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Yusufjonova Shahlo Mukhtorovna Fergana State University, Foreign languages faculty, Department of "German and French Languages", German language teacher

This article *discusses the methodology of foreign language teaching, the history of its development as a science, the types of modern methods used in foreign language teaching methods and their use.*

Keywords: methodology, innovation, foreign language, communication, skills, competencies, didactics, intercultural communication.

It has been about 200 years since the science of "foreign language teaching methodology" was created, and in-depth research has been carried out during this period. It should be noted that as society develops, new methods will always appear.

It is known that the concept of method is derived from the Greek-Latin word "methodos-methodus", which means the way to the goal, the method.

It is important to develop communicative competence in students to achieve effectiveness in teaching a foreign language. Here we define the word competence: in the explanatory dictionary of the Uzbek language, the word "Competence" (lat. competere - to be capable, to be worthy): 1. The scope of authority of a certain body or official defined in official documents; authority. 2. It means the awareness of a person in a certain area, the level of knowledge in this area. In the explanatory dictionary of the Russian language, the concept of "Competence" is defined as follows: The word competence comes from the Latin word "competentia", which in the explanatory dictionary means "legally possessing", "entitled", widely used is close to the used concepts of "ability", "skill", "talent". The meaning of this term is characterized by concepts such as achieving success and high results in a certain field.

J. Jalolov says that there is currently no equivalent of the term competence in the Uzbek language, and none of the used translation words can express its semantic scope. In our opinion, the word competence can be equated to the Uzbek word malaka, uddaburonlik. Competence or uddaburonlik means a set of general knowledge, skills and abilities that determine the content of people's activities.

Studying a foreign language as a major, students can learn German. They want to speak as freely, fluently and clearly as possible and to be fully understood by the listeners. Therefore, the main goal of language learning for them is free communication in a foreign language. In order to be able to communicate freely in German, the student should not

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only have grammatical, lexical, and phonetic knowledge, but also know the psychological and linguistic mechanisms of the language, have his own learning style, and learn words and phrases used in everyday life, and knowledge of German culture is also required. Communication strategies of the studied language, strategies in the use of non-verbal means and compensation strategies help in this process of learning.

The topic is of great importance in the development of students' oral speech in a foreign language, so the teacher should choose topics that encourage students to speak and motivate them. The chosen topic should be directly related to the language learner's experience, the information should be suitable for the topic, and the teacher should pay attention to the student's level of understanding. In our opinion, the chosen subject must be suitable for the age and level of knowledge of the students.

Knowledge, skills and abilities play a key role in the development of oral speech. If the student does not have knowledge of the grammar, lexicon and phonetics of the language being studied, he cannot make a grammatically correct sentence, his opinion may be misunderstood due to the error in the use of words. The listener may not understand the speaker's thoughts as a result of mispronunciation. Therefore, it is necessary for the teacher to ensure that during the lesson, the acquired knowledge of the students will be turned into skills with the help of exercises, and that they will be able to apply the skills in practice, and the skills related to oral speech will increase to the level of competence.

It should be noted that in order to develop oral speech in a foreign language, it is not enough to learn only words, the student must be able to use words and phrases in their place. Therefore, it is appropriate to use short texts or dialogues based on everyday events. Words and phrases should also be taken from the text or dialogue.

All of the methods mentioned above have their advantages. Each style has its own audience, and its application also requires great skill. As a conclusion, we must say that when these methods are used, students will have the skills and abilities to work independently with the cooperation of teachers. Students acquire new knowledge on the basis of scientific research and experiments. The use of innovative technologies during the lesson arouses interest in scientific research in students, develops creativity. As a result, acquired knowledge, skills and abilities are applied in practical activities which leads to the increase in the quality of learning. For this, the teacher should be skilled and plan the lesson according to the content of the topics, and make all students work actively and consciously during the training.

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