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PURPOSE AND CONTENT OF ACTIVE METHODS OF LEARNING A FOREIGN LANGUAGE

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Annotatsiya. *Nutq mashqlari, rol o'ynash va interfaol mashqlar-bu chet tilini o'rganishning faol texnikasi namunalari bo'lib, ular til o'rganuvchilarni o'rganish jarayonida faol ishtirok etishga ilhomlantirish va jalb qilish uchun mo'ljallangan. Ushbu maqolada o'quvchilarga hayotdagi muloqot ssenariylarini simulyatsiya qilish, tinglash, gapirish, o'qish va yozish qobiliyatlarini mustahkamlash, so'z boyligi va grammatik bilimlarini kengaytirish orqali til ko'nikmalarini rivojlantirishga yordam beradigan strategiyalar ta'kidlangan.*

Kalit so'zlar: *chet tili, maqsad va mazmun, til ko'nikmalari, faol usullar, til o'yinlari.*

Аннотация. *Разговорные упражнения, ролевые игры и интерактивные упражнения являются примерами активных методов изучения иностранного языка, которые призваны вдохновлять и вовлекать изучающих язык в процесс обучения. В этой статье рассматриваются стратегии обучения, которые помогают учащимся развивать свои языковые навыки путем моделирования сценариев общения в реальной жизни, укрепляя их способности к аудированию, разговорной речи, чтению и письму, а также расширяя их словарный запас и знания грамматики.*

Ключевые слова: *иностраннный язык, цель и содержание, языковые навыки, активные методы, языковые игры.*

Abstract. *Speaking exercises, role-playing, and interactive exercises are examples of active techniques of learning a foreign language that are intended to inspire and engage language learners to take an active part in the process of learning. In this article highlights strategies which assist learners in developing their language skills by simulating real-life communication scenarios, strengthening their listening, speaking, reading, and writing abilities, and expanding their vocabulary and grammar knowledge.*

Key words: *Foreign language, purpose and content, language skills, active methods, language games.*

Introduction. The increasing demand for learning foreign languages in the era of advanced globalization of modern information technologies has brought the methodology of foreign language teaching to the forefront. As the interest in foreign languages increased, modern and innovative approaches to teaching them also appeared.

The approach to teaching foreign languages is evolving to meet the needs of the modern world. Foreign language teaching techniques are researched in nations where foreign languages are taught, and these techniques are created and implemented based on the psychology of language learners and how they acquire a second language. Thus, terminology related to teaching foreign languages are also examined and changed during this process.

Literature review Research has been done on the application of innovation in education by many researchers in different countries of the world and they have collected good information about “interactive methods”. The contribution to the development of active teaching methods was made by A.M. Matyushkin, T.V. Kudryavtsev, M.I. Makhmutov, I.Y. Lerner, M.M. Levi. It should be noted that, A.M. Matyushkin in his works not only substantiated the need to use active methods in all types of student teaching, but also introduced the concept of dialogical problematic learning as the most fully conveying the essence of the processes of joint activity of teachers and students, as well as their

mutual activity within the framework of the “subject – subjective” relationship. At the same time, the basis of the initial provisions of the theory of active teaching methods is the concept of “subject content of activities”, developed by Academician A.N. Leontyev, it is with this knowledge is defined as an activity aimed at the development of the objective world. Therefore, when entering into contact with the objects of the external world, a person learns them and is enriched by practical experience both in the cognition of the world (learning and self-learning) and in influencing it[1]. Experts say there are three main forms of human activity that form: work, gaming, and educational pursuits. They all happen in a connected manner. It is observed that game activities comprise the laws governing how youngsters create their mental actions based on the educational resources they get in school. It is inaccurate to state that the primary mode of instruction when dealing with students is play-based learning, though. Instead of imparting knowledge, it merely raises the reader's level of cognitive activity. It is possible to identify games in the following category that support students' mental growth.

Group 1. Topic games with an emphasis on objects and stuff. This uses a toy object to help the reader grasp the nature of the material world.

Group 2: Storytelling creative games, such as role-playing games that influence thought processes. "Happy coincidence," "what? where? when?" are a few examples. These games are a great heuristic and believable source of energy in addition to being an enjoyable tool.

