



BRIEF REVIEW OF FOREIGN LANGUAGE TEACHING METHODS

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Annotation

This article discusses some methods of teaching foreign languages, as well as modern Western methods in teaching English.

Keywords: Ratikhia method , Comenius method, grammatical -translational method, synthetic method, lexical-translational method, analytical method, natural method, Gouin method, direct method, West method, Bloomfield method, audiovisual method, George Lozanova method.

Introduction

Information about the study of foreign languages dates back to remote times: in the era of the flourishing of culture in Syria, ancient Egypt, Greece, Rome, foreign languages were of practical and general educational importance due to the lively trade and cultural ties between these countries. Their role did not weaken also in the Middle Ages, as evidenced by the literary monuments of that time and lexical borrowings noted in the dictionaries of Western European languages. First Greek and then Latin were the main foreign languages taught in private and in schools. However, no foreign language throughout the history of the development of the culture of European countries has played such an exclusive role as Latin (for fifteen centuries). Only with the development of national languages in Western Europe, the Latin language loses its dominant role, remaining, however, in the general educational system of education for many years. The meaning of Latin was the first mark of learning. Even at the beginning of the last century in Germany, dissertations were written and defended in Latin. Translation methods were used to teach Latin, which subsequently had a significant impact on the teaching methods of Western European languages - French, German and English.

The history of methods of teaching foreign languages has been most fully researched and described by IV Rakhmanov. The history of the technique was studied by K. A. Ganshina , I. A. Gruzinskaya , F. Aronstein , V. E. Raushenbakh . Separate sections of the history of methods are described in the works of Z.M. Tsvetkova, S.K. Folomkina, N. I. Gez, Yu. A. Zhluktenko , R. A. Kuznetsova.

The classification of methods of teaching foreign languages is a complex issue, since their names were based on a variety of features. Depending on which aspect prevails





in teaching, the method is called lexical or grammatical; what logical categories are basic, - synthetic or analytical. In accordance with the fact that the development of the skill itself is the goal of learning, there are oral method I, the method of reading, according to the method of semantization of the material, direct methods were also translated. The name of the method is determined by the technique underlying the work on the language, for example, audiovisual, visual. According to the principle of organizing the material, the traditional method is opposed to the method of programmed learning. There are also known methods that got their name from their authors - the methods of Berlitz, Gouin, Palmer, West, Freese, Lado, Lozanov, etc. Of the many methods known in the literature, however, two main directions in teaching foreign languages can be distinguished - conscious and intuitive, the name of which reflects their connection with the mental processes of language acquisition. The history of foreign language teaching methods knows numerous and varied attempts to find the most rational method of teaching foreign languages. The most ancient was the natural method, which was no different from the method by which a child is taught his native language. A foreign language was mastered by imitation of ready-made samples, by repeated repetition and reproduction of new material by analogy with the studied one. The natural method, which pursued purely practical goals - teaching, first of all, the ability to speak and read a light text - for a long time satisfied the needs of a society in which the productive knowledge of a foreign language was the privilege of its upper strata.

With the emergence of schools and the introduction of a foreign language as a general educational subject, at first they also tried to teach the language by the natural method, but it was soon replaced by the translation method, which reigned supreme until the middle of the 19th century.

Over the next hundred years, there was a constant struggle between supporters of natural, subsequently direct, and translation methods, and, although temporary methods of teaching foreign languages are largely now, the question of using the native language in teaching a foreign language or abandoning it is still of great importance. When establishing the methodological credo of one methodological school or another.

Each method, under certain conditions, has an objective value. Direct methods are best used in small groups, in a multilingual or monolingual audience, if the teacher does not speak the language of the students, teach oral language proficiency within a limited topic.

Comparative methods can only be used in a monolingual classroom, when the teacher speaks the native language of the students and when general educational and practical





goals are set, especially in terms of receptive language acquisition. Mixed methods are also used depending on the goals and specific conditions of teaching a foreign language.

Knowledge of the history of the methodology of teaching foreign languages will help the novice teacher to navigate freely in the choice of teaching methods, rationally combine them in their work, consciously and creatively apply them in their work.

