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## METHODOLOGE, METHOD AND THEIR VALUE ON TEACHING FOREGIN LANGUAGES

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## МЕТОДОЛОГИЯ, МЕТОД И ИХ ВАЖНОСТЬ В ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

**Annotation.** This article is about investigating and teaching methods concerning to the principles of using by teachers to enable student learning. In order to learn any language efficiently, methods are important on teaching. There are different types of methods and they have own position in teaching languages. For instance, direct method of teaching, which is sometimes called the natural method, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. Teaching methods, learning styles are considered one of the main features of efficiency. The term **teaching method** refers to the general principles, pedagogy and management strategies used for instruction. According to the article the choice of teaching method depends on what fits educational philosophy, classroom demographic, subject area(s) and education mission statement.

*Key words: Empty vessels, hermeneutic aspects, particular teaching method, proper equivalent, human advancement, educational philosophy, teaching system.*

**Formulation of the problem:** The main role of teaching methods in improving the culture and the science of students is the problem of our society. Language is the bridge of relationship and trade. In this case linguists should study, create new teaching methods for learners and approach as a professional educator, teacher. Presently scientific researchers are vital progress on each sphere. Conditions of reforming of all education system the question of the world assistance to improvement of quality scientific-theoretical aspect of educational process is especially actually put. As a President Shavkat Mirziyoyev Miromonovich has declared in the program speech “We build jointly Independent, Profuse and Democratic Uzbekistan State”: “...we mobilize our states and societies all power and opportunity to reach out young generation’s actuality and great purpose and to achieve success as a high intellectual spirituality and independent thinking”. The effect and destiny of our reforms carried out in the name of progress and the future, results of our intentions are connected with highly skilled, conscious staff, the experts who are meeting the requirements of time [10, p.14]

**Analysis of recent research and publications:** Issues related to the description in teaching languages, practice of using different methods, the type of methods and effectiveness of a teaches approach were

considered in the works of *N. S.Hemavathi , Muthuja, Babu, Reimann, Andrew, Felder, Richard, Harmer, Jeremy, Lozanov, Singh, Y. K.*

**The statement of objectives of the article:** The aim of our article is to identify appropriate teaching methods which can be used while teaching languages for foreign learners.

**Statement of the main material:** In fact, nowadays the demand to the teaching of foreign languages is increased day by day. Because language is the bridge of relationship and trade. In this case linguists should study, create new teaching methods for learners and approach as a professional educator, teacher. Presently scientific researchers are vital progress on each sphere. That’s why scientific articles are considered as good ways in order to study subjects. The followed article also is based on scientific materials and experiments.

As we know, Methodology is wide subject, includes methods and teaching approaches. In order to learn any language efficiently, methods are used on teaching. Each method has got own peculiarities and they are necessary while teaching foreign languages. In additional, it can improve acting accurately on learning, translating, understanding, analyzing. It is value to say that knowing other languages deeply gives a chance for speak colorful and vivid.

A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn. In today's teaching system the trend is that it encourages a lot of creativity. It is a known fact that human advancement comes through reasoning. This reasoning and original thought enhances creativity. The approaches for teaching can be broadly classified into teacher centered and student centered. In Teacher-Centered Approach to Learning, Teachers are the main authority figure in this model. Students are viewed as "empty vessels" whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. There are different types of learning styles, according to them choosing appropriate teaching language method can be advantageous. If learner can remember easily new vocabulary with kinesthetic material or visual aids, teacher should use different types of methods in the lesson. First of all students' knowledge of language should be defined and the results of competence skills of language can analyze students' level of knowledge Student learning is measured through objectively scored tests and assessments. In Student-Centered Approach to Learning, while teachers are the authority figure in this model, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessments are connected; student learning is continuously measured during teacher instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. There is no doubt that the interest for learning languages is enhancing day by day. Teaching methods, learning styles are considered one of the main features of efficiency. The term **teaching method** refers to the general principles, pedagogy and management strategies used for instruction. The choice of teaching method depends on what fits educational philosophy, classroom demographic, subject area(s) and education mission statement [1, p.9]. Teaching theories can be organized into four categories based on two major parameters: a teacher-centered approach versus a student-centered approach, and high-tech material use versus low-tech material use. There are different types of methods and they have own position in teaching languages. For instance, direct method of teaching, which is sometimes called the natural method, and is often (but not exclusively) used in teaching foreign

languages, refrains from using the learners' native language and uses only the target language. It was established in England around 1900 and contrasts with the grammar–translation method & Bilingual method of teaching and other traditional approaches, as well as with C.J.Dodson's bilingual method[2,p.13]. Direct method in teaching a language is directly establishing an immediate and audio visual association between experience and expression, words and phrases, idioms and meanings, rules and performances through the teachers' body and mental skills, without any help of the learners' mother tongue. [3, p.68] Aims of Direct method:

1. Direct method of teaching languages aims to build a direct way into the world of the target language making a relation between experience and language, word and idea, thought and expression rule and performance.

