



THE DEVELOPMENT OF FOREIGN LANGUAGE TEACHING METHODOLOGY

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Abstract

Teaching foreign languages is a global issue. The methodology of teaching foreign languages is rooted deep in the centuries and has a global world history, because it develops and improves every day around the world. This article highlights a brief summary of the development of the history of the methodology of teaching languages.

Keywords: method, theoretically justified, approach, reflecting the orientation, different complexity, imitation, reinforcement, association, stimulus-reaction, experience

Introduction

The first known method of language learning that existed for many centuries was the grammar-translation method. Latin and Greek were taught primarily (until the XVIII–XIX centuries), which was considered as mental gymnastics. It was necessary to memorize the dictionary, grammar rules, do exercises, translate texts. This classical method was then adapted to the teaching of modern languages, but the main task was to teach how to read texts, only in the XIX century part of the exercises was reoriented to acquire the skills of oral speech. Usually, with such teaching, the lesson is conducted mainly in the native language, the words are given in a list, the grammatical rules are explained in detail. Training concerns teaching in connecting words with each other, relatively complex texts are read, which are analyzed mainly from the point of view of grammar, but not content. The ability to translate isolated sentences from the studied language into the native language is being worked out, pronunciation is not given due attention. This method is still very much loved by school teachers, because it does not require special training, can be used with minimal knowledge in a second language, and learning outcomes are easy to monitor and objectively test.

The direct method, which has about a century of history and is considered the first theoretically justified, consists in teaching only in the language being studied, when it is taught by a native speaker, and using mainly a question-and-answer technique.





First, the pronunciation is worked out. The dictionary and grammar of everyday communication are used, many new elements are introduced at the same time, explanations are given according to the situation, and concrete things are introduced visually (demonstration, display of objects, pictures), and abstract ones are associative. Preference is given to oral forms and visual stimuli; copious listening and imitation occur until the skills become automatic.

The reading material is first presented orally; grammar is given inductively; both speaking and listening are taught. The necessity of correct pronunciation and knowledge of grammar is emphasized. Most of the work is done in the classroom; groups are small, classes are conducted intensively. Training requires more time and money than with other approaches; besides, a lot depends directly on the personality of the teacher. This approach has many varieties, including the famous method formulated even earlier by F. Guen and (somewhat later) Sh. Berlin. The first classes working in this direction opened in 1878. The basis of the method was the observation of the acquisition of the first language by young children: the absence of translation, the transformation of perception into concepts, the use of language as a means of thinking and representing the world. The language was to be taught as a chain of related sentences, easy to understand, including a variety of grammar, vocabulary, having different complexity, varying word order. A lot of active speech interaction is used, the language is used spontaneously, without translation, almost without grammatical analysis.

Before the Second World War, foreign languages were taught only passively in the USA: there were almost no native speakers of these languages, there was also no practical application, all training was focused on reading. The war has shown that this is not enough either to understand the allies or to fight the enemies. For the first time after World War II, a scientific approach to language teaching was applied in the American army, and then in school. N. Brooks proposed in 1960 to use the term audiolingual for a group of methods, reflecting the orientation to listening and speaking. In fact, this approach was formed earlier, at the beginning of the XX century. Its essence is that you need to approach language proficiency pragmatically: you need to be able to understand what you are being told and express your thoughts so that you are understood. But this involves a large number of oral exercises (pronunciation, communication). If we assume that the language is arranged according to simple and clear, rather formal laws, then it is worth learning these laws, as the whole language is revealed. Behaviorist theories (50-80-ies of XX century) explained the psychology of mastering a second language in accordance with the general laws of influence on human behavior (imitation, reinforcement, association,





stimulus-reaction, experience, trial and error). The linguistic justification of the approach was found in structural and descriptive linguistics.

Programmed learning, coupled with minimal inductive formal explanations of grammar, memorizing samples by heart, seemed to be the real key to success. The teacher was assigned the role of a "trainer", forming the speech behavior of students by reinforcing their successful replicas. Thus, the study of a foreign language is reduced to the formation of certain skills and abilities, oral speech should precede written, the transfer of skills is based on analogy, imitation of patterns, and not analysis. The studied structures are introduced one by one based on the principles of contrastivity; vocabulary is quite limited and mastered in context; pronunciation should be impeccable.

