

THE CAUSES OF ANXIETY AMONG EFL STUDENTS

Nasimova Muattar Khasanovna

Samarkand State Institute of Foreign Languages

English teacher of the chair of joint education programs

nasimovamuattra@gmail.com

Tashmukhammedova Gulnoza Zayniddinovna

Samarkand State Institute of Foreign Languages

English teacher of the chair of joint education programs

g.toshmuhammedova@mail.ru

ABSTRACT

This article talks about the types of modern methods used in teaching foreign languages and their use in our time. Language learning is one of the most important areas in human society. Language, which is a means of communication, can be acquired practically in a natural environment (in the family, in the community) or in an organized way (in a lesson). Knowledge of language phenomena is studied theoretically. It is known that teaching and learning a foreign language differs sharply from the native language and the second language in certain aspects. This, in turn, requires the use of appropriate foreign language teaching technology. Along with these differences, the book in your hand includes methods of teaching foreign languages in educational institutions, organizing and conducting foreign language classes, etc. clarified many methodological issues.

Key words: *Methodology, communication, individual, foreign language, language competences, intercultural communication, didactics, methodological method, scientific research methods*

АННОТАЦИЯ

В данной статье рассказывается о видах современных методов, применяемых в обучении иностранным языкам и их использовании в наше время. Изучение языков является одной из важнейших сфер в человеческом обществе. Язык, являющийся средством общения, может усваиваться практически в естественной среде (в семье, в обществе) или организованно (на уроке). Знание языковых явлений изучается теоретически. Известно, что преподавание и изучение иностранного языка резко отличается от родного языка и второго языка в некоторых аспектах. Это, в свою очередь, требует применения соответствующей технологии обучения иностранному языку. Наряду с указанными различиями в книге, которую вы держите в руках, приведены методики преподавания иностранных языков в общеобразовательных

учреждениях, организации и проведения занятий по иностранному языку и т. д., разъяснены многие методические вопросы.

Ключевые слова: *Методология, коммуникация, личность, иностранный язык, языковые компетенции, межкультурная коммуникация, дидактика, методический метод, методы научного исследования.*

INTRODUCTION

Methodology of foreign language teaching is a science that researches educational goals, content, tools, as well as methods of education using a foreign language.

(M.V. Lvakhovskii)

Today, it is necessary to educate young people in every way, to give them deep knowledge of sciences, to form and expand their modern worldview, to educate them in an aesthetic spirit, to prepare them to work in various fields of the national economy. The science of communication technologies is a leader in the training of foreign language specialists.

LITERATURE ANALYSIS AND METHODOLOGY

Methodology is derived from the Greek word "methodike" which means "a set of methods for doing something according to a purpose". In pedagogical communication, the term "methodology" has three meanings. The methodology of teaching foreign languages is one of the most important factors as the main task of general education schools. This issue is at the center of the Ministry of Public Education of the Republic. There are all conditions for educating students of general education schools and for them to master foreign languages. Specialists are doing great work in the field of teaching foreign languages. Educational programs have been created for all classes. Pedagogical technologies are being created in order to demonstrate knowledge, skills, and abilities in students. Therefore, the foreign language lesson differs from other educational subjects in two aspects, that is, the purpose and content of the lesson. If the foreign language teacher is able to plan the lesson and the types of lessons, as well as plan the foreign language lesson and organize the lesson in accordance with the requirements of the time and the purpose of the lesson, the effectiveness of the lesson and the final result are guaranteed. When planning a foreign language lesson, it is better to plan the organization of a foreign language lesson at the initial stage of foreign language teaching, to plan the lesson taking into account the knowledge levels of the students in the class, to form the conditions of teaching, psychological laws, and speech skills. It is necessary to be aware, to pay attention to knowing the main requirements for a modern foreign language class. If we list the modern requirements for the lesson: 1) the main goals

of the lesson are not to state the rules (information) about the foreign language, but to create skills and competences, 2) communicative approach to the exercises of speech practice the speech process is imitated from the direction, 3) the methodical organization of the foreign language material in the lesson takes place in the form of a whole (the speech pattern is considered as a unit based on all the exercises), 4) each type of speech activity is studied with the help of a suitable system of exercises, 5) the lesson has a single leading goal and auxiliary goals, 6) the effectiveness of the lesson is measured by the activity of students, 7) control in the lesson is meaningful, 8) whenever possible, the lesson is conducted in a foreign language, 9) the content of the educational material, with the help of carefully developed methodological methods and demonstration, students are taught interest and desire for knowledge, 10) by memorizing the structural and general educational task of the lesson, raising the level of students, strengthening the desire to know, and contributing to the work of education 11) the age and stage of analysis of the students are taken into account during the lesson, 12) the foreign language lesson is an opportunity to use certain language material in the selection of speech activities. The main purpose of lesson planning is the goal, tasks, volume of language material, the sequence of inclusion in the lesson process and, accordingly, formation of speaking skills. It is necessary to be able to determine in advance the difficulties that may arise in planning and to prepare the ways of its elimination and the corresponding exercises. The difficulty of a foreign language is taken into account by the author of the textbook when creating exercises. When the teacher prepares for the educational material of this lesson, he analyzes the comparison of native language and foreign language phenomena. He increases his attention to those small language units, and if necessary, introduces additional exercises. Ensuring a sequence of exercises. Taking into account the skills and qualifications of the students that have been formed so far, determining the order of exercises to be performed in the lesson will give a result. With the intention of incorporating the presented and previously learned educational language material into the composition of skills and qualifications, three-stage - formative, developing and improving exercises are recommended. The teacher carefully integrates the requirements and material of the exercises of the lesson. From the textbook and the exercises given by him, the most effective method of execution is developed. Choosing equipment for the lesson. During the preparation for the lesson, special attention is paid to the choice of educational tools. Sufficient and necessary equipment is prepared depending on the purpose of the lesson, new material, exercises and the level of students.

