



METHODOLOGY OF TEACHING FOREIGN LANGUAGES

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ABSTRACT: - This article talks about the methodology of foreign language teaching, the history of its development as a science, the types of modern methods used in the methodology of foreign language teaching and their use.

KEYWORDS: Methodology, innovation, foreign language, communication, skills, competence, didactics, intercultural communication.

INTRODUCTION

Modern educational development has given rise to a new direction of innovative pedagogy. Innovative means "introduction (dissemination) of innovation" in English. The socio-psychological aspect of innovation was developed by the American researcher E. Rogers. He studied the classification of the participants of the innovation process, their attitude to the innovation, and others. Concepts of novelty and innovation are mutually different in scientific directions. "Innovation" means a tool, new method, methodology, technology. "Innovation" is a

process that develops according to certain stages of education. The development of world science is growing and developing day by day. It is this positive development that has had an impact on our country. Advanced innovative technologies are being applied to our world of science. As a result of this, the President named this year as the "Year of Youth Support and Public Health", which increased the responsibility of the youth of our country. It would not be wrong to say that the wide application of advanced, modern innovative technologies in the fields of education has opened the door to many

"METHODOLOGY OF TEACHING FOREIGN LANGUAGES"

opportunities and goals for young people learning foreign languages.

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 curricula of educational institutions. The process of teaching three languages is different. The mother tongue and the second language are learned in a natural environment, and a foreign language is learned in an artificial environment. Communication in a foreign language mainly takes place 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 foreign language teaching technology. By carefully mastering the achievements of the methodical science, the foreign language teacher will be able to clearly know the standard of language experience of the student and to improve it further. Effective teaching of foreign languages requires knowledge of its methodology.

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. The main concepts of methodology - method, method, principle. Didactics - what do we teach? is the content of teaching. Methodology - how do we teach? means educational methods and methods. Method - the concept of methodology is derived from the Greek-Latin word "methodos-"methodus" and means ways, methods leading to a certain goal. It is possible to find narrow and broad meaning of the term in different literature. The term "Methodology" in a narrow sense means the

concept related to the concrete lesson process of education. It is interpreted as a controlled teaching process that includes instructions related to lesson planning and preparation of teaching materials. The term "method" broadly refers to the selection, classification and distribution of teaching materials. "Didactics" and "methodology" have been used in the narrow sense in the Federal Republic of Germany since the 1960s. Accordingly, what is the content of didactic education taught? Methodology, how are educational methods taught? He deals with his issues. Learning foreign languages is not only a means of intellectual education, but it is a process of personality formation by getting to know the educational resources and values of a foreign culture and applying them to one's own cultural life. In Europe, the study of foreign languages has long been considered a privilege in higher education, and in public schools it is seen as educating the privileged few. Foreign language teaching methodology as a science has more than 200 years of history. During this period, it can be observed that different attitudes towards foreign language teaching methodology were expressed. One of these views belongs to academician L.V. Shcherba. In his opinion, although the methodology of teaching any subject is a science, it is not considered a theoretical science. It solves practical issues. In particular, the methodology of foreign language teaching does not rely only on the evidence of psychology, but is based on general and specific linguistic studies. If linguistics deals with the origin and laws of movement of language phenomena, the methodology answers the question of what should be done in order to use the necessary language phenomena in practice based on these laws. The most valuable books on methodology are also written by linguists. The concept of "language technique". The terms "reading technique" and "writing technique"

"METHODOLOGY OF TEACHING FOREIGN LANGUAGES"

are often found in written sources devoted to language teaching methodology and in the daily conversations of teachers. relationship with the sound, and the writing technique refers to the spelling rules of the letter. Among these terms, synonyms such as "reading rule" and "writing rule" are used. To these two methodological terms, add "pronunciation technique" In other words, it can also be called the "articulation rule". Thus, when acquiring language material, one is busy with mastering speaking (pronunciation), reading and writing, and combining all three, the single term is " It is called "language technique". Language materials (vocabulary, grammar, pronunciation) are used in speaking and listening (listening-pronunciation), reading (reading, i.e. letter-sound) relation) and in writing (y loss) rules are language techniques. Language material, on the one hand, is the phenomena that exist in real reality, because of which it is possible to speak, hear, see and write with the help of senses, and on the other hand, it is possible to comprehend and understand in speech activities. The first is the technique of language material, and the second is expressed as a factor of expressing thoughts in oral and written speech or perceiving and understanding the thoughts of another person. Thus, oral dialogue and monological speech are composed of sounds (phonemes), while written speech includes letters (graphemes). The phoneme-grapheme relationship in them creates a set of reading rules.

Foreign language rule. Rules in mother tongue and second language education acquire a systematic (integral) linguistic content. Because the practical learning of the language in a natural environment and the amount of time (hours) allocated to it create an opportunity to give perfect rules. The conditions of foreign language teaching (artificial environment and limited hours)

make the problem of simplifying and reducing the number of rules transverse. Language unity, on the one hand, is perceived with the help of senses, on the other hand, it is realized only as a product of thinking, as a result of a logical process. It is known from the theory of speech activity that the content of the activity is made up of actions (academic Aleksey Nikolayevich Leontiev). The action of the subject consists of orientation (guide) and executive parts. E.g. acquisition of grammatical movements means the formation of automated skills in the grammatical formation of speech (scientific discovery of Prof. Valentina Samoylovna Setlin). Movement, in turn, is made up of operations. Operation is a means of action. The operating system is a model of action, an algorithm for its execution. It is not appropriate to confuse a rule with an algorithm in language teaching methodology. By an algorithm, we understand a clear instruction to perform simple operations in a certain sequence. Every algorithm is a rule, but every rule is not an algorithm. It is better to call a set of instructions or generalizations that are usually used in the process of forming spoken grammatical skills by the name of a rule.

