



## Methodological Features Of Teaching Foreign Languages

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### ABSTRACT

The article discusses methods of teaching a foreign language, ways to accelerate it, and the general process of mastering a new language. The use of basic approaches and their implementation in the educational process. The main types of activities and requirements in the relationship between a teacher and a student using a communicative approach are presented.

### Keywords:

method, translation method, comparative method, direct method, auditoringual, audiovisual, demonstration, interpretation, correction

In the methodology of teaching a foreign language, the term "method" has three main meanings:

- > first, a whole direction in the history of methodology (translation method, correct method, comparative method, mixed method);
- > secondly, the system of training, part of the above direction (for example, the method of applying the visibility of François Gouin, the method of Harold Palmer ( **listening, perceiving, repeating, memorizing**), the method of Michael West devoted to teaching reading, oral speech, etc.);
- > thirdly, how teachers and students interact (methods of familiarization, practice and application) [2;120,121].

In the history of foreign language teaching, the first and second are commonly referred to as "historical" methods, and the third is referred to as "methods in the teaching of foreign languages".[1;65] The methodology of historical methods consists of certain principles and a set of principles that form a certain warehouse of methods. Processing methods arise from teaching methods, so teaching methods and teaching principles are discussed separately. Didactic, psychological and methodological principles can be used in training. Historical

methods have been grouped into four groups, with the words "translation", "direct (or without translation)", "comparative (or consciously-comparative)", "mixed" added to their names as determinants.

Thus, all the methods of the centuries-old history of language teaching are grouped into these four categories. A brief analysis of each of them is required, since in today's methodology some of their features are used in a certain way.

**Method of translation.** The name of this method is usually used interchangeably with the term "translation methods". It is not difficult to know the meaning of the name: the foreign language material is translated into the native language. In Europe, translation was first used as a method of understanding Greek and later Latin. In the second half of the 18th and 19th centuries, French, and in the 20th century, English, and finally German, were studied through translation. In the Muslim world, Arabic and Persian were studied as a foreign language. Dead (e.g., Latin) and living languages were the languages of translation, a process that was thought to be a factor in the development of logical thinking. Arabic, on the other hand, was a means of teaching Islamic works that students

memorized. Arabic, Persian, Turkish, etc. are taught in religious schools. The most common methods of translation were those known as the "grammatical translation method" and the "text translation method".[4;78] The use of both translation methods was focused on education.

A foreign language is learned receptively. Based on the linguistic and psychological knowledge of the time that was developed. Some educators still misuse translation methods. A dictionary can be used to provide short texts explaining the meaning of new words. Such translations should teach you how to use a dictionary.

**Direct method.** The main reason for the origin of the name "method" is that in the direct teaching method there is an attempt to establish a direct connection between the word of a foreign language and its meaning, comparing it with the native language. The identical method was used to teach the grammar of a foreign language: they wanted to make a direct connection between the grammatical meaning and the form. The reason for the birth of the direct method can be traced in the practical study of foreign languages. By the end of the last century, this method was invented as a result of the reform of the teaching of foreign languages in Western Europe and the United States. Later, the method spread to Asia, Africa, and other continents.[8;15]

Attempts to teach a foreign language without the participation of the native language began to be expressed in terms such as the direct method, the inductive method, the natural method. The main purpose of these methods is to teach a foreign language in practice. The two modern forms of the direct method are audiolingual and audiovisual. According to the founders of the audiolingual method (the famous American Methodists Charles Carpenter Freese and Robert Lado),[8;25] a foreign language is studied for practical and educational purposes. Emphasis is placed on the selection and use of sentences in a foreign language (speech models) from language materials. The procedure for studying the types of speech activity is to: listening – speaking – reading – writing. Spoken language

is taught as a means of communication in the study of foreign languages, and written speech is based on oral material.

There are several features of the audiolingual method from school experience. In addition to the commonality of the two methods (including the direct method), there are differences. The audiovisual method teaches you to speak, write and finally read. Reading is taught after writing. Some aspects of this method are creatively used in educational institutions. In the first year of teaching a foreign language, a type of writing is taught, then reading after all kinds of speaking are taught.

**Mixed method.** Obviously, this method combines scientific and practical aspects, that is, two methodological directions. Mixed methods appeared in the late 19th and early 20th centuries as a mixture of the method of reception and the direct method. Representatives of this method can be found in the works of the Danish psychologist K. Flagstad, the German linguist E. Otto, and their principles were studied in accordance with the new requirements[2;88].

Comparison is the student's job in the classroom, but it's up to the methodologist and educator to make up a system of exercises. In the first version of the comparative method, the exercises were performed on the basis of rules, while in the modern form, the rules and practice are generalized in the process of training.

Three methods are used in training: familiarization, practice and application. These three terms have been used under different names in methodical research papers. These methods are widespread and can be directly observed in learning.

The task of the student in learning foreign languages is to get acquainted with the educational material (for example, language material) in order to train, to develop skills and competencies, as well as to express his opinion, that is, to communicate in the language.

The main system of teaching a foreign language is used, and two parties are involved - the teacher and the student. The teacher is responsible for organizing the learning

activities of the students. The teacher organizes three tasks that the student must complete: acquaintance, practice, and submission.

The organizational task of the teacher is to develop skills and competencies for independent work. The next task of the teacher is the educational task, teaching the language of the student through explanation or demonstration, narration, interpretation and correction. The teacher teaches foreign language material or shows a way of teaching from a textbook or source, and gives a brief explanation of a complex language if the student is struggling.

Supervision is the third part of a teacher's job. Determines the level of the student, his understanding of new material. Monitors the performance of speech activity during the production of language material. It is necessary to understand the content of the text read aloud, students must learn the lexical units in it. If it is difficult for the student to learn the material, the teacher organizes the repetition of the lexical material. As mentioned above, students can complete assignments through familiarization, practice, and method of application. Each method has its own characteristics. Acquaintance is the first step in the study of the material. When a student begins to learn units of language, he or she learns its form (clearly hearing the sound side in oral speech), its meaning (subject, event, action, thought). Form, meaning, and usage are the three aspects that are studied in every lexical or grammatical unit.

One of the main conditions for memorizing language material is to perceive it through the senses: hearing and vision. At this point, the organ of perception goes through the learning stage. Through the practice of studying linguistic phenomena, both a dynamic stereotype and the formation of them are strengthened. This dynamic stereotype is triggered in the working state of the speech process. The third step is to use language material for practical communication. During the period of submission of knowledge, the exchange of information (i.e. the exchange of information) is not sufficient. skills development) exercises are performed. The tasks that students learn, practice and apply are

called teaching methods in language methodology. They are also called "teaching methods".

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