RESULT AND DISCUSSION

The principles of extracurricular work in a foreign language are the starting point that determine the requirements for its content, methods and organizational forms. They meet the goals and objectives of all foreign language extracurricular activities at school and show the essence of the teacher's pedagogical activity, the organizer of extracurricular activities. Extracurricular activities are based on the following principles:

1) The principle of connection between education and life.

Implementation of this principle makes it possible to ensure a close connection between extracurricular activities in a foreign language and the conditions of the child's life and work. The main conditions for the implementation of this principle are as follows:

Systematic introduction of teenagers and high school students to current events in our country and abroad;

- extensive use of local history material;
- meetings with persons who use a foreign language in their professional activities;
- inclusion of foreign language materials in school-wide events;
- use of materials from school life in extracurricular activities;
- attracting materials for correspondence with foreign schoolchildren to work on the chosen subject.

2) The principle of students' communicative activity.

A prerequisite for high communicative activity of students in extracurricular activities is the opportunity to choose the most interesting and convenient type of activity: correspondence with foreign friends, reading a book in the studied language, watching oral speech in the class of the drama club. development of skills and others. . Not only the diversity of the activity, but also its content is of great importance for the promotion of communicative activity. The use of new materials unknown to students, their cognitive value and entertainment creates a need for communication, increases its quality level.

3) The principle of taking into account the level of students' knowledge of the language and taking into account the integration of extracurricular activities with foreign language lessons.

It is necessary to achieve the conscious application of knowledge, skills and abilities both in extracurricular activities and in the classroom. The formation of a child's interest in foreign language activities largely depends on understanding the content of the used material and the willingness of students to include it in speech

activities. Continuity of foreign language lessons and extracurricular work in science does not mean repetition of the subject, forms and methods of work. Within each topic covered in the speaking and reading program, it is possible to identify subtopics that are of greatest interest to students. The purpose of these sub-topics is to concretize the topic of the program, bring it closer to the interests, conditions and circumstances of children's lives. The gradual expansion of lexical and thematic connections in extracurricular work creates favorable conditions for solving practical, practical problems

4) The principle of taking into account the age characteristics of students.

The effectiveness of extracurricular work on a foreign language is largely determined by the compatibility of its content, forms and methods with the stages of learning a foreign language and the psychophysiological characteristics of students. Knowing and taking into account the typical age characteristics of students allows the teacher to determine the long-term planning of foreign language extracurricular activities, its tasks and methods of organization at each stage.

5) The principle of combining collective, group and individual forms of work.

The skillful combination of collective, group and individual forms of work is based on the teacher's good knowledge of the contingent of students, their interests, opportunities, and plans. This allows you to optimally choose partners, distribute their roles. Individual, group and collective activities should be inextricably linked. In this regard, it is optimal for individual and group activities to join collective activities at a certain stage, as a result of which personal motives and experiences are combined with the motives and experiences of the group.

6) The principle of interdisciplinarity in the preparation and conduct of foreign language extracurricular activities.

The importance of this principle lies, firstly, in the unity of the ultimate goal of the entire educational process of the school - the formation of a comprehensively developed, well-rounded person, and secondly, in the unity of the spiritual essence of the person. cannot be taught and taught in parts. In the implementation of interdisciplinary relations, one of the requirements for a systematic approach to the work being carried out in the field of education and upbringing of the young generation is implemented. Taking into account this requirement, extracurricular work on a foreign language should be carried out not separately, but in conjunction with other academic subjects. The use of interesting materials from geography, history, literature and other subjects in the work of circles of experts in the country of the studied language enriches extracurricular work on a foreign language, increases the interest and quality of students in it. his behavior.

CONCLUSION

Among the methodical literature on language teaching published abroad and in our country, there are a lot of literature on second language teaching. So, the processing of issues, availability of conditions and the presence of desire open a wide way to acquire this language. In a word, from the point of view of language pedagogy, it is possible to raise it to higher levels by systematically approaching mother tongue teaching.

REFERENCES

1. Hapchiboev A.A. Practical methodology of teaching foreign languages. Samarkand, 2012.
2. Haydarov A.A. Language teaching methodology and educational technologies (study guide). Bukhara 2022
3. Zaripova R. Guide to teaching foreign languages. T.: Teacher, 1986
4. Hashimov O'. H., Yakubov I.Ya. Methodology of teaching English. -T.: East, 2003. -302