



## Research Article

# ANALYSIS OF FOREIGN LANGUAGE TEACHING METHODOLOGY AS AN INDEPENDENT THEORETICAL AND APPLIED SCIENCE

**Submission Date:** February 20, 2022, **Accepted Date:** March 05, 2022,

**Published Date:** March 14, 2022

**Crossref doi:** <https://doi.org/10.37547/philological-crjps-03-03-02>

**Tursunova Odina Salimovna**

**Assistant, Department of Language Teaching, Fergana Polytechnic Institute, Uzbekistan**

**Journal Website:**  
<https://masterjournals.com/index.php/crjps>

**Copyright:** Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

## ABSTRACT

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. Therefore, the school is designed to provide a certain level of foreign language proficiency, which could allow continuing its study during the period of the university and postgraduate education, as well as independently. The success of training largely depends on the methodology of the teacher of a foreign language, on his ability to use various modern methods in the context of solving specific educational problems. In this article, materials are presented that reflect the modern experience of teaching a course in teaching foreign languages.

## KEYWORDS

Professional training, professional activity of a foreign language teacher, development of foreign language communication skills, modern technologies in teaching foreign languages.

## INTRODUCTION

The methodology of teaching foreign languages is a system of knowledge about the regularities of the

process of teaching a non-native language and about ways to influence this process to optimize it. The





methodology of teaching a foreign language (FL) reveals and substantiates the patterns of teaching a foreign language [1-3]. Historically, two functionally different methods have developed: general and particular methods [4-7]. The general methodology, as a rule, is devoted to the study of the patterns and features of the process of teaching a foreign language, regardless of what foreign language it is. So, the principles of selecting educational material, the ratio of oral and written speech at various stages of the lesson, etc. [8-11] will be the same in equivalent learning conditions for any of the Western European languages studied in general education schools in our country. However, knowledge of the general patterns of teaching a foreign language is insufficient when the teacher is faced with the specific features of a particular foreign language. Thus, the ways of mastering the verbal forms of conjugation are specific only to the English language, cumbersome patterns of composition, declension of nouns and adjectives are characteristic of the German language, and the methods of forming numerals, the use of diacritics, the reduction of the article, the presence of the partitive article are characteristic of the French language. Significant differences are observed in phonetics: triphthongs and diphthongs are specific for English, and nasal vowels are specific for French. 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 relevant specific phenomena in a particular foreign language by students. Thus, a private technique explores the teaching of those linguistic and speech phenomena that are specific to a particular foreign language being studied.

## MATERIALS AND METHODS

General and private methods are interconnected. The general methodology is enriched based on the experience of particular methods. In turn, the laws of the general methodology are reflected in the particular. The subject of the methodology of teaching foreign languages is the knowledge accumulated about the object, a numerous theory that models the learning process; these are the regularities of the process of learning a foreign language [12-17]. The main 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 methodology are considered to be: The method as a system of purposeful actions of the teacher, on the one hand, and learning actions of students, on the other. Reception is an elementary methodological act aimed at solving specific problems at a certain stage of the lesson. The method is implemented in the system of receptions [18-21]. The communication-oriented teaching method is implemented in the following ways:

- Reception of role-playing communication
- Reception of the formation of the orientation 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 and thought activity by means of technical training aids (TTA).
- Methods of standardized control.

Approach - the general starting position, starting from which the researcher considers most of his other provisions. The question of the relationship between





method and approach remains debatable. Domestic methodologists and most foreign researchers believe that the approach to learning plays a fundamental role and is the dominant idea on which the new method is built. Method and approach are interconnected and interdependent; they are characterized by constant interaction. Researchers unanimously express the opinion that there is no 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 condition can have an opposite result in other learning conditions [22-25].

