



## Foreign Language Teaching Methodology as An Independent Theoretical and Applied Science

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### ABSTRACT

The article discusses foreign language teaching methodology as an independent theoretical and applied science. The study of foreign languages in modern society is becoming an inseparable component of the professional training of specialists of various profiles, and the successful solution of professional growth issues and the expansion of contacts with foreign partners largely depend on the quality of their language training.

### Keywords:

General methodology, basic concepts, process, goals, content, principles, methods, techniques, teaching aids, organizational forms of teaching.

Consequently, the school is designed to provide a certain level of proficiency in a foreign language, which could allow to continue its study during the period of university and postgraduate education, as well as independently. The success of training largely depends on the methodology of a foreign language teacher, on his ability to use various modern methods in the context of solving specific educational problems.

The methodology of teaching foreign languages is a system of knowledge about the laws of the process of teaching a foreign language and about ways of influencing this process in order to optimize it. The methodology of teaching a foreign language reveals and substantiates the patterns of teaching a foreign language.

Historically, two functionally different methods have developed: general and specific methods. The general methodology, as a rule, is devoted to the study of the patterns and characteristics of the process of teaching a foreign language, regardless of what foreign language is in question. So, the principles of the selection of educational material, the ratio of

oral and written speech at various stages of the lesson, etc. in equivalent learning conditions will be the same for any of the Western European languages studied in the general education schools of our country. However, knowledge of the general laws of teaching foreign language turns out to be insufficient when the teacher is faced with the specific features of a particular foreign language. Thus, the methods of mastering the verbal forms of Continuous are specific only for the English language, cumbersome models of composition, the declension of nouns and adjectives are typical for the German language, and the methods of forming numerals, the use of diacritics, the abbreviation of the article, and the presence of the partitive article are in French. Significant differences are observed in phonetics: for English, triphthongs and diphthongs are specific, for French - nasal vowels. As experience and practice show, the teacher needs to develop and implement such techniques, methods and forms of teaching that contributed to the rapid mastery of the students corresponding specific phenomena in a particular foreign language. Thus, a private

methodology examines the teaching of those linguistic and speech phenomena that are specific to a particular foreign language being studied.

General and specific methods are interconnected. The general methodology is enriched on the basis of the experience of private methods. In turn, the regularities of the general methodology are reflected in the private one. The subject of the methodology of teaching foreign languages is the accumulated knowledge about the object, a numerous theory that simulates the learning process; these are the patterns of the process of learning a foreign language.

The basic concepts that make up the foundation of the methodology include: process, goals, content, principles, methods, techniques, means and organizational forms of training.

The basic categories of the technique are considered to be:

*Method* as a system of purposeful actions of the teacher, on the one hand, and educational actions of students, on the other.

*Technique* - an elementary methodical act aimed at solving specific problems at a certain stage of the lesson. The method is implemented in a system of techniques. The communication-oriented teaching method is implemented in the following techniques:

- Technique of role-based communication
- Technique of the formation of the approximate ability of students
- Techniques for teaching speech interaction
- Techniques for systematizing speech knowledge
- Techniques for deepening and expanding content
- Increasing the intensity of independent work
- Techniques for stimulating speech-thinking activity.
- Techniques for standardized control.

*The approach* is a common starting position, starting from which the researcher considers most of his other positions. The question of the relationship between the

method and the approach remains controversial. Domestic methodologists and most foreign researchers believe that the approach to teaching plays a fundamental role and is the dominant idea on which the new method is built. The method and approach are interrelated and interdependent, they are characterized by constant interaction.

Researchers unanimously express the opinion that there is no absolutely correct and effective method for all learning conditions and come to the conclusion that it is necessary to combine different approaches, principles and elements of different methods, taking into account the specifics of learning, since what is effective in one setting can have a completely opposite result in a different learning environment.

*The principle* is the guiding idea. It is customary to single out the following general didactic, general methodological, particular methodological principles. K.V. Minyar-Beloruhev in his research identifies the following principles of teaching: the principle of a differentiated approach, the principle of managing the learning process, the principle of isolating specific landmarks, the principle of an integrated approach to motivation in teaching a foreign language.

*The goal of training* is what we strive for in the process of teaching a foreign language, it is an ideally planned result [8]. First, the goal of training is set, only then a methodology is developed. The goal of training is closely related to the conditions of training, since without them it is impossible to achieve it. Learning conditions are the circumstances under which learning takes place. The means of teaching are the tools of the educational process, with the help of which the set goals are more successfully and in a short time achieved. The teaching aids include: textbook, workbook, tape recorder, cards. All of the above categories serve the training system - a general model of the educational process that corresponds to a specific methodological concept. The training system is a complete set of components corresponding to a specific methodological concept; it determines the goals, content, principles, methods, techniques, methods,

means, forms of organization of training and, in turn, is conditioned by them [9].

*The system of teaching* a foreign language is based on the provisions on the universal connection and interdependence of the phenomena of reality, on the integrity of the continuously developing world and the systematic reflection of our knowledge about it. The integrity of the system is ensured by the diverse connections between its elements and their interaction during the functioning of the system. With regard to teaching foreign languages, it is advisable to consider the concept of a system at two levels: at the level of the most significant phenomena and processes that determine the initial provisions of the methodology of teaching foreign languages; at the level of the pedagogical process, that is, the activities of the teacher and students, mediated by the educational complex, which determines the final result - a certain degree of training.

*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 systemic 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 memory problems, the formation of speech skills, speech mechanisms, takes into account the theory of attitudes, 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 skill. 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 the mutual clarification, supplement 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 is of

particular importance, therefore, the situational nature of speech and the presence of relevant situations are taken into account; the 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. Methods of research are also elin. 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.

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