To this end, below is a brief overview of some of the methods of teaching foreign languages, arranged here in chronological order.

Ratikhiya method. The German teacher Wolfgang Ratich (Ratich , 1571 - 1635) put forward the principle of conscious teaching of the Latin language. Language material was not to be memorized mechanically: "Memory should be trusted only with what reaches it through the channel of understanding." Translation was used as the main means of semantization , due to which the role of the native language increased. The study of grammar was subordinated to reading, the formal analysis of the text followed the semantic one. The grammar of the foreign language was compared with the grammar of the native language. The analysis of the text in comparison with the native language was widely used.

Comenius method. A contemporary of Ratikhia , the Czech teacher Jan Amos Comenius (1592-1670) proposed the principles of visualization in the semantization of vocabulary and the activity of students in the lesson. The main attention of students was paid to establishing direct associations between a word in a foreign language and an object. Comenius recommended that, when communicating new material, go from the easy to the difficult, from the simple to the complex, from the known to the unknown.

Grammatic -translational or synthetic method. The basis of this method is the study of grammar. The main means of teaching the language was literal translation. The grammar of the new Western European languages was artificially adjusted to the system of the Latin language. Teaching a foreign language was aimed at developing logical thinking, training mental abilities. Language was learned in a formal, semi-conscious, semi-mechanical way. All material (rules and examples to them) was learned by heart, without preliminary analytical work, which ensures understanding of the material.

Lexico-translational, or analytical method. The method was applied in different countries of Europe (England, France, Switzerland). The focus of this method was vocabulary. Vocabulary was created by memorizing original works. Grammar was relegated to the background and studied haphazardly as a commentary on the text. The lexical -translational method pursued mainly general educational goals and



ensured the development of reading skills and translations. Representatives of the lexical-translational method are Chauvanne (Switzerland), Jacoteau (France) and Hamilton (England).

natural method. The essence of the natural method was to create the same conditions and apply the same method when teaching a foreign language as in the natural assimilation of the native language by a child. Hence the name of the method: natural, or natural. The most prominent representatives of this method were M. Berlitz, F. Guen, M. Walter and others. The most popular among them is M. Berlitz, whose courses and textbooks were distributed in Europe and the USA and for some time in Russia and the USSR. The main goal of learning with the natural method is to teach students to speak a foreign language. Proponents of this method proceeded from the premise that, having learned to speak, students can read and write in the target language, even without being taught the technique of reading and writing.

Gouin's method. François Gouin (François Gouin, 1831 - 1898), just like M. Berlitz, was a representative of the natural method. It is known in the methodology of teaching foreign languages due to the use of internal visibility, which allows, on the basis of sensory experience, to connect individual phenomena and actions into a continuous chain. Observing the game of children aged 2-5 years, Gouin came to the conclusion that the basis of teaching the native language is the need to accompany their activities with statements in a logical-chronological sequence. From here, F. Guen concludes that the process of mastering a foreign language should be similar. Proceeding from this, he puts forward the following main provisions of his method: natural language learning is based on a person's need to express his feelings; teaching should be based not on a word, but on a sentence; the most reliable and effective is auditory perception, as a result of which the primary and main means of teaching a language should be oral speech, and not reading and writing.

Berlitz and Gouin played a positive role in the reform of the teaching of foreign languages. Breaking with verbal-scholastic methods, they put oral speech as the basis for teaching foreign languages, attached great importance to the development of auditory perception, and introduced oral study of the material before reading and writing. However, they did not have sufficient theoretical training and were supporters of the narrowly practical study of a foreign language. They did not teach a living, idiomatic language, did not provide knowledge of the grammatical system of the language being studied, did not recognize the general educational significance of the language.

direct method. He received such a name because his supporters sought to associate the words of a foreign language and its grammatical forms directly (directly) with their



meaning, bypassing the native language of the students. Psychologists and linguists took part in the development of the direct method - V. Fietor , P. Passy , G. Suit , O. Jespersen , B. Eggert and others, as well as methodologists S. Schweitzer . G. Wendt , E. Simono and others.

