

How to Cite:

Utkir, S. (2022). Methods of teaching foreign languages: Methods of foreign representatives. *International Journal of Health Sciences*, 6(S1), 12519–12528. <https://doi.org/10.53730/ijhs.v6nS1.8124>

Methods of teaching foreign languages: Methods of foreign representatives

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Abstract---This article provides detailed information on foreign language teaching methods, including the methods used by foreign experts, and you can get acquainted with modern and innovative methods through the article.

Keywords---Method, foreign languages, reception, system, education.

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. 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 in order to optimize it. The methodology of teaching a foreign language (FL) discovers and substantiates the patterns of teaching a foreign language.

Historically, two functionally different methods have developed: general and particular methods. 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. Thus, the principles of selecting educational material, the ratio of oral and written speech at various stages of the lesson, etc. will be the same under 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 Continuous verb forms are specific only for the English language, cumbersome patterns of composition, declension of nouns and adjectives are typical for 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 typical for French. 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.

General and private methods are interconnected. The general methodology is enriched on the basis of the experience of particular methods. In turn, the laws of the general methodology are reflected in the particular. The subject of foreign language teaching methodology is the knowledge accumulated about the object, numerous theory that models the learning process; these are the laws of the learning process of FL.

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 methodology 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.

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. Approach is the general starting position 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 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 conditions can have a completely opposite result in other learning conditions. A principle is a 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 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 [3].

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: 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, forms of organization of training and, in turn, is determined by them.

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 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.

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 activity of the teacher and students, mediated by the educational complex, which determines the final result - a certain degree of learning.

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 its research.

The silent way method is based on the structural approach in linguistics and the humanistic direction in psychology. The author of this method is C. Gattegno, who transferred his experience of creating a program for teaching mathematics and reading in his native language to the methodology of teaching foreign languages. The name of the method reflects the author's idea that the initiative in the lesson should come from students whose speech takes up most of the teaching time, and the teacher should speak as little as possible in the lesson. Learning in silence, as opposed to repetition and reproduction after the teacher, becomes a technique that promotes mental activity and concentration of students when completing a task [12].

The use of the method of "quiet" learning has certain limitations, as it implies a high degree of student interest and the presence of intrinsic motivation.

A positive feature of this method is the stimulation of students' independence and the use of various supports and visual aids in the learning process.

The method of relying on physical actions

(Total physical response - TPR) was developed by psychologist J. Asher and is based on structural linguistics, behaviorism and humanistic direction in learning, as well as on the position of psychology on the coordination of speech and physical actions, who accompany her. The method develops the ideas of the natural method.

Its essence lies in the fact that when teaching a foreign language, it is necessary to imitate the process of mastering the native language by children, which is acquired in parallel with the performance of the corresponding physical actions. The perception of structures is facilitated if it is accompanied by actions performed by the teacher and students.

The lexical-translational method or the analytical method was used 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).

Intensive methods.

The main methods used in such work as learning English can be classified as an accelerated method, How to memorize 200 words in an hour, a language in a month, training at the pace of a machine-gun fire. Accelerated methods of teaching English are good for the first and superficial study of the language, and are needed in order to quickly get the basics in knowledge of the English language. Learning English, in fact, is a rather laborious process, so for normal education it is necessary to teach English by ordinary, orthodox methods, especially since a language institute has long been established in our country, and there are proven methods and techniques that can be used to study English.

Immersion method

Recently, the concept of "full immersion" has often been used as an alternative to the concept of "teaching English abroad". Meanwhile, "Total Immersion" is a proprietary course, a registered trademark and it belongs to Berlitz, the world's oldest network of language schools, the founder of the modern method of teaching a foreign language, originating from the Berlitz method (direct / communicative method).

At the same time, Berlitz is currently not only the oldest school of foreign languages, but also the leading developer of the most advanced textbooks and interactive multimedia training courses. The Total Immersion course is different from just an intensive course in a foreign language school, as they are designed for different purposes. Let's imagine a situation where you need to improve your English proficiency in the shortest possible time. You are a top manager, and time is more precious to you than money: that is, you can allocate only two to four weeks to solve a problem, and there are almost no restrictions on funds.

