MODERN APPROACHES TO FOREIGN LANGUAGE TEACHING IN SECONDARY SCHOOLS: METHODOLOGY, CHALLENGES, AND ASSESSMENT

Ergasheva Gavhar Shuxratovna
Teacher of English, secondary school №5,
Samarkand

Abstract: This article explores the evolution and application of foreign language teaching methodology in secondary school education. It highlights the role of modern approaches such as communicative and comparative methods in developing students' language competence. The paper discusses both the advantages and challenges of implementing these methodologies in secondary schools, where learners differ in motivation, cognitive development, and linguistic background. Additionally, the study emphasizes the significance of formative assessment as a continuous and supportive tool for improving learning outcomes. It is argued that combining innovative teaching strategies with formative assessment enhances student engagement, autonomy, and overall language proficiency.

Keywords: foreign language teaching, methodology, secondary school, communicative approach, formative assessment, learner-centered education

Introduction

In today's rapidly changing educational environment, the teaching of foreign languages has become a key priority. Globalization and technological progress have increased the demand for effective communication skills, making language education essential at all levels, especially in secondary schools. Unlike natural language acquisition in early childhood, foreign languages in schools are typically learned in structured classroom settings, requiring well-organized teaching methodologies.

Methodology plays a central role in guiding how languages are taught and learned. It provides teachers with principles, techniques, and strategies to support students' linguistic development. In secondary schools, where students are still developing cognitively and emotionally, the choice of methodology significantly influences learning outcomes.

Theoretical Foundations of Language Teaching Methodology

Language teaching methodology refers to the systematic organization of teaching practices aimed at achieving educational goals. It is closely connected to didactics, which focuses on the content of education, while methodology addresses the process of instruction.

Over time, several teaching methods have been developed, including: Comparative (contrastive) method, Grammar-translation method, Direct method, Audio-lingual method, Communicative language teaching (CLT)

Among these, the communicative approach has become dominant in modern education. It emphasizes real-life communication, interaction, and the practical use of language rather than memorization of rules. This shift reflects the understanding that language is not only a system of structures but also a tool for social interaction.

Methodology of Teaching in Secondary Schools

Teaching foreign languages in secondary schools requires adapting methodology to students' age, abilities, and learning styles. Key Methodological Principles: *Communicative Orientation: l*essons should focus on meaningful communication through speaking, listening,

reading, and writing activities. *Learner-Centered Approach: s*tudents are active participants in the learning process rather than passive recipients of knowledge. *Integration of Skills:* all four language skills should be developed simultaneously.

Use of Comparative Techniques

Teachers may compare the native language and the target language to clarify difficult concepts. Use of Interactive Methods when group work, pair activities, and discussions increase engagement and participation. Benefits of Teaching Foreign Languages in Secondary Schools this is early Development of Communication Skills. Students begin to use the language in practical situations at a formative stage of their development cognitive growth. Learning a foreign language enhances memory, problem-solving, and analytical thinking. Cultural Awareness is related when students gain insight into other cultures, which promotes tolerance and global understanding. One of the scaffolding issues is Flexibility in Learning. Younger learners are generally more adaptable and open to new learning strategies. Challenges in Secondary School Language Teaching when differences in Learning Abilities. Another basic challenge is when students in the same class may have varying levels of language proficiency. Low Motivation can be anxiety to some learners may not see the immediate relevance of language learning. Besides there we can come across Limited Exposure to Real Language Use. Opportunities for authentic communication outside the classroom are often restricted.

Classroom Management Issues. Large class sizes can make it difficult to implement interactive methods effectively. In some cases, teachers continue to rely on outdated approaches focused on memorization this can bring to dependence on Traditional Methods.

The Importance of Formative Assessment

Formative assessment is an essential component of effective language teaching in secondary schools. Unlike summative assessment, which measures learning at the end of a course, formative assessment focuses on continuous monitoring of student progress.

Key Characteristics: Ongoing and integrated into daily lessons, focused on feedback rather than grades, encourages student reflection and self-evaluation, benefits for Secondary School Students, improves Learning Process, students receive immediate feedback and can correct their mistakes.

Trigger steps to increase motivation: regular feedback helps students feel supported and engaged, promotes Learner Autonomy, students learn to evaluate their own progress and set goals, supports Individual Learning Needs, teachers can adapt instruction based on students' performance;

Use Formative Assessment in daily lessons: classroom questioning, peer feedback, self-assessment checklists, short reflective writing tasks, observation and teacher comments and others can rise the interests of learners.

Discussion

The effectiveness of foreign language teaching in secondary schools depends on the integration of appropriate methodologies and assessment strategies. Communicative and comparative approaches provide a strong foundation for language learning, while formative assessment ensures continuous improvement.

Teachers must balance structured instruction with interactive activities, creating an environment where students feel motivated to participate. Addressing challenges such as mixed ability levels and limited exposure requires creativity and flexibility in teaching practices.

Conclusion

Foreign language teaching in secondary schools plays a crucial role in preparing students for global communication. Modern methodologies, particularly communicative and learner-centered approaches, enhance the effectiveness of instruction. Despite challenges such as varying proficiency levels and limited resources, the use of formative assessment significantly improves learning outcomes. By combining innovative teaching methods with continuous assessment, educators can create a dynamic and supportive learning environment that fosters language competence and learner independence.

References:

1. Dell Hymes (1972). J. B. Pride & J. Holmes (Eds.), Sociolinguistics (pp. 269–293). Harmondsworth: Penguin.
2. Henry Widdowson (1978). Teaching Language as Communication. Oxford: Oxford University Press.
3. Robert Lado (1957). Linguistics Across Cultures: Applied Linguistics for Language Teachers. Ann Arbor: University of Michigan Press.
4. Benjamin Bloom (1968). Learning for mastery. Evaluation Comment, 1(2), 1–12.
5. Paul Black & Dylan Wiliam (1998). Assessment and classroom learning. Assessment in Education, 5(1), 7–74.
6. Shahnoza Rustamova (2024). Developing self-assessment competence in EFL learners. Samarkand. According to Rustamova (2024), self-assessment plays a key role in developing learner autonomy.