The main provisions of the direct method are as follows: teaching foreign languages should be based on the same physiological and psychological patterns as when teaching a native language; the main role in language activity is played by memory and sensations, and not by thinking.

The whole process of learning by this method comes down to creating an atmosphere of a foreign language. The lesson turns into a theatrical performance, where each student plays his role, and the teacher becomes a director and playwright. The most prominent representatives of the direct method are Harold Palmer and Michael West. Soviet methodology, while not accepting the reactionary, chauvinistic views of G. Palmer and M. West in the field of propaganda of the English language in the East as the only desirable "common" language, pays tribute to their methodological heritage. Palmer's method . English educator and methodologist Harold Palmer (Palmer , 1877 - 1950) - author of more than 50 theoretical works, textbooks and teaching aids. The most valuable methodological provisions of Palmer are the rationalization of the pedagogical process and the systematization of educational material.

The main goal of teaching a foreign language , Palmer considered mastery of oral speech. His method is called the *oral method*.

Of greatest interest in the Palmer method is the system of exercises for creating the correct skills of oral speech, which is divided into the following types: purely receptive work (subconscious understanding, conscious oral assimilation, training in following orders, monosyllabic answers to general questions); receptive - imitative work (repetition of sounds, words and sentences after the teacher); conditional conversation (questions and answers, orders and answers, completion of sentences); natural conversation.

West method . English teacher and methodologist Michael West (West , 1886) is the author of about 100 works on teaching reading, speaking, and compiling educational dictionaries. West is a famous exponent of the direct method. In his methodology, he proceeds from a specific target setting to teach in the shortest possible time to read to himself and understand a book in the language being studied, due to which his method is known as the method of reading. West's goal setting follows from the following provisions: the need for reading in a foreign language is much higher than the need for oral speech; the development of a sense of language and the accumulation of vocabulary and structural baggage through reading prevent errors caused by the



influence of the native language and create the basis for further active mastery of a foreign language; the development of interest in learning a foreign language is possible by creating the skill of reading, as it makes it easier to feel your progress.

Reading according to the West method is not only a goal, but also a means of learning, especially at the initial stage: it allows you to accumulate a dictionary and thus create a basis for developing reading and speaking skills. West's main merit is that he created a series of textbooks, which are texts compiled on previously selected lexical units, taking into account the gradual introduction of new words and their repetition (one unfamiliar word introduced into 50 known ones appears at least three times in a paragraph perhaps more often in the rest of the lesson). Choosing vocabulary, West was guided by the principles of frequency, difficulty or ease of remembering and eliminating synonyms. When selecting texts for reading, West was guided by their plot, entertaining, age-appropriate, level of knowledge and interests of students. Semantization was carried out mainly through visualization and, in exceptional cases, through translation.

In comparison with the methods of the classical school, the direct method was a progressive phenomenon. It gave positive results due to the rationalization of the educational material, an intensive educational process, the use of visual aids and active teaching methods. Positive in the direct method is the creation of a base for the study of living Western European languages; development of oral speech skills based on the correct sound design; creation of a system of monolingual oral exercises; development of various techniques and means of activating the educational process. The disadvantages of the direct method include: identification of the ways of studying foreign and native languages; misuse of intuition to the detriment of conscious study; ignoring the native language when learning a foreign language; limitation to narrowly practical goals and underestimation of the general educational value; simplification and impoverishment of the language as a result of the exclusion of idioms, phraseology, stylistic features of the use of language material.

Bloomfield method. One modern variation on the direct method is the Bloomfield method. L. Bloomfield (Bloomfield, 1887 - 1949) is a well-known American linguist who has had a significant impact on the current state of teaching foreign languages in the United States and in other countries. Bloomfield's concept is as follows: teaching a foreign language has practical goals - the ability to speak and understand speech; learning takes place on an oral basis and with oral anticipation, by creating associations; great importance is attached to imitation and memorization; purposeful work is carried out to develop auditory perception and auditory memory.