It is clear that for the most effective solution of the problem in the shortest possible time, we must ensure the maximum quality of the means used and the amount of effort applied per unit of time (intensity). It is this concept that underlies the Total Immersion course - 60 individual lessons per week, conducted from 9 to 18 hours, ensure maximum learning efficiency by using 130 years of Berlitz experience and the most advanced methodological and technical

developments. The course involves the use of branded teaching materials, includes a working lunch with a teacher, as well as a daily lesson with two teachers - to ensure greater dynamism and effective simulation of work situations. Thus, the "Full Immersion" course is an effective solution, but not at all universal due to its high cost. For example, the cost of a four-week course at Berlitz London (the oldest language school in London - author's note), including accommodation and visa processing, will cost €14,315 (according to Study-Express.ru).

Right hemispheric method

Music for the brain is like a foreign language. The brain perceives music as another foreign language. This conclusion was reached by scientists from the University of Liverpool, who studied the area of the brain, which was previously considered to be associated exclusively with the function of speech, in musicians. It turned out that they, regardless of the instrument they own, had more gray matter in this area of the brain than people who are far from music. These findings, according to Thomas Elbert, professor of behavioral neuroscience at the German University of Konstanz, "are in good agreement with the current view that musicians process music as an additional language." This scientist is also studying the activity of the motor cortex while playing musical instruments. The present study, led by British neurologists Vanessa Sluming and Neil Roberts, involved 26 male musicians aged 26 to 66.

A control group of non-musicians was matched to them by age. Broca's area was studied using three-dimensional magnetic resonance imaging. It turned out that the increase in the volume of gray matter, that is, nerve cells, in this speech zone did not depend on the type of musical instrument, in which the subject achieved mastery, but was directly dependent on the number of years spent on music lessons. According to the researchers, this means that language and music have a lot in common in the perception of the brain. Besides the obvious explanation that playing musical instruments develops Broca's area, there is another possibility. As Professor Elbert noted, it is possible that people with a more developed Broca's area are inclined to study music and achieve great success in this.

Psychological method

5 hypotheses of psycholinguistics. A description of the psychological schools that determined the development of foreign language teaching methods would be incomplete without Stephen Krashen's psycholinguistic model, which has been extremely popular in the United States over the past two decades. It consists of five hypotheses that appeared in 1977, 1981, 1982, 1985. The Acquisition-Learning Hypothesis hypothesis emphasizes that acquisition does not coincide with learning, being an inductive and subconscious process, similar to the process of mastering a native language by a child who may not know the rules, but intuitively feels the correctness of the form. Learning, on the other hand, involves a conscious process of mastering the rules, exceptions from them, and is associated with the terms deductive, explicit, formal, and cognitive. Hypothesis about the natural order of language learning (Natural Order Hypothesis).

According to her, by attaching great importance to "learning", we violate the natural order of "acquisition", since some naturally acquired structures have the most complex rules for use.

Therefore, the grammatical sequence of the material is of little use, it must be graded according to the degree of "comprehensibility" (comprehensibility) in order to strengthen the "acquisition". The Monitor Model hypothesis states that learned knowledge cannot be transferred to acquired knowledge, since these types of knowledge are stored in memory in different ways.

The role of learned knowledge is reduced only to the monitor (self-control)

The use of the monitor depends on the individual psychological characteristics of the student: "desperate" (monitor under-users) speak without attaching importance to the correctness of the form; "super-cautious" (monitor over-users) are afraid to say something in a foreign language, painfully remembering the rules. Between them there is an optimal variant (optimal monitor users) to which it is necessary to aspire. The Input Hypothesis postulates that the most important condition for the "acquisition" of a language is the input of information orally or in writing one step above full availability, according to the formula $i + 1$, where the information is understandable. The hypothesis about the role of the sensory filter (The Affective Filter Hypothesis) essentially takes into account the humanistic concept of the influence of the affective sphere on the acquisition of a foreign language. According to her, the acquisition is carried out faster in an environment where the level of anxiety is low, there is no "defensive" reaction at all. These and other barriers to "acquisition" can be eliminated by: clear and accessible when entering information; creating a favorable psychological climate; taking into account the sensory component when entering information.

