

Methodology of Teaching a Foreign Language as an Independent Theoretical and Applied Science

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Abstract: The article deals with methodology of teaching a foreign language as an independent theoretical and applied science. The methodology of teaching foreign languages is a system of knowledge about the laws of the process of teaching a non-native language and about ways to influence this process in order to optimize it. The methodology of teaching a foreign language reveals and substantiates the laws 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 in this article.

Keywords: methodology of teaching, foreign languages, native language, different methods, process of teaching.

The study of foreign languages in modern society is becoming an inseparable component of the professional training of specialists of various profiles, and the successful resolution of issues of professional growth and expansion of contacts with foreign partners largely depends on the quality of their language training.

Consequently, the school is designed to provide a certain level of proficiency in a foreign language, which could allow it to be continued during university and postgraduate education, as well as independently. The success of teaching largely depends on the work methodology of a foreign language teacher, on his ability to use various modern methods in the context of solving specific educational problems.

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 Western European languages studied in secondary schools in our country. However, knowledge of the general principles of teaching a foreign language turns out to be insufficient when the teacher 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, a teacher needs to develop and implement such techniques; methods and forms of teaching that contribute to students' rapid mastery 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. The subject of the methodology of teaching foreign languages is the knowledge

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accumulated about the object, numerous theories that model the learning process; These are the laws 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. The basic categories of methodology are considered to be: Method as a system of purposeful actions of the teacher, on the one hand, and educational actions of students, on the other. A technique is an elementary methodological action aimed at solving specific problems at a certain stage of the lesson. The method is implemented in a system of techniques. The communicative-oriented teaching method is implemented in the following techniques:

- Method of role-playing communication
- Technique for developing students' orienting ability
- Techniques for teaching speech interaction
- Techniques for systematizing speech knowledge
- Techniques for deepening and expanding content
- Increasing the intensity of independent work
- Techniques for stimulating speech and thinking activity using TSO means.
- Methods of standardized control.

Approach is a general starting position from which the researcher considers most of his other positions. The question of the relationship between method and approach remains debatable. Domestic methodologists and most foreign researchers believe that the approach to teaching plays a fundamental role and is the dominant idea on which the new method is built. The method and approach are interrelated and interdependent, and are characterized by constant interaction. Researchers unanimously express the opinion that there is no absolutely correct and effective method for all learning conditions and come to the conclusion that it is necessary to combine various approaches, principles and elements of various methods, taking into account the specifics of learning, since what is effective in one setting may have completely the opposite result in other learning conditions.

A principle is a guiding idea. It is customary to distinguish the following general didactic, general methodological, and particular methodological principles. K.V. Minyar-Beloruhev in his research identifies the following teaching principles: the principle of a differentiated approach, the principle of managing the learning process, the principle of identifying specific guidelines, the principle of an integrated approach to motivation in teaching a foreign language. The learning goal is what we strive for in the process of teaching a foreign language; it is an ideally planned result [3].

First, the learning goal is set, only then the methodology is developed. The learning goal is closely related to the learning conditions, since without them its achievement is impossible. Learning conditions are the circumstances under which learning occurs. Teaching aids are tools of the educational process, with the help of which the set goals are achieved more successfully and in a short time. Teaching aids include: textbook, workbook, tape recorder, cards. All of the above categories serve the training system - a universal model of the educational process that corresponds to a certain methodological concept. The training system is a complete set of components corresponding to a specific methodological concept; it determines the goals, content, principles, methods, techniques, methods, means, forms of organization of training and, in turn, is determined by them [2].

The system of teaching a foreign language is based on the principles of the universal connection and interdependence of the phenomena of reality, the integrity of the continuously developing world and the systematic reflection of our knowledge about it. The integrity of the system is ensured by the diverse connections between its elements and their interaction during the functioning of the system. In relation to teaching foreign languages, it is advisable to consider the concept of a system at two levels: at the level of the most significant phenomena and processes that determine the starting points of the methodology for teaching foreign languages; at the level of the pedagogical process, that is, the



activity of the teacher and students, mediated by the educational complex, which determines the final result - a certain degree of learning.

The methodology of teaching foreign languages is associated with a number of other sciences - basic and related. Basic sciences include philosophy, pedagogy, psychology, psycholinguistics, linguistics, communication theory, etc. Data from related sciences are used by the methodology as a means of ensuring the effectiveness and reliability of their research.

The connection with linguistics is important and necessary for the methodology. The subject of training is teaching speech activity using language material. Linguistics describes the basic systemic properties of a particular language, formulates them in rules that are actively used by the methodology in the development of specific teaching models. The technique is closely related to psychology. The methodology uses data from psychological science about the peculiarities of perception when teaching a foreign language, the role of thinking and its connection with language, the relationship between the conscious and unconscious (a combination of voluntary and involuntary attention, awareness and imitation), the formation of skills and abilities, the motivation of learning activities, etc. In its provisions, the methodology is based on the research of L.S. Vygotsky, S.L. Rubinshtein, A.N. Leontiev, in which the theory of activity is developed, in particular mental activity, draws on data on problems of memory, the formation of speech skills, speech mechanisms, takes into account the theory of attitude, etc.