The provisions expressed by L. Bloomfield on the main issues of the methodology of





teaching foreign languages testify to the following: teaching a foreign language according to the method of L. Bloomfield is utilitarian in nature; practical mastery of the language is limited to oral speech, learning to read is optional; the method is based on the direct perception of linguistic phenomena, on the imitation of ready-made samples without their theoretical understanding and regardless of the language experience acquired by students in their native language: L. Bloomfield 's method illustrates a return to the natural method, when they taught from the voice (in this case, from the voice of the informant) and all learning was reduced to imitation and memorization.

Ch. Freese method, R. Lado. American structuralist linguist Charles Fries (Fries , 1887 - 1967) and Methodist Robert Lado (Lado) - authors of theoretical works and textbooks of English for foreigners. Although their focus was on teaching foreign languages to adults, their concept had a significant impact on school methodology. The main principles of the Frieze-Lado method are as follows: the study of a foreign language is inextricably linked with the penetration into the culture of its people, since they are inseparable. Penetration into the culture of the people has not only educational, but purely practical significance. Regardless of the ultimate goal, the basis of learning is oral speech. Preliminary oral mastery of the language provides further learning to read and write, which are considered as a process of recognition and transmission in a graphic image of the material already learned orally. Since learning to read and write is different from learning to speak, they should not be mixed. As follows from the listed methodological principles, the method of Ch. Freese, R. Lado is limited to only one aspect - oral speech; reading and writing are not developed in it .

audiovisual method. The audiovisual, or structural-global, method was developed by the scientific and methodological center at the Pedagogical Institute in Saint Cloud and the Institute of Phonetics in Zagreb. A group of scientists led by well-known linguists P. Rivan (France) and P. Guberina (Yugoslavia), creatively applying the provisions of American structuralism and the work of J. Gougeheim to the syntax of the French language, created an oral method of teaching French to foreigners. The method is designed for adults who need knowledge of French to listen to lectures in educational institutions in France and for business communication with the French. This method has also found distribution in England, Canada, Turkey, Mexico, Poland. It is mainly used in foreign language courses. The language by this method is studied for 3 - 3.5 months with 20 hours of classes per week (the entire course of study is 250 - 300 hours). The ultimate goal is to use a foreign language as a means of communication in the sowing life.





The most rational methods in the audiovisual method are the methods of developing auditory perception and auditory memory, the active development of strictly selected models, the training of intonation patterns of speech.

The disadvantages of the audiovisual method are: the students' lack of an accurate understanding of the studied linguistic facts and the resulting difficulties in operating with them; the fragility of mechanical associations and the destruction of stereotypes with insufficient practice and breaks in work; underestimation of reading and writing; narrowly practical orientation of the work, and the absence of general educational elements.

Georgy Lozanov's method. The suggestive method (method of suggestion) by Georgy Lozanov is a modification of the direct method. This is a method of accelerated learning of a foreign language, designed for three months. The method was created at the Sofia Institute of Suggestology (Bulgaria) and was named after its creator, Dr. Georgy Lozanov. Georgy Lozanov is a psychotherapist by education. Numerous observations led him to the conclusion that the usual educational system does not make it possible to widely mobilize the reserves of the individual. This method is based on the development of the problems of suggestion in pedagogy, the so-called suggestopedia. In this form of experiential learning, much attention is paid to the connection of the educational process with the personal interests and motives of students. Suggestion and suggestibility in the process of classes are considered by G. Lozanov in his book "Suggestology" as various forms of influence of the teacher, in which the reserves of the brain, the hidden reserves of mental activity, are most actively used. Classes according to the method of G. Lozanov at first glance resemble a performance. Music is playing, students are sitting in a free, relaxed position, leaning back in comfortable chairs around a large table. Here, according to a pre-designed scenario, the roles are distributed. Situations from literary works, famous cases from the history of the country, various scenes from modern life are played out. Such an atmosphere involuntarily leads a person to the need for communication, first with the help of a teacher, and then independently. People make contact with each other. At first, with some difficulties, and then more and more freely, they begin to communicate in a foreign language. According to G. Lozanov, thanks to the use of reserves of involuntary memory, he managed to enter one month at a conversational level of about two thousand words, however, in the practice of school education, at least in modern conditions, it is not possible to provide at least some close results, and the experience of G. Lozanov is of interest so far only as a demonstration of human potential.



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