Group 3: Didactic games with pre-made rules that help students improve their mental skills. The rules state that the reader must comprehend, contrast, dismantle, generalize, and—most importantly—know.

Group 4. Technical and design games that represent the professional activities of adults. They form opportunities for the development of their work in the reader, the collection of the necessary material, a critical assessment of oneself and the activities of others. Labor activity encourages cognitive activity.

Research Methodology Active methods of learning a foreign language, such as speaking practice, role-playing, and interactive exercises, are designed to engage and motivate language learners so that they can actively participate in the learning process. These methods help learners develop their language skills by practicing real-life communication situations, improving their listening, speaking, reading, and writing abilities, as well as enhancing their vocabulary and grammar knowledge.

Active methods of learning also promote a deeper understanding of the language and culture, as learners are encouraged to interact with native speakers, engage in conversations, and use the language in authentic contexts. These methods can also help learners build confidence in their language skills and improve their fluency. Overall, the purpose of active methods of learning a foreign language is to make the learning process more engaging, effective, and enjoyable, ultimately helping learners to become proficient and confident language speakers.

Analysis and results Active methods of learning a foreign language typically include a variety of activities aimed at engaging learners in the language learning process. Some common content of active methods of learning a foreign language may include:

Speaking practice: Engaging in conversations, dialogues, and discussions with other learners, native speakers, or language instructors to practice speaking skills and improve pronunciation.

Role-playing: Acting out different scenarios or situations to practice language skills in a realistic context and improve communication skills.

Interactive exercises: Completing language exercises, games, quizzes, and interactive tasks to reinforce vocabulary, grammar, and language skills.

Group activities: Collaborating with other learners in group projects, discussions, and language games to practice communication skills and build fluency.

Real-life simulations: Participating in simulations of real-life situations, such as ordering food at a restaurant or making travel arrangements, to practice language skills in authentic contexts.

Listening comprehension: Listening to audio materials, such as podcasts, songs, or conversations, to improve listening skills and develop an ear for the language.

Reading activities: Reading texts, articles, books, and other written materials to expand vocabulary, improve reading comprehension, and practice grammar and sentence structure.

Writing practice: Writing exercises, journal entries, essays, and other written assignments to practice writing skills, grammar, and sentence construction.

By incorporating these types of activities and content into language learning lessons, learners can actively engage with the language, practice various skills, and make meaningful progress in their language acquisition journey.

Conclusion It has been demonstrated that active learning techniques are quite successful in helping people acquire a new language. Learners can actively apply their knowledge in real-life scenarios and fully immerse themselves in the language by partaking in activities like role-playing, conversation practice, and language games. These techniques not only help students improve their language proficiency but also add excitement and interest to the learning process. The efficacy and efficiency of language acquisition can be significantly increased by including active learning strategies into language training.

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CHET TILINI TINGLASH VA NUTQ KO'NIKMALARINI RIVOJLANTIRISHGA YONDASHUV ASOSLARI

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Annotatsiya. Ushbu maqolamizda chet tilini tinglash va til ko'nikmalarini rivojlantirish asoslarini o'rganamiz hamda tahlil qilamiz. Chet tilini tinglash va gapirish qobiliyati yangi imkoniyatlar va tajribalar uchun eshiklarni ochadigan qimmatli mahoratdir. Sayohat, ish uchun bo'lsin, chet tilini bilish qobiliyatini rivojlantirish tinglash va nutq ko'nikmalarini rivojlantirishga fundamental yondashuvni talab qiladi. Ushbu yondashuvning birinchi asosi ta'sir qilishdir. Tinglash orqali chet tiliga ta'sir qilish uning tovushlari, intonatsiyalari va ritmlari to'g'risida tushunchani rivojlantirish uchun muhim omil hisoblanadi.

Kalit so'zlar: fonemik tahlil, til tovushlari, psixologik nazariyasi, talaffuz, konstruktiv fikr, assimilyatsiya, fonemik daraja, grafik tasvir, fonemik idrok.

Аннотация. В нашей статье рассматриваются и анализируются основы аудирования на иностранном языке и развития языковых навыков. Умение слушать и говорить на иностранном языке — это ценный навык, который открывает двери для новых возможностей и опыта. Независимо от того, путешествуете ли вы, работаете или для