

FEATURES, MEANING, CHARACTERISTICS OF METHODS AND USED IN TEACHING FOREIGN LANGUAGES

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Abstract: *This article examines the concepts, essences, characteristics, and teaching methods of various methods and methods used in teaching foreign languages.*

Key words: *foreign language, methodology, grammar, materials, reading, writing, listening, speaking, translation method, correct method, mixed method, comparative method.*

Law of the Republic of Uzbekistan "On Education" and personnel training

The national program places high demands on specialists receiving higher and secondary specialized education. In particular, students' thorough learning of languages and acquisition of speaking skills, and achievement of written literacy are recognized as urgent tasks. At this point, it is envisaged that the university students who are preparing to teach English will master the English language themselves. After all, learning the language at the level of demand is the foundation of the effective organization of the activities of future pedagogues. Along with the formation of professional oral and written speech, it is also important to ensure the student's interest in language learning methodology.

The methodology of foreign language teaching has more than 200 years of history. In this period, we can see that different attitudes towards foreign language teaching methodology are expressed. One of these views is academician L.V. Belong to Shcherba. In his opinion, although the methodology of teaching any subject is a subject, it is not considered a theoretical subject. It deals with practical issues. For example, the methodology of foreign language teaching does not rely only on the evidence of psychology, but is based on general and specific linguistic studies. A deeper study and reading of the literature on the history of methodology shows that some researchers even call methodology an art. there is no "bad" method, there are "good" or "bad" teachers. To people who think this way, German Methodist E. Ottoning

It is possible to answer with the thoughts he mentioned in 1924. In his opinion, "If someone considers methodology to be an art, he confuses the theory of science with its practical application." In the process of working on the textbook, the educational system in Uzbekistan

Researches conducted by a number of scientists on methodological, theoretical and methodical reform were thoroughly studied. In particular, S. Rajabov, Kh. Tilashev, S. Shermuhamedov, D. Yuldasheva and others on the theory and history of educational development; V. Andriyanova, I. Ahmedov, A. Gulomov, J. Jalolov, A. Zunnunov, R. Yo'ldoshev,

Q.Yo'ldoshev, S.Matchonov, M.Mirgosimova, R. .Tolipova, O' Tolipov, B. Tokhliev, M. Tokhtakhojayeva, YHaidarov and others; N. Azizho Jayeva, R. Jorayev, P. Magzumov, R. Niyozmetova, the works of U. Nishonaliyev, N. Saidahmedov, O. Khaitov, I. Choriyev, N. Shodiyev and others were relied upon.

Modern educational development has given birth to a new direction, innovation pedagogy. "Innovation" in English means "introduction, dissemination of news". The socio-psychological aspect of innovation was developed by the American researcher E. Rogers. He studied the classification of innovation process participants, their attitudes towards innovation, and so on. The concepts of novelty and innovation in scientific areas are mutually different. Innovation means a tool, a new method and methodology, technology. Innovation is a process that develops through certain stages of education. The main concepts of the methodology are:

- Method;
- Method;
- The principle.

The concept of method-methodology is derived from the Greek-Latin words "methodos"-"methodus" and means a way to a certain goal, a method. In various literature, we can find the narrow and broad meaning of the term. The word "methodology" in a narrow sense refers to the concept related to the concrete, i.e. concrete, teaching process of education. It is interpreted as a guided learning process that includes instruction related to lesson planning and preparation of teaching materials. The term "method" in a broad sense refers to the selection, classification and distribution of educational material. In addition, pedagogy related to the concept of "method".

As a general theory of teaching, this term is a widely used science. Didacts, i.e. educators and teachers, knowledge of the term "method", competence, skill

acquisition, teachers interpret in the sense of the teacher's work method in the way of formation of worldview and creation of knowledge opportunities. Fundamentals of science. Taking into account the features of the O'que subject, foreign language teaching methods were created in the methodology. The application of methods in foreign language teaching began a long time ago. In the foreign language teaching methodology, the term "method" basically has three meanings.

general methods of education designed for teaching subjects
produced.

First, a whole direction in the history of methodology. This includes translation method, direct method, comparative method, mixed method;

Secondly, the training system included in the above direction;

Thirdly, the method of interrelated activities of the teacher and the students. This includes methods of familiarization, practice, and application.

