

Foreign Language Teaching Methodology

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ABSTRACT

In today's developing world, language learning is not just an interest but an important requirement for every mature person. In particular, learning foreign languages is one of the most important directions of human society; it is an important aspect that eliminates countless misunderstandings during life and introduces the future world. As the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, said, "It's time to establish a new system of teaching foreign languages in our country, which will be a solid foundation for the future. Since we have set ourselves the goal of building a competitive country, from now on, graduates of lyceums, colleges, and higher educational institutions must be fluent in at least two foreign languages. This strict requirement should become the main criterion for the activity of the head of every educational institution." Since the importance of learning foreign languages is emphasized, it is necessary to have and work with specific facts and methods on this subject. In this article, the methods of teaching a foreign language and their tasks, the advantages of learning foreign languages, and what methods should be used in the process of language teaching are discussed in detail.

Introduction:

The subject of the **methodology** is the process and methods of education through the subject of a foreign language, the science of teaching a foreign language, the study of teacher and student activity is considered the subject of the methodology.

Knowledge of languages, especially multilingualism, is of great importance in our time of increased international relations. Pupils and students studying in our country usually learn three languages. These languages are referred to by special names. These are: **mother tongue, second language, and foreign language**. The mother tongue is the first language that plays a special role in the formation of thinking. When talking about the second language, it is considered as the language of brothers and neighbors of other nationalities.

The demand for learning the Chinese language in our country is growing rapidly day by day. One of the main reasons for this is the development of relations between Uzbekistan and China. Therefore, the number of educational institutions where Chinese language is taught in our country is also increasing. As long as the number of such centers of learning is increasing, it means that these places of learning should not only have a deep knowledge of the Chinese language, but also have advanced teaching methods, are familiar with modern pedagogical technologies, and use modern interactive methods in classes. The important issue of providing experienced teaching staff who can apply should be one of the main issues in the higher

education system. The teachers, first of all, should know the subject they teach well. Teachers cannot be successful if they do not know the subject they are teaching.

Methodology:

A foreign language is the language of a foreign country. Western European languages (English, Spanish, German, French) and Eastern languages (Arabic, Turkish, Persian, Chinese, Indian) are taught in our republic. These languages are included in the educational programs of educational institutions. The process of teaching all three languages is different. The mother tongue and the second language are learned in natural conditions, and the foreign language is learned in an artificial environment.

Communication in a foreign language is mainly carried out in the classroom under the guidance of the teacher. Among the three languages, learning and teaching a foreign language differs sharply in certain aspects. This, in turn, requires the use of appropriate technology for teaching a foreign language. A foreign language teacher thoroughly mastering the achievements of the methodical science, he knows exactly the standard of the student's language experience and achieves its further improvement. Effective teaching of foreign languages requires knowledge of its methodology.

The main concepts of methodology are method, principle. The concept of methodology is derived from the Greek-Latin word "methodos"-"methodus" and means ways and methods leading to a certain goal. The narrow and broad meaning of this term can be found in various literature. The term "Methodology" in a narrow sense refers to the concept related to the specific teaching process of education. It is interpreted as a guided learning process that includes instruction related to lesson planning and preparation of learning materials. The term "method" broadly refers to the selection, classification, and distribution of instructional material.¹

Learning foreign languages is not only a means of intellectual education, but also a process of personality formation by getting to know the educational resources and values of a foreign culture and applying them in one's own cultural life. Psychologists have a different attitude to the methodology of teaching a foreign language. Professor V.A. Artemov expressed a valuable opinion about the interdependence of methodology and psychology. According to him, psychology provides material for methodology. Methodology studies how the teacher conducts the lesson. Psychology deals with how students learn this subject. However, I cannot fully agree with this opinion. Because the teacher in the process of teaching, and the student in the period of mastering certain mental processes and situations, whether he wants it or not, faces the laws of psychology and is influenced by them.

A deeper study of the literature on the history of methodology shows that some researchers call methodology an art. They usually refer to the French Methodist Penlach's view that there are no "good" or "bad" methods, only "good" or "bad" teachers. People who have such an opinion can be answered with the thoughts of the German Methodist E. Otto in 1924: "If someone considers methodology to be an art, he confuses the theory of science with its practical application." Each discipline has its own concepts.²

The method of teaching a foreign language means a set of activities of a teacher and a student that ensures the achievement of the practical, general educational, educational and developmental goals of teaching a foreign language. The term "method" is used in the meanings of "set of educational methods" and "educational direction". Among the main concepts adopted in the foreign language teaching methodology, the following can be included: educational

¹ www.ziyonet.uz

² www.ziyonet.uz

system, educational method, educational principle, educational tool, methodical method.

