

Methods of Teaching Foreign Languages as a Scientific Field

Mamadkulova K. A.

Senior Lecturer of the Department of Language Teaching
Kattakurgan Branch of Samarkand State University

Abstract:

This article examines the methodology of teaching foreign languages as an independent science, as it has characteristics inherent in any science: subject, object, scientific theoretical foundations, experimental data and its own categorical apparatus.

Keywords: methods of teaching foreign languages, subject, object, scientific basis, basic sciences, related sciences, experimental data, methods of scientific-empirical level, theoretical and scientific-experimental methods.

The process of teaching foreign languages can be characterized as complex and multidimensional, so it seems impossible to form an idea of the features of its functioning on the basis of one science. The theoretical basis of teaching foreign languages is formed by data from such sciences as methods of teaching foreign languages, linguistics, pedagogy, didactics, psychology and psycholinguistics. First of all, let us define the term "teaching methods" and consider its meanings.

The term "methods of teaching foreign languages" is used to denote meaningfully different concepts:

- methods and forms of work of individual teachers presented in the materials of various scientific and practical conferences; in this case, the technique is equated to the technology of professional activity;
- academic discipline, a theoretical course in pedagogical higher educational institutions, the development of which should ensure the formation of professional methodological competence of students, their theoretical and practical training;
- an independent scientific discipline.

Let us dwell in more detail on the interpretation of the methodology as an independent science. The methodology of teaching foreign languages is a science that explores the purpose and content, methods and means of teaching, methods of teaching and upbringing on the material of a foreign language.

Note that the methodology of teaching foreign languages is considered as an independent science, since it has characteristics inherent in any science: subject, object, scientific theoretical foundations, experimental data and its own categorical apparatus. Like any science, it is distinguished by the integrity of the accumulation of knowledge and the formation of connections between them. The methodology as a science is based on the educational process, the components of which are:

- teaching activities of the teacher;
- organization of training (goals, content, methods, techniques and means);
- educational activities of students.

The subject of the methodology of teaching foreign languages is a foreign language and the process of its assimilation as a means of communication, a body of knowledge about the learning process in the form of theories and guidelines, scientific substantiation of the goals, content of training, organization of the material, the sequence of its study, its educational value, the nature of requirements for the level possession of it, as well as the scientific development of the most effective methods, techniques and forms of training, taking into account the goals, content and specific conditions of training. In fact, the subject of the methodology includes all the problems associated with teaching foreign languages.

Methodology and didactics as a branch of pedagogy are related by the presence of a common object of research - the learning process. Let us clarify that the object of the study of the methodology of teaching foreign languages is the process of teaching students to communicate in foreign languages and the patterns of their assimilation as a means of communication, as well as the features of education and upbringing of a comprehensively developed personality capable of self-development and personal self-determination, by means of a foreign language in various conditions.

The scientific basis of the methodology of teaching foreign languages, in addition to its own theoretical provisions and experimental data of methodological research, is formed by the patterns of basic and related sciences.

The basic sciences for the methodology of teaching foreign languages include: linguistics, pedagogy, didactics, psychology and psycholinguistics.

The methodology of teaching foreign languages is based on linguistics as one of the basic sciences and uses such data as characteristics of the linguistic regularities of the target language, differentiation of the concepts of “language” and “speech”, features of the phonetic, lexical systems and grammatical structure of a foreign language, stylistic features of contexts and the use of various linguistic phenomena in them, the functional characteristics of the types of speech activity, etc.

Pedagogy is also a basic science for teaching foreign languages. Methodical research is based on the general provisions of pedagogical theory and the theory of education, which describes the process of purposeful formation of the personality of students. In the process of teaching a foreign language, for example, such personality traits of students as civic identity, consciousness, activity, awareness of their place in the multicultural world, the ability to self-development and self-education in accordance with universal moral values, readiness for independent, creative and responsible activity, etc.

Teaching a foreign language is built on a single didactic basis, which is implemented in the system of generally accepted didactic principles: the principle of scientific character, feasibility / accessibility in teaching foreign languages; the principle of upbringing and comprehensive development of the personality of students in the learning process (upbringing training); the principle of students' consciousness and activity; the principle of connection between theory and practice; the principle of visibility; the principle of taking into account the individual characteristics of students, etc. Didactics and methodology, as already noted, have a common object of research - the educational process, but didactics studies this process as a whole, and the methodology of teaching foreign languages - in relation to a specific academic subject - a foreign language.

Undoubtedly, psychology can be attributed to the basic sciences for the methodology. The relationship between psychology and the methodology of teaching foreign languages can be traced in two directions - the psychology of speech and educational psychology. From various sections of psychology, the methodology draws data such as the ratio of oral and written, internal and external speech, psychological characteristics of mastering and mastering various types of speech activity,

psychological characteristics of students of different age groups, the implementation of higher psychological functions by students (perception, memory, thinking, speech) in the process of teaching foreign languages.

The methodology of teaching foreign languages is also based on the provisions of psycholinguistics, which made it possible to determine such important categories for the methodology as: speech activity, its types, structure, the process of generation and perception of speech, the development of a child's speech, etc. It is important to note that reliance on basic sciences is the most important condition for raising the scientific level of a methodology, and one of its tasks is to synthesize data from basic sciences, on the basis of which the actual methodological laws are formulated.

