

## **Short-bio:**

Azamat Akbarov is a Professor in Applied Linguistics and the Rector's Advisor on strategic development at Mamun University in Khiva, Uzbekistan. He has cross-linguistic expertise, having worked in French, Turkish, Russian, Korean, Bosnian/Croatian/Serbian, and Uzbek as well as English, and understands the practical issues involved in teaching and learning different languages and transferring research ideas from one language to another. He is the Chairman of the International Conference of Foreign Language Teaching and Applied Linguistics (FLTAL), Editor-in-Chief of J-FLTAL journal, and Chairman of the Silk Road Research Academy. He is organizing many international conferences, symposiums, forums, and round tables involving different international universities and institutions. He used to work at universities in Uzbekistan, South Korea, Kazakhstan, Sweden, Bosnia and Herzegovina, and Turkey. He participated in Erasmus+ programs organized at universities in Slovenia, Romania, Poland, Italy, Turkey, the Czech Republic, the UK, France and Sweden.

## **Topic:**

### **21st Century Language Learning and Teaching**

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**Abstract:** The methodology of teaching foreign/second languages is a system of knowledge about the rules of the process of teaching a non-native language and about ways to influence this process in order to optimize this process. The methodology of teaching a foreign language (FL) reveals and substantiates the rules of teaching a foreign language. Historically, two functionally different methods have developed: general and specific methods. The general methodology, as a rule, is devoted to the study of the patterns and features of the process of teaching a foreign language, regardless of what foreign language we are talking about. Thus, the principles of selection of educational material, the relationship between oral and written speech at various stages of the lesson, etc. will be the same under equivalent learning conditions for any of the languages studied in secondary schools.

However, knowledge of the general principles of teaching a foreign language turns out to be insufficient when the instructor is faced with the specific features of a particular foreign language. Thus, the methods of mastering Continuous verbal forms are specific only to the English language, cumbersome patterns of composition, the declension of nouns and adjectives are characteristic of the German language, and the methods of forming numerals, the use of diacritics, abbreviation of the article, and the presence of the partitive article are characteristic of the French language. Significant differences are observed in phonetics: triphthongs and diphthongs are specific to English, and nasal vowels are specific to French. As experience and practice show, the language instructor needs to develop and implement such techniques, methods, and forms of teaching that contribute to the rapid mastery by students of relevant specific phenomena in a particular foreign language.

Thus, a private methodology examines the teaching of those linguistic and speech phenomena that are specific to the particular foreign language being studied. General and specific methods are interconnected. The general methodology is enriched based on the experience of private methods. In turn, the laws of the general methodology are reflected in the particular one. Item methods of teaching foreign languages - this is the knowledge accumulated about the object, a numerous theory that models the learning process; These are the rules of the learning process of a foreign language. The basic concepts that form the foundation of the methodology include process, goals, content, principles, methods, techniques, means, and organizational forms of training. I will elaborate on the above-mentioned phenomena with the modern characteristics of the 21st-century instructor. What they should do within the classroom and what is not recommended?

**Keywords:** SLA, motivation, linguistic properties, modern classrooms