A big role is given to memorizing dialogues (they are first listened to; new material is introduced in the dialogues) based on real situations of everyday life, and their acting out by roles. Replicas of dialogues are subject to variation and expansion in special exercises carried out in language laboratories equipped with a large amount of various auxiliary material; independent work is encouraged. At the writing stage, you should start by rewriting exercises, and mistakes are immediately corrected, the role of reading gradually increases. The use of the native language is minimized; the correctness of the language form is more important than the content expressed in it. At the same time, the meanings behind the words of a certain language are considered to be deducible only from the cultural context of native speakers of that language. This method requires well-prepared, proven material, but the learning results are short-lived. In addition, some mistakes cannot be avoided, and the structural description does not provide for the use of all forms of language that are actually used by its native speakers.

The audiovisual component of different approaches consists in combining acoustic and visual signals. It is assumed that such a connection makes perception and memorization more motivated. Editions of drawings with captions to them have been known since the Middle Ages, Ya. A. Komensky first built his didactic system on this principle. The system of visual stimuli was especially actively used in French methods of teaching foreign languages in the 50-60s of the XX century. There were such options when everything was first demonstrated in a situation, including in an educational film, and then only called.

Nativists (different versions: the late 50s – 90s of the XX century) believed that there is some innate universal grammar, thanks to which a person understands how a language functions, which makes it possible to identify important parameters in the flow of incoming language and use them when constructing a language. On the





contrary, the whole language can be represented as a system of rewriting language expressions from nuclear to increasingly expanded. Generative began to be called any approach containing a fairly well-thought-out and explicitly formulated system of rules. In particular, the student is taught that every next statement that he can construct is deduced using a chain of rules from a given basic material. The 70s of the XX century – the peak of popularity of these ideas. It coincided with the discovery by psychologists of affective and interpersonal factors that have a fundamental influence on any learning. Teaching a second language has become a separate branch of applied linguistics. A large number of so-called design or humanistic methods have appeared on the market of methods of teaching a second language, often associated with the names of specific people who are able to achieve with their help a "ceiling" in the acquisition of a second language by students.

Group communication models are associated with various options for communicating a closed group of students with a teacher. These are options: a master-apprentice, a representative of the indigenous nationality of the older generation – young students, a native speaker, an adviser – clients, etc. First, relations are established between the participants of communication in their native language. Then, sitting in a circle, they begin to exchange remarks, which the teacher translates into the language being studied, after which the speaker repeats his remark in the target language. Everything is recorded on a tape recorder and repeatedly listened to. At the end of the lesson, students actively discuss their observations and inductive conclusions about the language being studied. The teacher can, if he considers it necessary, communicate directly some information about the language being studied. Gradually, the native language is being replaced by the studied one.

The development of cognitive linguistics prompted cognitive approach in teaching languages, which has psycho-linguistic basement. Cognitive approach helps to find the key to the humans mind. Language, more than culture and society, gives the key of human's behavior.

While teaching English in my classroom I was faced to the different problems dealing with mentality of my students and their world view. Their personal understanding of the world and personal knowledge of native language lead to the problems of interpretation and comprehension of foreign language.

Taking into consideration all above discussed in I and II chapters, I have come to a conclusion that communicative approach in teaching foreign languages, which is widely applied in interactive teaching, is directly related to the cognitive one. Cognitive analyses of the language and the parts of speech will help to find the solution for the problems mentioned above.





Frequently, in English speech you can hear phrases and word expressions confusing any foreigner who is not a native speaker of the language. Those are idioms and phrasal verbs, and polysemantic verbs which are an inseparable part of daily communication of English-speaking people.

Proceeding from my foreign experience of studying in London Metropolitan University, I wish to emphasize that our trainers were surprised that we have passed grammar test more successfully than the vocabulary one, whereas many of their local student, quite the contrary, passed vocabulary test better than we did. The explanation is that we place emphasis on grammar, rather than to the content. Grammar for native speakers is a kind of boring and complicated study. They pass content test successfully because they think in this language. The decision is covered in mentality, national and cultural features of different notions and their cognitive perception of foreign language.

There are many qualities in teaching methods that differ from the general one. The mother tongue is taught without comparing it with another language, and in the second language, on the contrary, the work begins with the mother tongue. The features of the mother tongue and the second language are taken into account when compiling exercises in a foreign language, but it is not expedient to compare them in the lesson. There are huge differences in the application of theoretical knowledge.

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