In the history of foreign language teaching, the first and second methods are called "historical" methods, and the third is called "process expression" methods. Historically, the methods are insufficient

combined into a group, adding the words "translation", "correct (or untranslated)", "comparative (or conscious-comparative)", "mixed" to their names as qualifiers. So thus, all methods in the centuries-old history of foreign education are grouped into four categories. A brief analysis of each of them is required, because some of their features are used in a specific way in the methodology.

1. Translation method.

Ushbu metodning nomi odatda "tarjima metodlari" atamasi bilan ko'plikda ishlatiladi. Shunga ko'ra nomidan kelib chiqqan holda ma'noni bilib olish qiyin emas: xorijiy til materiali ona tiliga tarjima qilinadi. Yevropada, avval yunon tili keyinchalik lotin tili o'rgatilganda "tarjima" tushunish usuli qilib olingan. XVIII asrning ikkinchi yarmida va XIX asr davomida fransuz tili, X asrda esa ingliz tili va nihoyat nemis tili tarjima orqali o'rganilib olindi. Ayrim ta'lim beruvchilar hozirgacha tarjima metodlari usullaridan noo'rin foydalanishmoqda. Misol uchun: matnni og'zaki tarjima qilish g'ayri metodik usuldir. Matnning ayrim jumalari yoki bir ikki bo'lagini muayyan maqsadda tarjima qilish man etilmaydi. Lug'atdan foydalanib, yangi sozlarning ma'nolarini ochish maqsadida tarjima qilishga moljallangan kichik matnlar berilishi mumkin. Bu yerda matnni tarjima qilishdan ko'zlanadigan maqsad lug'atdan foydalanishni o'rganish.

2. The right method.

The main reason for the origin of the name of the method is to teach in the right method while bypassing the mother tongue, they tried to establish a direct association between the word and the object of the foreign language. The same methodological approach was taken in teaching the grammar of a foreign language: they tried to create a direct connection between grammatical meaning and form. Without the participation of the mother tongue

the efforts to teach a foreign language began to be carried out with terms such as the correct method, the inductive method, and the natural method. The main goal of these methods is foreign

is to teach the language in a practical way. The prerequisites for learning the mother tongue have been accepted unchanged in this method. There are two modern forms of the correct method: audio-lingual and audiovisual methods. The founders of the audiolingual method are the famous American methodologists Charles Carpenter Freeze and Robert Lado. According to their opinion, these methods are studied for foreign practical and educational purposes. An important place is given to the selection and teaching of foreign sentences (speech sentences) from language materials. The order of learning types of speech activities is as follows: listening comprehension, speaking, reading, writing. Oral speech is studied as a means of communication in a foreign language, and written speech is studied based on the material of oral speech.

Let's take the audiolingual method. The emergence of this method was influenced by changes in the science of linguistics, i.e. structural flow. It is based on the following principles:

1. It is necessary to start teaching foreign language first;
2. Language learning is carried out on the basis of various structures, speech patterns;
3. Repetition of language materials if the exercises are based on it
it is specified that there should be demanding exercises;
4. Selection of exercises and lexis to the results of comparing the native language with the foreign language
must depend;
5. Emphasis on pronunciation.

The intensive method was initially formed on the basis of the "correct" method at the beginning of the 10th century. Professor N.J. Gez said that "the right method created a favorable opportunity and basis for transition to foreign intensive education." Because some of the main aspects of the right method are:

- 1) Interest in oral speech;
- 2) Selection of situations;
- 3) Increasing students' activity in class.

These are based on one or another of the current modern intensive methods.

3. Mixed method.

This method has absorbed the scientific and practical aspects of two major methodological directions. Another variant of the mixed method emerged as a combination of the principles of the direct method and the comparative method.

4. Comparative method

Another type of expression of the term method is methods that are practically used in the process of foreign education. There are 3 of them

- 1) Dating,
- 2) Practice,
- 3) Apply.

So, in conclusion, every teacher should have a lesson analysis notebook for one school year. From the experiences of many of our teachers

As a result, if the teacher keeps a thick notebook or journal for several years for analysis, it can distract the teacher as a result of some data from previous years being outdated. Since lesson observation and analysis is a creative and continuously improving process, it is desirable to put the analysis notebook for each academic year in a separate folder, collect it and analyze it scientifically methodically in certain quarters and years. is considered appropriate. As noted above, it is impossible to consider the lesson analysis notebook as a specific template. But the notebook of lesson analysis should be kept at the level of certain pedagogical requirements.

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