A principle is a guiding idea. It is customary to distinguish the following general didactic, general methodological, particular methodological principles. K.V. Minyar-Beloruchev in his research identifies the following principles of learning: the principle of a differentiated approach, the principle of managing the learning process, the principle of isolating specific guidelines, the principle of an integrated approach to motivation in teaching a foreign language. The goal of learning is what we strive for in the process of teaching a foreign language, this is an ideally planned result [1,9].

First, the goal of training is set, only then the methodology is developed. The purpose of learning is closely related to the conditions of learning since without them it is impossible to achieve it. Learning conditions are the circumstances under which learning takes place. The means of learning are the tools of the educational process, with the help of which the set goals are achieved more successfully and in a short time. Teaching aids include a textbook, workbook, tape recorder, cards. All of the above categories serve the learning system - a general model of the

educational process that corresponds to a certain methodological concept. The training system is a complete set of components corresponding to a certain methodological concept; it determines the goals, content, principles, methods, techniques, ways, means, and forms of organization of training and, in turn, is determined by them [2,23].

The methodology of teaching foreign languages is connected with several 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 training of speech activity on the material of the language [26-29]. Linguistics, on the other hand, describes the main system 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 technique uses data from psychological science about the features of perception in teaching a foreign language, the role of thinking and its connection with language, the relationship between conscious and unconscious (a combination of voluntary and involuntary attention, awareness and imitation), the formation of skills and abilities, the motivation of educational activities, etc.

In its provisions, the methodology is based on the research of L.S. Vygotsky, S.L. Rubinstein, A.N. Leontiev, in which the theory of activity is developed, in particular mental activity, draws on data on the





problems of memory, the formation of speech skills, speech mechanisms, takes into account the theory of attitude, 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. Merit V.A. Artemova, B.A. Belyaev and other psychologists are that they not only approved speech as an object of learning but also gave a psychological justification for the need to teach speech in all forms in a foreign language [24-29]. Based on general psychology, pedagogical psychology, the psychology of teaching a foreign language, the methodology draws on their data on the psychological characteristics of speech, on oral and written speech, external and internal. It is an undeniable fact that using the general psychological concepts of the formation of skills and abilities inactivity, the methodology clarifies them on the material of its subject and enriches the general psychological theory of activity with such specific categories as speech skill, speech skill. Consequently, the connection of methodology with psychology should be understood not as an elementary use of psychological theory by methodology, but as bilateral dialectical relations that contribute to mutual refinement, supplementation and enrichment of the theories of both sciences.

## **RESULTS AND DISCUSSION**

Important for the methodology are connections with psycholinguistics, which has developed at the intersection of psychology and linguistics and studies the mechanisms of speech generation (expression of thoughts) and speech recognition (speech understanding). Knowledge of the mechanisms for the implementation of speech activity is of particular importance for the correct construction of the educational process because language learning is learning speech activity.

The contribution of psycholinguistics to the methodology of teaching a foreign language is reduced to the following provisions: language teaching 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 appropriate situations are taken into account; exercises should be a task, the solution which develops the skills of students, while at the same time activating their mental activity; For speech activity to be of interest to students, motivation is necessary.

A special place belongs to didactics, which, together with the methodology, have a common object of study - the educational process. The difference lies in the fact that didactics studies this process as a whole, and methodology - in relation to a particular academic subject. The nature of the connection 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 particular 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. The research methods are the same. This does not mean, however, that in relation to didactics, the 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 based on a study of teaching the basics of sciences, i.e. the focus area on 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





education using a foreign language, which is not included in the range of problems studied by didactics.