2. This method intends for students to learn how to communicate in the target language.

3. This method is based on the assumption that the learner should experience the new language in the same way as he/she experienced his/her mother tongue without considering the existence of his/her mother tongue [4, p.87]

The audio-lingual method is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which postulates that certain traits of living things, and in this case humans, could be trained through a system of reinforcement. The correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback. This approach to language learning was similar to another, earlier method called the direct method. [6, p.21-31] Like the direct method, the audio-lingual method advised that students should be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar. Applied to language instruction, and often within the context of the language lab, it means that the instructor would present the correct model of a sentence and the students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In audio-lingualism, there is no explicit grammar instruction: everything is simply memorized in form. The idea is for the students to practice the particular construct until they can use it spontaneously. The lessons are built on static drills in which the students have little or no control on their own output; the teacher is expecting a particular response and not providing the desired response will result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching. Suggestopedia is a teaching method developed by the Bulgarian psychotherapist Georgi Lozanov. It is used mostly to learn foreign languages. The theory applied positive suggestion in teaching when it was developed in the 1970s. However, as the method improved, it has focused more on "desuggestive learning" and now is

often called "desuggestopedia". Suggestopedia is a portmanteau of the words "suggestion" and "pedagogy". A common misconception is to link "suggestion" to "hypnosis". However, it intends it in the sense of offering or proposing, emphasizing student choice. Physical surroundings and atmosphere in classroom are the vital factors to make sure that "the students feel comfortable and confident", [8. P,30] and various techniques, including art and music, are used by the trained teachers. The lesson of Suggestopedia consisted of three phases at first: deciphering, concert session (memorization séance), and elaboration.

The teacher introduces the grammar and lexis of the content. In most materials the foreign language text is on the left half of the page with a translation on the right half, i.e. meanings are conveyed via the mother tongue not unlike the bilingual method. In the active session, the teacher reads the text at a normal speed, sometimes intoning some words, and the students follow. In the passive session, the students relax and listen to the teacher reading the text calmly. Music is played in the background. The students finish off what they have learned with dramas, songs, and games.

The communicative approach is the most widely used and most widely accepted approach to classroom-based foreign language teaching today, and in many ways, is a culmination of those approaches and methodologies that appeared before. It emphasizes the learner's ability to communicate various functions, such as asking and answering questions, making requests, describing, narrating and comparing. Task assignment and problem solving—two key components of critical thinking—are the means through which the communicative approach operates. Unlike the direct method, grammar is not taught in isolation. Learning happens in context; detailed error correction is de-emphasized in favor of the theory that students will naturally develop accurate speech through frequent use. Students develop fluency through communicating in the language rather than by analyzing it. A communicative classroom includes activities through which students are able to work out a problem or situation through narration or negotiation, and thus establish communicative competence. Thus some activities might include composing a dialogue in which the participants negotiate when and where they are going to eat dinner, creating a story based on a series of pictures or comparing similarities and differences between two pictures. **Computer Assisted Language Learning (CALL)** — there are a number of commercial products which are generally used by independent language learners. These fall under the CALL method, though some—with careful preparation—have been used in tandem with traditional classroom instruction. [ 9, p.66]

**Reading Method** — sometimes graduate students or researchers will only need to learn how to read scholarly articles in a language, so they learn through the Reading Method, where enough grammar is taught to make it through a standard article in their field. Students do not work on speaking or listening

comprehension; rather, they concentrate on building up a large reservoir of specialized vocabulary. No one can ignore the need and the value of methods for teaching foreign language or even as a second language. Learners are different in their needs. Some students learn visually, others orally; others have shorter attention skills and all come from different backgrounds. To meet all their needs, it is necessary to use a wide range of methods. Some methods teacher may do with the help of different resources or create them by alone based at teaching experience. Teaching foreign Language is vital, since in order to develop society, as language is main means of conduct among people.

**Statement of the main material:** Methods can discover new path to learn foreign language and improve learner's skill. It is vital to remark that teachers and learners can't be enriching their goal with methods. Methods are opportunity, efficiency and key of improvement of position of language in society. Each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in a set sequence. Each method has a different focus or priority. Clearly, one of the aims of any methodology in foreign language teaching is to improve the foreign language ability of the student.

All in all, we can say that there are lots of different kinds of methods that can be used while teaching foreign languages. Those methods are connected with language skills, that are Listening, Speaking, Reading and Writing. Remarkable methods are considered as key of learning languages effectively.

#### GLOSSARY:

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2. <http://inlingua.com>
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