Frequency storm method

Take the 100 most commonly used words in the Gospel of John in Hebrew, ranked by frequency. The first 5 words on this list cover 25% of the Gospel of John, and the first 46 words cover 50%. That is, having memorized only 46 words (there are over 2.5 thousand of them), you will learn every second word of the Gospel of John! The essence of the frequency storm method is very simple:

1. You take a text whose translation you already know in advance.
2. Get a frequency-ranked list of words of the given text (with the help of special programs, for example, "Text analyzer", <http://langs.com.ua/movy.htm>).
3. Select the top of the N-words in this list, which covers, for example, 50% of the words of the text. Translate these words into a language you understand. Memorize this tip.
4. Try to read the source text, stepping on known words, and trying to understand the rest of the words based on the fact that you already know the translation as a whole (before all this, you must learn the alphabet and basic reading rules).

This is how one manages to quickly enter the language, to enter the real, unadapted language. Why is this a breakthrough? Because: you reach the level of

reading with a dictionary, and this is a significant stage; effort and time for this were as minimal as possible.

Then you can repeat the procedure with the next portion in the frequency list so that the total number of words you know covers, for example, 80% of the words of the text (but this will no longer be ~ 2% of all unequal words, as in the case of 50% coverage text, but ~20% of all unequal words). Reading after this will become quite easy, since 4 of the 5 structural elements will be known to you in advance.

It is important to note the second pillar of the frequency assault method: a similar ranked list is created for all types of structural elements of the language (and not just for words). That is, a list is compiled:

1. affixes (prefixes, suffixes, endings);
2. grammar rules (articles: signs of singular and plural numbers, gender, basic cases; nouns: signs of singular and plural numbers, gender, basic cases; pronouns: in basic cases and basic types; verb: personal endings in the present time, modal verbs and service words, adjectives: signs of singular and plural numbers, gender, main cases, syntactic rules: word order in narrative, negative and interrogative types of sentences; ...);
3. phonetic rules (rules for reading letters, rules for pronunciation and intonation);
4. phraseological units.

Analytical and imitative method. At the initial stage, the formation of auditory pronunciation skills takes place, which includes: familiarization with sounds, training students in their pronunciation to form skills, applying the acquired skills in oral speech and when reading out loud. At this stage, the material sound shell has not yet organically merged with the thoughts contained in the sample, and in itself attracts the attention of students. Therefore, the task of the first stage is to automate the listening skills, directing the efforts of students to an elementary exchange of thoughts.

Oral forms of work on linguistic material prevail here. However, in the process of reading and writing, the nature of work on pronunciation does not change. Loud reading - typical for this stage - creates additional opportunities for the development of auditory - pronunciation skills. Writing is also often accompanied by speaking aloud, during which the necessary attention is paid to listening skills. Acquaintance with a phonetic phenomenon occurs through a visual, somewhat exaggerated demonstration of its features in a sounding text.

The sequence of presentation of phonetic material is dictated by its needs for communication. Therefore, from the first steps, it is sometimes necessary to introduce sounds that are the most difficult, which have no analogue in the native language (the sound [ð] occurs in the very first lessons, since it is necessary to pronounce the article).

In teaching pronunciation, the analytical-imitative approach justified itself. Given that the learning unit is a phrase, students repeat the example after the teacher or record. If the students did not make mistakes in pronunciation, they proceed to work on the following examples. If the teacher noticed any shortcomings, the

sounds that are subject to special training are isolated from a coherent whole and explained on the basis of the articulation rule. This is the analytical part of the work. Then these sounds are again included in the whole, which is organized gradually: syllables, words, phrases, phrases, and are pronounced by students after the sample. This is the imitation part.