The methodology of teaching foreign languages is not limited to the connection with the specified basic sciences but uses the knowledge and methods of other, so-called related sciences. The general contours of the learning process can be represented in terms of cybernetics - a science whose subject is control processes occurring in complex dynamic systems. Cybernetic Analysis of pedagogical phenomena contributes to a clear identification of interrelated links and conditions of the pedagogical process, allowing you to introduce elements of programmed learning into teaching foreign languages. Programmed methods solve the problem of optimizing the management of the educational process. The use of statistical analysis methods contributes to the increase in the scientific level of the methodology. The use of methods of mathematical statistics, mathematical linguistics, and information theory allows us to solve the issues of rationalizing the process of teaching foreign languages. Reliance on basic and related sciences is the most important condition for raising the scientific level of methodology. One of the important tasks of the theoretical methodology is the scientific synthesis of basic and related sciences in their dialectical unity and their use in a transformed form, taking into account the goals, stages, and conditions of training. The following problems are identified for the methodology:

- Definition of a foreign language as a subject;
- Study of the teacher's activity (development of forms, methods, teaching methods);
- Study of the student's activity (checking the effectiveness of the techniques used, studying the development of the student);

- Establishment of specific laws, determination of the scope of laws related to the methodology of sciences and identification of their specific refraction in the methodology.

The process of teaching foreign language speech is extremely multidimensional. Motivation in learning a foreign language is an internal driving force that makes a person spend time and effort on learning a foreign language. Foreign languages are becoming one of the main factors of both the socio-economic and general cultural progress of society. Learning motivation can be divided into positive and negative.

So, the construction "if I learn English, I will get excellent at the exam" is a positive motivation. However, the construction "if I study English, I will pass the exam and I will not be expelled" is negative.

Motivation can also be divided into extrinsic and intrinsic. External motivation is not directly related to the content of the subject but is due to external circumstances (being an excellent student in all subjects, the student tries to have "excellent" in a foreign language - an external positive motive; a student learns a foreign language because of fear of strict parents or a teacher - an external negative motive). External motivation exists in two varieties: broad social motivation and narrow personal. The external motivation of "the process of learning is associated with a rather acute sense of civic duty to the country, to dear, close people is associated with ideas about learning as a road to mastering great cultural values, with the idea of learning as a way to fulfil one's purpose in life". Narrow external motivation determines the attitude to mastering a foreign language as a way of self-affirmation, and sometimes as a way to personal well-being. Intrinsic motivation is not associated with external circumstances, but directly with the subject itself. It is also often referred to as process motivation.





Varieties of internal motivation: motivation associated with the long-term development of the individual; communicative motivation; motivation generated by the learning activity itself.

## CONCLUSION

Teaching a foreign language is based on the provisions of the universal connection and interdependence of the phenomena of reality, the integrity of the continuously developing world and the systemic reflection of our knowledge about it. The integrity of the system is ensured by the diverse links between its elements and their interaction during the functioning of the system. About 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 activity of the teacher and students, mediated by the educational complex, which determines the final result - a certain degree of learning.

## REFERENCES

1. Бим И.Л. (1977). Методика обучения иностранным языкам как наука и проблемы школьного учебника. М.: Русский язык.
2. Пассов Е. И., Кузнецова Е.С. (2002). Формирование лексических навыков, Воронеж: Интрелинга, 40 с.
3. Wallace, M. J., & Bau, T. H. (1991). Training foreign language teachers: A reflective approach. Cambridge University Press.
4. Bezukladnikov, K. E., Novosyolov, M. A., & Kruze, B. A. (2014). The International Teacher's Foreign Language Professional Communicative Competency Development. *Procedia-Social and Behavioral Sciences*, 154, 329-332.
5. Sayyora, K. (2020). Peculiarities of Tourism Development in Namangan Region. *International Journal on Integrated Education*, 3(4), 36-38.
6. Nurmatovna, K. S. (2021). The Mental Processes Associated with Understanding the World. *Central asian journal of literature, philosophy and culture*, 2(11), 88-92.
7. Ахунова, Ш. Н., & Абдуллаева, Б. (2015). Динамика и перспективы развития частного предпринимательства в Узбекистане. *Журнал научных публикаций аспирантов и докторантов*, (5), 23-25.
8. Турсунова, О. С., & Хамидова, С. Н. (2019). Применение проектных работ в преподавании иностранных языков. *Достижения науки и образования*, (8-3 (49)), 101-102.
9. Khamidova, S. N. (2021). Modality and its elements in sentence. *Theoretical & Applied Science*, (1), 88-91.
10. Хамидова, С. Н. (2018). Интерактивные методы и их применение на занятиях английского языка. *Достижения науки и образования*, (18 (40)), 50-51.
11. Мамадалиева, Х. А., & Турсунова, О. С. (2018). Коммуникативный подход при обучении иностранному языку. *Вопросы науки и образования*, (2 (14)), 55-57.
12. Jonibekovna, N. D., Gulomovna, B. G., Salimovna, T. O., & Karimovna, M. O. (2020). Some opinions about parameters of mnemonics. *Universal Journal of Educational Research*, 8(1), 238-242.
13. Турсунова, О. С., Тошматова, Н. А., & Курбонова, У. С. (2019). Преимущества применения инновационных педагогических технологий в образовательном процессе. *Вестник науки и образования*, (19-3 (73)), 43-45.





