



**THE IMPORTANCE OF USING MODERN METHODS IN FOREIGN LANGUAGE TEACHING
(for example English and Korean)**

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Abstract

This article presents contemporary methodologies and strategies for instructing English and Korean as foreign languages. The data presented can assist educators in organizing classes in a more efficacious and engaging manner.

Key words

methods, English language, Korean language, innovative technologies, foreign language, training, cooperation, individual, interactive, culture.

The advancement of science and technology in the developing world is occurring concurrently. Concurrently, measures are being implemented in all areas of educational development. In particular, a considerable number of scientific achievements and innovations are being created and utilised in practice. In the contemporary educational landscape, the provision of students with access to new and innovative pedagogical technologies is arguably one of the most crucial tasks. Our esteemed President Shavkat Mirziyoyev is facilitating the acquisition of foreign language skills. A plethora of resolutions and edicts are being enacted in this regard. In particular, the decision of the Cabinet of Ministers of the Republic of Uzbekistan dated 19 May 2021 No. 312 on "Measures to effectively organise the popularisation of foreign language learning" is worthy of note.

A multitude of contests and funds have been established by our esteemed President with the objective of fostering the study of gifted young individuals and qualified educators in foreign countries, with the aim of enhancing their qualifications. The "El-Yurt Umidi" (training of specialists abroad) and "Iste'dod" (training of young pedagogues and scientific personnel) funds, the "Ibrat tillari" (language skills development of young people aged 18-25) camp are clear examples of this.

According to the most recent statistics, the United States of America, China, Japan, and South Korea are the most advanced countries in terms of their education systems and quality. Consequently, it is of great importance to learn the languages of these countries. This contributes significantly to the development of education in Uzbekistan. At the foundation of this process lies the utilisation of efficacious methodologies and pedagogical techniques for the acquisition and instruction of languages within educational institutions. What are the most effective methods of learning foreign languages, and how can they be employed in educational settings?

One of the most efficacious pedagogical approaches to the teaching of foreign languages is the "interactive" method. By working in different groups, pupils or students can develop their ability to cooperate and engage in joint action during lessons, which in turn facilitates their mastery of the subject matter. In particular, the teacher can assign tasks in the lesson according to the topic, such as creating a group newspaper together, preparing a pizza or salad, planting flowers or creating a mini garden. This activity enables students to develop the skills required to cope with situations that may arise in real life and to apply them in practice. This approach facilitates the development of language skills in students.

The term "**theatricalization**" or "**dramatization**" is used to describe the process of transforming a non-dramatic text into a dramatic one. English drama is a popular method of teaching English and is also a favored activity among many students. Children, in particular, derive pleasure from observing the exploits of courageous princes and princesses, malevolent witches and benevolent fairies, fantastical creatures and anthropomorphic animals in fairy tales and cartoons. Children are able to rapidly comprehend the narrative and readily recall the key elements, including the principal characters and their catchphrases.

The initial step is for the instructor to read the narrative and engage in discourse with the pupils. Subsequently, the students are required to view the story by examining the accompanying illustrations. The students are then taught the meaning of important words and subsequently encouraged to tell a story. It is evident that children are fascinated by the depiction of fairy-tale characters, the use of vibrant decorations and the narrative style of fairy tales. The preparation for play introduces students to English-speaking environments and more natural language use. This method allows for the expedient, facile, and engaging instruction of English to elementary school students.

The natural approach. In accordance with this approach, students typically commence their linguistic education in a foreign language before progressing to the written form. The naturalistic approach is predicated on the assumption that interactions that occur spontaneously in the target language are the most effective means of language acquisition. This necessitates the simulation of authentic real-life scenarios within the confines of a classroom setting or direct interaction with individuals proficient in the target language.