The goals of foreign language education have been widely discussed in methodological literature. By the second half of the sixties of the last century, the terms of practical, educational and educational goals were interpreted in accordance with the requirements of the time. An in-depth analysis of this concept-term was made by one of the prolific Methodists, prof. Done by Galina Vladimirovna Rogova³. Thus, a foreign language is taught for four purposes. The first - practical purpose - priority. The practical purpose of teaching a foreign language. The term "practical" methodology has caused more than one association among teachers and evokes concepts of different sizes and

shapes. There are also misconceptions such as conducting the practice as "oral speech" or "speaking". There is also a correct general definition of learning a foreign language, understanding the speech of others and expressing one's own opinion. The ultimate goal of learning a foreign language in a practical way in the secondary education course is to get information by reading. Graduates of schools, lyceums and colleges, as a final goal, master the type of speech activity in a foreign language, such as reading. The intermediate goal is different.

The term goal in foreign language methodology can be explained as follows. In order for the type of speech activity to receive the status of a goal, first of all, it must have its own educational content (speech topic, speech skills, language material), secondly, the language material must be studied in this type of speech activity, and thirdly, it must be the main part of time and effort is spent, and finally, fourthly, most of the exercises must be done in this type of speech activity. E.g. speaking is taught on the basis of a special topic and language material in the first stage, and reading has exactly such a position in the upper grades. Speaking topics and lexical-grammatical material of the elementary period are repeated and strengthened in reading and writing. The study of the components of the content of foreign language teaching is one of the important theoretical researches. The parts of the teaching content are decided depending on the teaching goals. The goal usually determines the content, that is, if the content is a learning-methodical event that is mastered during education, its product leads to the goal to be achieved. The practical goal of foreign language teaching (acquiring types of speech activity) is solving methodological puzzles, such as the use of specific language material and the setting of clear limits on the

participation of language units in the formation of speech skills and competences. A brief critical analysis of similar tomological approaches, which are considered to be contrary to the interests of the methodology and scientifically unacceptable, is required. We will focus on them below. It is easy to justify not including the text in the teaching content. Speaking topics are taken into account by their content, that is, the information derived from the topic. A subject approximates, but does not contain, the information, it is a general indicator for the information. Oral and written texts are created on the topic. Information is given or received in the text. So, information is the content of the text, and the text is the manifestation of the subject. In short, "Topics" are included in the educational content, the text and the information obtained from it are derivatives. The subject is the cause, the text is the effect, in turn, the text is the cause, and the information is the effect. The conclusion is that the topic is included in the content of foreign language teaching as an important component.

Taking into account the stated scientific and methodological opinions, it should be noted that the content of foreign language teaching consists of "speech topics", "speech skills" and "language material". So, the teaching content is a methodological concept with three (subject, skills, material) content. The three-component teaching content is created by the Methodist scientist in his creative activity, the teacher teaches it to the students in practical activities in the educational conditions, and the students learn it with the help of the textbook under the guidance of the teacher. The concept of the content of foreign language teaching can be defined as follows: a methodical event designed to ensure the formation of speech skills by using foreign language units within certain topics. Parts of

the teaching content are discussed in detail in the following paragraphs. The content of education can be general and private. The subjects, skills and minimum language materials for secondary schools of our country are selected according to scientific and methodical criteria. Depending on the allocated hours, the subject, qualification and language material for one or another republican school will be changed in quantity, which is called compression in the language of methodology. It is better to call such a methodical event, which is carried out according to the conditions of foreign language teaching, organizational compression. In methodological sources (Jalalov J., 1987) the name quantitative compression (quantitative selection) is given, this concept can be defined as follows: activities and result of selection of teaching content according to the purpose of foreign language education. In addition, easy and difficult parts of the general minimum are distinguished according to the students' language experience. The process of distribution of educational material is also taken into account. Such methodical measure, which is called reduced (qualitative or quality) compression, is considered as a process and product of re-selection (separation) of educational material that requires special attention and effort for students of this school. Within the language material, the content of teaching lexicon, grammar, and pronunciation is separated.

Summarizing the knowledge of modern language teaching science, the following definition can be recommended: "Language education" means monolingualism, bilingualism, and multilingualism is understood as the scientific field of teaching polyglossia. According to this definition, which language, under what conditions, what language education, regardless of its purpose

and how it is taught generality is shown in the laws. E.g. to speak to develop listening, reading, and writing skills does not depend on the status of the language. These speech activity type mother tongue, second and foreign language learning is obvious to everyone. Language speech skills and language theory on educational subjects is studied. Point of ratio of practical skills and theoretical knowledge all three are sharply different from each other. In mother tongue abstractions in the status of rules as foundations of linguistics is given. Importance of speaking in a second language (Uzbek or Russian). seems to be reinforced than the theory, but so are the rules not less. In a foreign language, the rule (abstract) is practical, they are guidelines for skill formation. The rule

and in terms of the proportion of speech, mother tongue education also requires deep scientific and methodological research.

The method and the criteria that make it up are unique its application depends on the educational conditions. But in educational institutions

it is not that the lessons are taught with separate methods, this. Methodological methods are also interpreted differently. As circumstances require, e.g. working with a high school choir (especially at the primary stage) occupies a large place, higher education and in his country he is taught to work more alone. For practical and theoretical education of the conscious-comparative method the application of different forms is the basis of the classification of this method is the primary measurement (used in the Methodology the concepts of active method, conscious-practical method and communicative method have not yet been fully resolved remains a controversial scientific problem).

So, according to "considering language experience", which is one of the conscious-comparative methods, "two or comparing units of three languages" is used. In short-term courses, audiovisual methods are also used can be used. Only some of its elements are used in the university.

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