14. Salimovna, T. O. (2021). The role of media while teaching youngster learners. *Academicia: An International Multidisciplinary Research Journal*, 11(3), 793-799.
15. Турсунова, О. С., & Хамидова, С. Н. (2019). Применение проектных работ в преподавании иностранных языков. *Достижения науки и образования*, (8-3 (49)), 101-102.
16. Tursunovna, Z. Z., Nurmatovna, K. S., & Kodirovna, O. S. (2019). Actual problems encountered in teaching foreign languages. *Вестник науки и образования*, (19-3 (73)), 37-39.
17. Solomatov, V. I., Mamajonov, A. U., Yunusaliev, E. M., & Qosimov, L. M. (2022). The formation of concrete macrostructure. *ISJ Theoretical & Applied Science*, 02 (106), 170-178.
18. Турсунова, О. С. (2018). Инновационные технологии в преподавании иностранных языков. *Достижения науки и образования*, (18 (40)), 48-49.
19. Salimovna, T. O. (2021). Poems and pongs from the mootivational factor in a german lessons. *ResearchJet Journal of Analysis and Inventions*, 2(06), 333-336.
20. Tulkinovna, A. B. (2021). The main formation of professional competence of the students of technical universities in the Russian lessons. *Web of Scientist: International Scientific Research Journal*, 2(05), 637-648.
21. Турсунова, О. С. (2019). Применение видеоматериалов в процессе обучения иностранному языку. *Проблемы современной науки и образования*, (11-2 (144)), 76-78.
22. Атаджанова, Б. Т. (2020). Научный текст как источник обогащения профессиональной речи. *Вестник педагогики: наука и практика*, (51), 70-71.
23. Турсунова, О. С. (2021). Грамматикани ўйин шаклида ўрганишнинг афзалликлари. *Scientific progress*, 1(5).
24. Мухаммадиева, М. М. (2015). Изучение устного народного творчества с использованием интерактивного метода "вереница". *Журнал научных публикаций аспирантов и докторантов*, (12), 93-94.
25. Умарова, Д. З., Турсунова, О. С., & Башарова, Г. Г. (2017). Обучение профессионально-ориентированному иностранному языку в техническом вузе. *Научные исследования*, 1(6 (17)), 64-66.
26. Salimova, S. (2021). General structure of spinal animals features. *Центр Научных Публикаций (buxdu. uz)*, 3(3).
27. Атаджанова, Б. Т. (2018). Проблемы изучения лексики русского языка в национальных группах. *Достижения науки и образования*, 1(8 (30)), 59-60.
28. Мухаммадиева, М. М. (2017). Использование технологий резюме в преподавании педагогических наук. *Журнал научных публикаций аспирантов и докторантов*, (4), 35-36.
29. Salimova, S. (2020). Method of improving self-study works of students in biology by means of informational resources. *Центр Научных Публикаций (buxdu. uz)*, 2(2).