The most effective method of achieving this is by undertaking a period of study abroad, engaging in language courses, forming relationships with individuals from other countries, or learning English from a native speaker. This approach is suitable for individual students or small groups. In this manner, the student is afforded the opportunity to engage in uninhibited discourse.[2]

It is recommended that students be taught a foreign language while simultaneously becoming acquainted with the educational resources and values of a specific culture, as well as the use of intellectual education. It is evident that in the contemporary educational process and foreign language teaching, the student should be regarded as the subject. The implementation of more interactive teaching methods will enhance the efficacy of the educational process. One of the most crucial objectives of Korean language classes is to instill in students the capacity to think critically and independently. In the present era, Korean language educators are employing a range of innovative pedagogical techniques, drawing inspiration from the experiences of their counterparts in South Korea and the United States of America.

1. "**Creative Problem Solving**" method. The method requires the initial section of the narrative to be read aloud, after which the students are invited to offer their opinions on how the story should conclude.
2. "**Merry Riddles**" The use of riddles in the context of language learning is a valuable pedagogical tool, particularly in the teaching of Korean and English. By engaging students in the solving of riddles, they are able to practise their vocabulary and develop their ability to make educated guesses.
3. "**Quick answer**" The Quick Answers method has been demonstrated to enhance the efficiency of lesson delivery, providing students with the assistance they require to achieve the desired outcomes. In this methodology, the instructor facilitates the transfer of knowledge by posing questions to the students, who are then expected to provide rapid and accurate responses.
4. "**Chigil wrote**" The objective of the warm-up exercises is to stimulate interest in the subject matter and to engage students in the lesson. The use of games in the classroom is an effective method of achieving this. The aim is to create an interesting and efficient lesson.
5. "**Pantomime**" The method of pantomime is particularly challenging to explain, particularly when the subject matter is complex. It is therefore important to ensure that students are adequately prepared for the task in hand.
6. "**Story chain story**" The method of students' oral speech in the cultivation of independent thinking and the acquisition of help.
7. "**Role games**" The method of the lesson, which employs the use of types of application, can be used to teach students about different occupations. This can be achieved by using images of professionals in the relevant field, as well as video materials about the profession. Furthermore, students can be encouraged to engage with the subject matter by assuming the role of a professional in the lesson.

8. "**Thinkers meeting**" can use wise words of Korean and Uzbek literary figures, poets and writers. In such circumstances, the application of the principles elucidated in the lesson will facilitate the education of young people as exemplars of virtue.

9. The "**When pictures speak**" method is very convenient and helps to teach Korean language and develop oral speech of students, and it is appropriate to use pictures related to the topic.

10. "**Quiz cards**" cards are distributed according to the number of students and allow all students to participate in the lesson at the same time, which helps all students and students actively participate in the lesson. As has been demonstrated, each innovative technology possesses its own distinctive advantages. All such methodologies entail collaboration between the instructor and the learner, as well as the active participation of the latter in the educational process. [3]

When the teacher teaches the Korean language in conjunction with the Korean national culture, students can learn the language more effectively and efficiently. Furthermore, when the teacher elucidates a grammatical rule, he endeavours to reinforce it through the utilisation of a plethora of exercises and games. At this juncture, the utilisation of sentences or texts pertaining to Korean culture serves to facilitate the acquisition of grammatical rules and the assimilation of Korean cultural awareness. To illustrate, a teacher might be instructing students on the grammatical structure of a verb phrase during a lesson. The teacher writes verbs related to different actions on the board and then makes sentences about them.

사용하다 [sayonghada] to use

The aforementioned verbs permit the construction of sentences pertaining to Korean culture.

예: 한국 사람들은 포크 대신에 젓가락을 사용합니다.

[Ex: Hanguk saramdirn poki teshine chokkaragil sayonghamnida]

Koreans use chopsticks instead of forks.

The sentence in question illustrates the manner in which Koreans utilize chopsticks in lieu of forks. Concurrently, the student will be instructed in the correct usage of the verb phrase, while also becoming familiar with the nuances of Korean cuisine.

