



FOREIGN LANGUAGE TEACHING METHODOLOGY AS A THEORETICAL AND APPLIED SCIENCE

Kasimkhodjaeva Mutabar Alimjanovna

The Department of the Practice of Language Aspects,

The faculty of Junior courses, UzSWLU

Annotation

The article discusses the methodology of teaching a foreign language, since it is currently interpreted as a theoretical and applied science. Its subject is the scientific substantiation of the goals, the content of training in foreign languages, as well as the scientific development of the most effective methods, techniques and forms of training, taking into account the goals set, the selected content and specific educational conditions.

Keywords: methodology of teaching a foreign language, theoretical and applied science, learning content, scientific development, effective methods and techniques, forms of education

INTRODUCTION

The methodology of teaching foreign languages theoretically substantiates, experimentally verifies and practically implements the model (system) of teaching a language. Within the framework of this model, the trainer (teacher / teacher) and the student (student / student) in the process of joint activities should receive a positive effect in achieving the desired result. As the latter, the formation of the student's ability for intercultural interaction with representatives of other linguocultures is currently being considered. Consequently, the methodology is interested, firstly, in general provisions regarding the process of transferring foreign language knowledge, skills and abilities that underlie this ability (general methodology); secondly, specific provisions related to teaching a specific language and specific learning conditions (private methodology).

The methodology of teaching foreign languages is associated with a number of other sciences - basic and related. The 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 the teaching of speech activity on the material of the language. Linguistics, on the other hand, describes the main system properties of a particular language, formulates them in rules that are actively used by the methodology in the development of specific training models. The technique is closely related to psychology.

The methodology uses the data of psychological science on the peculiarities of perception in teaching a foreign language, the role of thinking and its connection with language, the relationship between the conscious and the unconscious (a combination of voluntary and involuntary attention, awareness and imitation), the formation of skills and abilities, the motivation of educational activity, etc. the provisions of the methodology is based on the research of L.S. Vygotsky, S.L. Rubinstein, A.N. Leont'ev, in which the theory of activity, in particular mental activity, is developed, draws on data on the problems of memory, the formation of speech skills, speech mechanisms, takes into account the theory of installation, etc.

A great contribution to the development of the methodology was made by scientists who devoted their works to the development of issues of teaching a foreign language. The merit of V.A. Artemova, B.A. Belyaev and other psychologists is that they not only approved speech as an object of training, but also provided a psychological justification for the need to teach speech in all forms in a foreign language. Based on general psychology, educational psychology, psychology of teaching a foreign language, the methodology draws from them data on the psychological characteristics of speech, on speech, oral and written, external and internal. It is undeniable that using the general psychological concepts of the formation of skills and abilities in activity, the methodology refines 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 an elementary use of psychological theory by the methodology, but as bilateral dialectical relations that contribute to mutual clarification, supplementation and enrichment of the theories of both sciences.

Connections with psycholinguistics, which have developed at the intersection of psychology and linguistics and which study the mechanisms of speech generation (expression of thoughts) and speech recognition (speech understanding), are important for the methodology. Knowledge of the mechanisms for the implementation 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 foreign language is reduced to the following provisions: teaching a language involves the development of speech activity; since in teaching foreign languages its communicative function acquires particular importance, therefore, the situational nature of speech and the presence of relevant situations are taken into account; exercises should be a task, the solution of which develops the skills of the student, 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 the methodology, have a common object of research - the educational process. The difference lies in the fact that didactics studies this process as a whole, and methodology - in relation to a specific academic subject. The nature of the relationship between these sciences can be defined as the relationship of a general theory to a 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. 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 are developed mainly on the basis of the study of teaching the basics of science, i.e. in the center of attention is the cognitive activity of students. The methodology of teaching foreign languages studies the patterns of communicative and cognitive activity of students. The methodology solves not only the problems of teaching, but also the problems of upbringing by means of a foreign language, which is not included in the range of problems studied by didactics. Motivation in learning a foreign language is an internal driving force that makes a person spend time and energy on learning a foreign language. Foreign languages are becoming one of the main factors of both socio-economic and general cultural progress of society. Learning motivation can be divided into positive and negative.

So, the construction “if I learn English, I will get excellent on the exam” is a positive motivation. However, the construction “if I learn English, I will pass the exam and I will not be expelled” is negative. Motivation can also be divided into external and





internal. External motivation is not directly related to the content of the subject, but is due to external circumstances (being an excellent student in all subjects, the student tries to have "excellent" in a foreign language - an external positive motive; the student learns a foreign language because of the fear of strict parents or a teacher - an external negative motive).

Extrinsic motivation comes in two flavors: broad social motivation and narrow-minded. External motivation "the learning process is associated with a rather acutely felt sense of civic duty to the country, to dear, close people, associated with the idea of learning as a road to mastering the great values of culture, with the idea of learning as a way to fulfill its purpose in life." A narrow-minded 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. Intrinsic motivation is not associated with external circumstances, but directly with the object itself. It is also often called procedural motivation.

Varieties of intrinsic motivation: motivation associated with the future development of the personality; communicative motivation; motivation generated by the learning activity itself.

And so we can conclude in pedagogical terms, the term "method of teaching foreign language" is mainly used in three meanings and denotes concepts that are different in content:

1. methodology as an academic subject in pedagogical educational institutions, which should provide theoretical and practical training of students for effective professional activity;
2. methodology as a set of forms, methods and techniques of a teacher's work, i.e. as a "technology" of professional practice;
3. methodology as a pedagogical science, which has characteristics inherent in any science: the object and subject of research, categorical apparatus, research methods.



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