This approach to teaching phonetic skills at the initial stage ensures the simultaneous assimilation by students of the phonetic, grammatical, lexical, and intonational features of the English language in an undivided form. With such a formulation of training, it turns out that training an isolated sound is simply unnecessary, since sounds almost never function in an isolated form.

Articulation rules are approximate (close to correct) in nature. In fact, these are rules-instructions that tell students which organs of speech (lips, tongue) are involved in pronouncing the sound. For example, to pronounce the sound [e], you need to pronounce the Russian "e", stretch your lips into a smile, almost close your mouth, tighten your lips. Experience shows that the shorter, more concise explanation, the more effective it is (the semi-vowel sound [w] will turn out to be correct if you imagine that you are kissing someone; nasal [ŋ] can be compared with the ringing of a bell (bim-bom, ding-dong).

The method of communicative tasks (Task-based learning) is a solution to a number of communicative tasks offered by the teacher, solving which, students perform verbal and non-verbal actions, come into contact with each other, with a group of students or with the teacher, trying to find the right ways to solve the problem. communicative task. In this case, not only speech, but also physical actions, gestures, facial expressions, etc. are often used. Curricula compiled in accordance with this method are a set of communicative tasks and do not involve the selection and organization of the language material to be learned. The question of how necessary and in what form the management of students' educational activities can be carried out when using the method of communicative tasks is debatable. It is assumed that the formation of competence in a foreign language does not require the systematization of the studied linguistic phenomena, but the creation of conditions in which students are involved in order to solve communicative problems. To do this, any purposeful formation of grammatical (linguistic) competence and modeling of speech behavior should be excluded [12].

It should be noted that the method of communicative tasks is under development, the process of its formation as a method has not yet been completed, which allows making clarifications and changes in order to optimize the process of teaching foreign languages. Neuro-linguistic programming (Neuro-Linguistic Programming) is, on the one hand, the art and science of personal development, a study on leadership skills, on the other hand, a direction in the methodology of teaching a foreign language that allows you to successfully reveal and activate the reserve capabilities of the individual in the process of immersion into a foreign language and speech space. Neuro-linguistic programming (NLP) also affects the way of thinking, on which all our achievements depend in general. NLP originated over 30 years ago at Santa Cruz University in the USA. Its founders were John Grinder, then an assistant in the department of linguistics, and Richard Bandler,

a student of psychology and mathematics, who was fond of psychotherapy. Grinder and Bandler, in their research, tried to “model” the activities of three psychotherapists who had already received international recognition by that time. They were Fritz Perls, a talented psychotherapist and founder of Helstat Therapy; Virginia Satir, a leading family therapist who was able to sort through a number of seemingly insoluble problems in the field of interpersonal relationships; and Milton Erickson, a world-famous hypnotherapist and the founder of modern hypnotherapy.

The goal that Grinder and Bandler set for themselves was to reproduce the communication models used by these eminent scientists in order to then use them in their work. The result of this phase of the study was a set of techniques used to improve the effectiveness of communication, optimize the learning process and for personal improvement. The next significant contribution to the development of NLP was made by Gregory Bateson, a British anthropologist who also worked extensively in the fields of psychotherapy, cybernetics and biology. NLP is rapidly evolving, offering people a variety of ways to achieve success and excellence in various fields of activity, including education. The NLP method is quite complicated, but its name stands for quite simply. Neuro - testifies to the attitude to thinking or sensory perception - to the processes occurring in the nervous system and playing an important role in achieving mutual understanding between people and constituting the core of communication processes. Programming refers to the way in which we organize our thinking in order to ultimately achieve our goals.

The project method was developed by the American educator W. Kilpatrick in the 1920s as a practical implementation of the concept of instrumentalism by J. Dewey. The main goal of the project method is to provide students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems that require the integration of knowledge from various subject areas. The teacher in the project is given the role of coordinator, expert, additional source of information.

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