Results:

The methodology of teaching foreign languages developed in harmony with didactics. We all know that the teaching of theories of all academic subjects is based on the science of didactics and receives scientific nutrition from it. Teaching a foreign language is also based on didactics. The general theory of didactic education, methodology is considered as a science of teaching a specific subject, linguodidactics is a general theory of language teaching, and linguomethodology is a science of teaching a specific language. The term "method" means the method of work of the teacher-pedagogue and the student with the aim of acquiring knowledge, skills and abilities, creating worldview and knowledge opportunities in students. This concept has countless definitions.

The history of the methods was written by the well-known Methodist professor I.V. Rakhmanov. The translation method is mainly in two forms, it is called grammar-translation and text-translation methods. From the point of view of the grammar-translation method, a foreign language is studied for general educational purposes. Grammatical exercises are performed in order to develop the logical thinking of the language learner. Grammatical knowledge is the main goal of education. The main principles of this method are as follows:

1. Language learning is based on written speech.
2. Grammar was taken as the subject of study and lexicon was selected accordingly. Grammar exercises were the main modality.
3. First, grammar rules were memorized, and then it was recommended to make sentences based on the rules.
4. The meaning of grammatical forms and words is revealed through literal translation.
5. Language material is mastered by literal translation and dry memorization.
6. Limited to individual memorization of words out of context.

The "communicative didactics" method is also important in the foreign language teaching methodology. Communicative didactics includes:

- concept of open and flexible lesson;
- subject and content are important;
- the main form of work in the lesson;
- conversation and working in groups;
- it is necessary to pay attention to students' activity and creative and free use of language;
- pay serious attention to the exercise based on the principle of understanding the expression of thought;
- study of daily speech communication in a real life situation (dialogue practice);
- It is important to use the language orally and at the same time to understand the original texts.³

Communication is an important condition of human socialization. Here it is necessary to know what pedagogical communication actually is. Pedagogical dialogue is a mutual cooperation between a teacher and a student; it is based on the exchange of information, first of all,

³ www.baidu.com

educational information, helps to understand the partner of pedagogical dialogue, as well as to implement mutual cooperation activities. In this case, information is transmitted verbally, that is, through speech, and non-verbally - through means. In the process of pedagogical communication, the teacher should play the main role, be an example to the students. This is evaluated by his communication culture.

Conclusion:

The methodology of teaching foreign languages as a science has more than 200 years of history. During this period, it can be observed that different attitudes were expressed to the methodology of teaching a foreign language. One of these views is academician L.V. Shcherba. In his opinion, although the methodology of teaching any subject is a subject of study, it is not considered a theoretical science. It solves practical problems. In particular, the methodology of teaching a foreign language does not rely only on the evidence of psychology, but is based on general and special linguistic research. If linguistics deals with the origin of language phenomena and the laws of action, methodology answers the question of what should be done to put the necessary language phenomenon into practice on the basis of these laws.

Learning a foreign language is a multifaceted education, during which a person experiences complex psychological changes. In particular, the process of comparing the mother tongue with a foreign language takes place. Various teaching methods and technologies are used in this process. The use of modern pedagogical technologies, teaching a foreign language in comparison with the native language gives effective results. Teaching a foreign language requires knowledge of its methodology. Methods and technologies are important in the process of learning a foreign language. There are different methods of teaching methodology. The widely used methods in foreign language teaching methodology are: communicative didactic method, method of organizing intercultural dialogue and method of organizing exercises. All three methods are closely related and complement each other. Since the science of methodology is related to the science of didactics, it is based on communicativeness in the process of learning a foreign language and the method of communicative didactics is created.

In the process of applying the method of communicative didactics, the intercultural communication style of the teacher is formed. As a result of learning a foreign language, he learns the culture of a foreign country. "Technology of training" is of great importance in acquiring the necessary knowledge in foreign language education. Practice is the best way to absorb all knowledge. The exercise has a positive result not only in foreign language education, but also in acquiring knowledge in all areas. In it, the effective organization of the lesson, the role of the pedagogue and the role of modern pedagogical technologies are incomparable. It is important to organize the process of learning a foreign language with a communicative approach, to bring the next stage to the level of intercultural communication, and to achieve such results, it is important to pay attention to the last stage, "exercise technology".

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