It should be noted that other sciences also have their influence on the methodology, but this happens indirectly. Along with the basic sciences, the methodology relies on data from adjacent sciences, which include: computer science, information theory, cultural studies, cybernetics, mathematics, defectology, statistics (statistical data analysis), etc.

The methodology of teaching foreign languages reasonably draws on the data of basic and related sciences in solving theoretical and practical issues of teaching, avoiding a one-sided orientation towards any one science.

The methodology of teaching foreign languages can be considered an independent science, since it proves the effectiveness of its theoretical provisions in practice and has the necessary experimental data obtained by analyzing the methodological, pedagogical, linguistic literature, retrospective study of the experience of domestic and foreign schools, generalization of teaching experience, observation and self-observation, conversations, questionnaires, testing, experiment, mass experimental training.

The second group of research methods includes theoretical and scientific-experimental methods:

- analysis of scientific literature in the field of methodology, linguistics, psycholinguistics, pedagogy, normative documents, which allows to identify different points of view on the analyzed methodological problem, the studied sides of the problem, discussion issues, obsolete aspects, little-studied problems and propose their own methodological concept;
- testing, which has acquired particular relevance at the present time because of its objectivity, brevity, uniformity, standardized, the ability to quantify the result and carry out its processing. Pedagogical practice shows that tests of various orientations, such as tests of achievements, abilities, personality, criterion-oriented tests, etc., are progressive methodological tools that allow us to objectively identify the typical mistakes of students and the difficulties they face, to determine the level of proficiency in a foreign language. language, as well as based on the analysis of the data obtained, to build a sound system of teaching a foreign language;
- an experiment that occupies a very important place in the methodology of teaching foreign languages. In fact, an experiment is a scientifically established experiment, a purposeful study of a phenomenon under certain conditions, when it is possible to follow the course of changes, influence it, and recreate a situation in similar conditions. In the methodological literature, according to the purpose, reconnaissance / search, ascertaining, teaching, repeated experiment are distinguished; according to the conditions - natural and laboratory experiment; by the methodology - a traditional or cross-over experiment, by timing - a long or short-term experiment;

- mass experimental learning completes the methodological research and allows you to test new teaching materials, spread positive pedagogical experience, obtain information that is of particular importance for the learning process, in direct interaction with reality, i.e. in the course of teaching foreign languages in various educational conditions.

Summing up, it should be noted that all of the above methods of obtaining scientific knowledge (theoretical and empirical) should be used in methodological research not in isolation, but in combination with each other, due to which the degree of reliability and scientific objectivity of research results will increase, and their choice depends largely degrees on the type and nature of the study.

The method of teaching foreign languages has its own categorical apparatus, i.e. conceptual apparatus in the form of a system of terms reflecting its content and subject of instruction.

The methodology of teaching foreign languages operates in the following terms: approach, method, technique, method, goals, principles, means, exercises, technology, etc.

The concept of "method" is one of the most common in the methodological literature. It is ambiguous and can be defined as a system of purposeful teacher actions, on the one hand, and educational actions and activities of students, on the other, ensuring the achievement of the goals of teaching a foreign language.

The term "method" is often used to denote a methodological direction in the history of a technique (for example, a grammatical-translation method).

The teaching method is also understood as a teaching system within a certain direction, i.e. actually the author's method (for example, the Palmer method).

In connection with the concept of "teaching method", it is advisable to consider the concept of "technique", which is interpreted in the methodological literature as an elementary methodological act aimed at solving a specific learning problem at a particular stage.

Some scholars describe this concept as a means to an end, others as a way of mastering the program content of learning, and still others as a system of techniques, forms and means of learning, optimally used to achieve a goal. In linguodidactics, examples of teaching technologies can be: project technologies, interactive technologies, computer technologies, game technologies, etc.

In linguodidactics, examples of teaching technologies can be: project technologies, interactive technologies, computer technologies, game technologies, etc.

The general methodology involves the study of the patterns and characteristics of the process of teaching a foreign language, regardless of what language we are talking about.

Private methodology, in turn, examines linguistic and speech phenomena specific to a particular foreign language. Along with the private methods of individual languages, there are also private methods for different stages of education (for example, basic school or higher school).

Thus, in private methods, not only the peculiarities of a foreign language, but also the specificity of the learning conditions, are most fully taken into account.

Summing up the above, we note that the methodology of teaching foreign languages is an independent science, which is based on the data of linguistics, pedagogy, didactics, psychology and psycholinguistics, demonstrating its complex and integrative nature.

List of used literature:

1. Baryshnikov, NV Teaching foreign languages and cultures: methodology, purpose, method / NV Baryshnikov // Foreign languages at school. - 2014. - No. 9.
2. Galskova, ND The theory of teaching foreign languages. Linguodidactics and methodology / ND Galskova, NI Gez. - M.: Academy, 2013.
3. Kopylova, V. V. Federal state educational standard of primary general education: purpose, structure, requirements / V. V. Kopylova // Foreign languages at school. 2010. No. 5.
4. Krupchenko, AK Integration and interdisciplinarity as the basis for teaching a foreign language for professional purposes / AK Krupchenko, // Foreign languages at school. - 2013. - No. 5.
5. Trubitsina O.I. Foreign language teaching method 2018.