예: 한국 사람들은 국이랑 밥을 먹습니다.

[Ex: Hanguk saramdirn kukirang papbl moksmni]

Koreans usually eat rice (pab) with soup.

This sentence also reveals that the Korean diet is largely based on rice. One may employ the method of comparison, inquiring as to what Uzbeks typically consume with soup. It is, of course, the case that they eat bread. In contrast to the typical bread consumption observed in other cultures, Koreans typically consume boiled rice.

예: 한국 사람들은 한복을 입습니다.

[Ex: Hanguk saramdirn hanbo'gl ibsmnida.]

Koreans wear hanbok.

This sentence provides insight into the traditional attire of Koreans, namely Hanbok, the national dress. In this instance, it would be advisable for the teacher to provide a brief overview of Hanbok, for example, stating that it is the national dress of Koreans, akin to the national dress of Uzbeks, which is worn on national holidays and various ceremonies.

The teaching of Korean culture through the medium of folklore is an effective method. This encompasses the instruction of cultural knowledge through the medium of various Korean folk tales, proverbs, and songs. Korean folk tales frequently espouse values of virtue and benevolence. Examples of tales that reflect Korean national culture include Heungbuwa from such tales nolbu [Hingbu and Nolbu], kongjiwiwa patjwi [Kongji and Patji], geumdokkiwa. Fairy tales that reflect Korean national culture include eundokki [Kmtokki and Into'kki]. From the moment of their birth, Korean children are introduced to books, which they read alongside their mothers in the womb. This will reinforce the child's affinity for reading and serve as a significant motivator for the expansion of their cognitive abilities. In addition to being read to at home, children are also taught to read books in kindergartens and schools. This process enables the child to become aware of their cultural heritage and historical context. It is therefore recommended that foreign language teachers should themselves engage in reading more books. Consequently, young people will be better informed about our history and culture. In order to teach Korean culture, it is first necessary to create an appropriate cultural environment in the classroom. A high-quality lesson will utilise a variety of national

costumes, visual aids and multimedia samples.

To illustrate, when the topic of Korean national costumes is discussed, visual aids are employed to demonstrate the various fabrics used in their construction. The traditional Korean garment, the hanbok, is crafted from silk fabric. The Uzbek national dress is made of a fabric known as "Atlas." Additionally, both countries utilise silk in the production of their national costumes. However, while the national costumes of both countries are made of silk, the Korean national costume of Hanbok is a skirt for women and trousers for men. However, the Uzbek national dress, which is made of satin, is typically worn by women, while men wear a cape. This distinction in attire is evident. In this manner, the lesson process can be organised and conducted in a variety of question-and-answer formats. The methodology employed will be that of the "quick question-and-answer" method. During the course of the lesson, the national costumes of Korea can be reinforced by making them from coloured paper, gluing them or drawing them.

Conclusion. It is thus evident that in the context of foreign language teaching, it is of paramount importance for educators to possess the requisite knowledge and skills to employ interactive methods in an effective and appropriate manner within their instructional frameworks. It is therefore evident that students must be able to utilise a foreign language in real-life contexts, in addition to possessing grammatical, lexical and phonological knowledge. In order to facilitate the acquisition of such skills in students, foreign language teachers must utilise innovative technologies in their lessons and organise their lessons through interactive methods that align with the demands of the modern age. Concurrently, when instructing students in various foreign languages, it is advisable for educators to incorporate cultural elements associated with each language. The eminent American scientists Politzer and Brusk posit that "language and culture are the same concepts." The teaching of the culture of a foreign language enables students to gain insight into the lifestyle, national values and traditions of the people of that country, while simultaneously developing their language skills. If these languages are taught in comparison with Uzbek culture, students will be able to comprehend the material more readily and efficiently. As students are already familiar with their own culture, comparing foreign cultures is a relatively straightforward process for them. If lessons are structured in accordance with these methodologies, students will be able to achieve successful outcomes in language learning.

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