

## METHODOLOGY OF FOREIGN LANGUAGE TEACHING

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**Abstract.** This article is devoted to the theory and methodology of teaching foreign languages. The paper gives definitions to the theory and methodology of foreign language teaching (FLT), traditional and modern methods of education. The authors of the study regard project teaching method as one of the effective methods in foreign language teaching.

**Keywords:** teaching methodology, teaching theory, foreign languages, globalization, innovative methods, teaching methods, foreign language education, higher education, State Educational Standards.

**Introduction:** The world globalization sets more stringent requirements to high technical school graduates. Besides professional competences including a certain number of skills, a modern specialist must not only be a master in his/her field but in compliance with the Federal State Educational Standards of Higher Professional Education. Moreover, he is able to read foreign scientific and technical literature, finds out necessary information and applies the results in a proper way in his professional activity both in native and foreign languages. The students' level on mastering the language directly depends on the teaching methods. Over the centuries there have been various methods of foreign language teaching, teaching goals and objectives, schools and teaching approaches. At first new teaching methods were developed due to the demand of the state and later by society.

**Main body:** The methodology of FLT reasonably involve data from basic and related sciences in solving theoretical and practical issues of training, avoiding one-sided orientation to any one science. Methodology as a science is based on the educational process, the components of which are: teaching activities of a teacher, organization of training (goals, content, methods, techniques and tools), educational activities of students in classrooms. Learning theory is a branch of pedagogy that studies the patterns of assimilation of knowledge, abilities and skills, functional training person to various types of activities, content, methods and organizational forms of teaching, the impact of the educational process on its participants.

1) **The Grammar translation method** is also called a classical method. This method came out when the western people world wanted to learn "foreign" languages such as Latin and Greek. The focus of GTM was on grammatical rules, the memorization of vocabulary and of various declensions and conjugations, translations of texts, and doing written exercises.

2) **The Direct Method.** The basic principle of the Direct Method was that the second language learning should be more like first language learning. The method would comprise a great deal of oral interaction, spontaneous use of language, no translation between the first and the second languages, and little or no analysis of grammar rules.

3) **Communicative Language Teaching.** There are many ways to teach language. One is called Communicative Language Teaching (CLT). This method is learner centered and emphasizes communication and real-life situations [9].

4) **The Audio-lingual Method** is a method of foreign language teaching in which the students learn language by repeating/imitating the recurring patterns/dialogues of everyday situations by a succession of drills.

**Methodology of FL teaching at different types of educational establishments**

First, it is necessary to distinguish age groups of learners and their cognitive abilities. Researchers defined the Six Stages of Second-Language Acquisition and instructional strategies the teachers need to work in different age groups. The teachers also differentiate instructions according to the language level. It is necessary to describe cognitive abilities at these stages focusing on some instructions for teachers to work at different stages (taken from Kubertson & Ford's article "Language acquisition: An overview" - <http://www.adlit.org/article/2685>):

**1. Pre-production** – is a silent period when a student takes in the new language but does not speak it. This period often lasts for six weeks or longer, depending on the individual.

- ✓ Emphasize listening comprehension by using read-aloud and music.
- ✓ Use visuals and have students point to pictures or act out vocabulary.
- ✓ Speak slowly and use shorter words, but use correct English phrasing.
- ✓ Model "survival" language by saying and showing the meaning. For example, say, "Open your book," and then open a book while students observe.

**2. Early Production** – the individual begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage.

- ✓ Continue the strategies listed above, but add opportunities for students to produce simple language.
- ✓ Ask students to point to pictures and say new words.
- ✓ Ask yes/no and either/or questions.

**3. Speech Emergent** – speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions.

- Introduce more academic language skills by using the same techniques listed above, but beginning to use more academic vocabulary.
- Ask questions that require a short answer and are fairly literal.

**4. Beginning Fluency** – speech is fairly fluent in social situations with minimal errors. New contexts and academic language are challenging and the individuals will struggle to express themselves due to gaps in vocabulary and appropriate phrases.

- Have students work in pairs and groups to discuss content.
- During instruction, have students do a "**Think, pair, share**" to give students an opportunity to process the new language and concept.

**5. Intermediate Fluency** – Communicating in the L2 is fluent, especially in social language situations. The individual is able to speak almost fluently in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some unknown expressions. There are very few errors, and the individual is able to demonstrate higher order of thinking skills in the second language such as offering an opinion or analyzing a problem.

- Identify key academic vocabulary and phrases and model them. Ask students to produce the language in class activities.
- Help students make connections with new vocabulary by instructing them in the etymology of words or word families such as, "important, importance, importantly."

**6. Advanced Fluency** – An individual communicates fluently in all contexts and can maneuver successfully in new contexts and when exposed to new academic information. At this stage, the individual may still have an accent and use idiomatic expressions incorrectly at times, but an individual is essentially fluent and comfortable communicating in the second language. Students at this level are close to native language fluency and can interact well in a variety of situations. Continue to develop language skills as gaps arise by using the strategies listed above. Although a student may seem completely fluent, he or she still benefits from visual support, building on background knowledge, pre-teaching vocabulary and making connections between content areas.

Offer error correction on academic work and on oral language. Because students at this stage have achieved near-native fluency, they benefit from support in fine-tuning their oral and written language skills.

**Conclusion:** Each method possesses its own certain importance and answers specifically to the set of pedagogical tasks. For example: Grammar and textual-translation methods are better suited for grammar material training before tests, direct methods are more appropriate for language medium immersion and for reconstructing the real communication situations. Visual aids assist to represent visually and systemize unknown material. The combination of existing known methods and teacher's qualification, therefore, enables to make lessons more interesting and effective. On the basis of the foregoing we can conclude that during the whole history of foreign language, teaching methods develop methodologists and teachers highlight different types of speech activities (reading, listening, translation) focusing on a particular era goal. In addition, each method has its own specific value and responds to specific pedagogical objective set.

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