Scientists who devoted their work to developing issues of teaching a foreign language made a great contribution to the development of the methodology. Thanks to V.A. Artemova, B.A. Belyaev and other psychologists is that they not only approved speech as an object of learning, but also gave a psychological justification for the need to teach speech in all forms in a foreign language.

Based on general psychology, pedagogical psychology, and the psychology of teaching a foreign language, the methodology draws from them data on the psychological characteristics of speech, oral and written speech, external and internal. It is an undeniable fact that, using general psychological concepts of the formation of skills and abilities in activity, the methodology clarifies them on the material of its own subject and enriches the general psychological theory of activity with such specific categories as speech skill, speech ability. Consequently, the connection between the methodology and psychology should be understood not as the elementary use of psychological theory by the methodology, but as a bilateral dialectical relationship that contributes to the mutual clarification, addition and enrichment of the theories of both sciences. Important for the methodology are connections with psycholinguistics, which has developed at the intersection of psychology and linguistics and studies the mechanisms of speech generation (expression of thoughts) and speech recognition (speech understanding). Knowledge of the mechanisms of speech activity is of particular importance for the correct construction of the educational process, because teaching a language is teaching speech activity.

The contribution of psycholinguistics to the methodology of teaching a foreign language boils down to the following provisions: language teaching involves the development of speech activity; since in teaching foreign languages its communicative function acquires special importance, therefore the situational nature of speech and the presence of corresponding situations are taken into account; exercises should represent a task, the solution of which develops the student's skills, while at the same time activating his mental activity; In order for speech activity to interest students, motivation is necessary. A special place belongs to didactics, which, together with methodology, have a common object of study - the educational process. The difference lies in the fact that didactics studies this process as a whole, while methodology studies it in relation to a specific academic subject.

The nature of the connection between these sciences can be defined as the relationship of the general theory to the particular form of its implementation on the material of a specific subject. This connection is manifested in the commonality of the main categories that make up the conceptual apparatus of both sciences, and can also be traced in their basic teaching principles. The research methods are also the same. This does not mean, however, that in relation to didactics, methodology is



only an applied discipline; it is an independent pedagogical science. Moreover, the methodology of teaching foreign languages opens up opportunities for expanding the base of didactics, the theoretical provisions of which were developed mainly on the basis of research into teaching the basics of science, i.e. the focus is on the cognitive activity of students. Methods of teaching foreign languages study the patterns of communicative and cognitive activity of students. The methodology solves not only the problems of teaching, but also the problems of education by means of a foreign language, which is not included in the range of problems studied by didactics.

The methodology of teaching foreign languages is not limited to connections with these basic sciences, but uses the knowledge and methods of other, so-called related sciences. The general outlines of the learning process can be presented in terms of cybernetics, a science whose subject is control processes occurring in complex dynamic systems.

Cybernetic analysis of pedagogical phenomena contributes to a clear identification of interconnected links and conditions of the pedagogical process, and makes it possible to introduce elements of programmed teaching into the teaching of foreign languages. Programmed methods solve the problem of optimizing the management of the educational process. The use of statistical analysis methods contributes to increasing the scientific level of the methodology. The use of methods of mathematical statistics, mathematical linguistics, and information theory makes it possible to solve issues of rationalizing the process of teaching foreign languages. Reliance on basic and related sciences is the most important condition for increasing the scientific level of the methodology. One of the important tasks of theoretical methodology is the scientific synthesis of basic and related sciences in their dialectical unity and their use in a transformed form, taking into account the goals, stages, and conditions of training.

The following problems are identified for the methodology:

- definition of a foreign language as an academic subject;
- study of the teacher's activities (development of forms, methods, teaching techniques);
- studying the student's activities (checking the effectiveness of the techniques used, studying the student's development);
- Establishment of specific laws, determination of the scope of the laws of sciences related to the methodology and identification of their specific refraction in the methodology.

It is obvious that the process of learning foreign language speech is extremely multidimensional. Motivation in learning a foreign language is an internal driving force that makes a person spend time and effort on learning a foreign language. Foreign languages are becoming one of the main factors in both socio-economic and general cultural progress of society. Learning motivation can be divided into positive and negative.

Thus, the construction "if I learn English, I will get an excellent result in the exam" is a positive motivation. However, the construction "if I learn English, I will pass the exam and will not be expelled" is negative. Motivation can also be divided into extrinsic and intrinsic. External motivation is not directly related to the content of the subject, but is conditioned by external circumstances (being an excellent student in all subjects, the student tries to get "excellent" in a foreign language - an external positive motive; a student studies a foreign language out of fear of strict parents or teachers - an external negative motive).

Extrinsic motivation comes in two varieties: broad social motivation and narrow personal motivation. External motivation "of the learning process is associated with a rather acute sense of civic duty to the country, to dear, close people, and is associated with the idea of learning as a road to mastering great cultural values, with the idea of learning as a path to fulfilling one's purpose in life." Narrow external motivation determines the attitude towards mastering a foreign language as a way of self-affirmation, and sometimes as a path to personal well-being. Internal motivation is not related to external circumstances, but directly to the subject itself. It is also often called procedural motivation. Types of



internal motivation: motivation associated with the future development of the individual; communicative motivation; motivation generated by the educational activity itself.

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