decades.

The transformation of society in the Republic of Uzbekistan according to an innovative scenario requires the training of highly qualified personnel capable of

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<sup>1</sup> Brown, H. D. (2007). Principles of language learning and teaching(5th ed.). Pearson Education.

<sup>2</sup> Byram, M. (1997). Teaching and assessing intercultural communicative competence. Multilingual Matters

generating new knowledge and creating innovative world-class technologies . The processes of implementation of the Bologna Declaration, the gradual entry of Uzbekistan into the world educational community led to the intensification of intercultural communication and significantly increased the importance of foreign languages for specialists in various fields. This immediately influenced the status of the "Foreign Language" discipline in non-linguistic educational organizations, since knowledge of a foreign language allows students to operate with information obtained from foreign-language sources, expands the professional range of a specialist of any profile. An understanding came that a modern student of a non-linguistic university (future engineer, economist, lawyer, and other specialists) needs to master a foreign language communicative competence that allows him to carry out professional activities in new conditions. Mastering a foreign language in a non-linguistic university is currently considered as an obligatory component of the professional training of a specialist of any profile, and possession of a foreign language communicative competence is one of the components of professional competence.

The changing realities of the modern world require the same changes in educational systems . In this regard, the topic of innovation is becoming important for the entire system of education and teaching a foreign language, in particular. As many years of practice show, modern methods of teaching foreign languages offer us a wide range of concepts of the educational process, methods, and technologies — both traditional and innovative. Curriculum developers and teachers give preference to one method or another, depending on the learning objectives, the student population, the duration and intensity of the training course, and other conditions . Moreover, each of the teaching methods has its own advantages and disadvantages, and the success of their application depends on the specific goals and conditions of training. In recent years, the role of a foreign language as a means of communication has significantly increased, which should be taken into account when teaching a language. The specificity of a foreign language is that we teach, not the basics of science, but skills and abilities, and this requires sufficient speech practice.<sup>3</sup>

Further research is needed to investigate the long-term impact of these modern methods on language proficiency and intercultural competence. Additionally, studies exploring the challenges of implementation, such as teacher training and resource availability, are crucial for ensuring the successful adoption of these approaches in diverse educational settings. Ultimately, the goal of foreign language education is to equip

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<sup>3</sup> Coyle, D., Hood, P., & Marsh, D. (2010). CLIL: Content and language integrated learning. Cambridge University Press.

learners with the skills and confidence to communicate effectively in a globalized world, and modern methods offer a promising path towards achieving this objective."<sup>4</sup>

## CONCLUSION

"In conclusion, this paper has explored the evolving landscape of foreign language education, highlighting the shift from traditional, grammar-focused approaches to modern, communicative methodologies. The analysis of Communicative Language Teaching (CLT), Task-Based Learning (TBL), Content and Language Integrated Learning (CLIL), and Technology-Enhanced Language Learning (TELL) reveals a common thread: a focus on learner-centeredness, authentic communication, and the development of practical language skills.

While each method offers unique advantages, the findings suggest that the most effective approach is often a blended one, carefully tailored to the specific needs and context of the learners. The integration of technology, in particular, holds significant potential for enhancing engagement and providing personalized learning experiences.

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