

METHODOLOGY

Kendjayeva Shahnoza Odilovna

Translator, student at the National University of Uzbekistan.

E-mail: minnyashalol@gmail.com

Annotation: The purpose of this article is to familiarize the participants of the conference with the most famous methodological directions, systems and methods, forms and means, as well as the latest technologies of teaching foreign languages in domestic and foreign methodology.

Keywords: Methodology and sociology, Methodology and general didactics, Methodology and logic, Methodology and informatics.

Аннотация: Целью данной статьи является ознакомление участников конференции с наиболее известными методическими направлениями, системами и методами, формами и средствами, а также новейшими технологиями обучения иностранным языкам по отечественной и зарубежной методике.

Ключевые слова: Методология и социология, Методология и общая дидактика, Методология и логика, Методология и информатика.

Annotatsiya: Ushbu maqolaning maqsadi konferentsiya ishtirokchilarini mahalliy va xorijiy metodologiyada xorijiy tillarni o'qitishning eng mashhur uslubiy yo'nalishlari, tizimlari va usullari, shakl va vositalari, shuningdek, eng yangi texnologiyalari bilan tanishtirishdan iborat.

Kalit so'zlar: Metodologiya va sotsiologiya, Metodologiya va umumiy didaktika, Metodologiya va mantiq, Metodologiya va informatika.

Introduction

Modern foreign language teaching methodology is built on the basis of classical methods of foreign language learning. Modern approaches to teaching a foreign language are rooted in traditional language learning methods. Nonetheless, the integration of psychological aspects, foreign movies, and technology has made an impact. Language teaching techniques from two decades ago primarily focused on reproduction. Tasks assigned by instructors mostly involved memorizing vocabulary, reading texts, listening to audio recordings, and writing letters. As a result, many adults who spent years studying a language can often read and write proficiently, but struggle with speaking.

Modern foreign language teaching methods have replaced reproductive methods with interactive methods. Nowadays, the process of acquiring knowledge involves an interaction between the student and the teacher. The curriculum is primarily designed considering the age characteristics of the students. For preschoolers and primary school pupils, activities such as games, virtual travels, videos, competitions, and others are more appropriate. Adults, on the other hand, tend to prefer a more traditional lesson format. Tasks like writing stories, completing exercises, reading texts, and listening exercises are suitable for this age group. Writing stories helps in practicing active and passive vocabulary, expanding vocabulary, and improving speaking skills. Completing exercises aids in mastering grammatical concepts. Reading texts not only hones

reading abilities but also provides insights into the culture and traditions of the target language. Listening exercises enhance comprehension of spoken language.

Results and discussion

Methodology is the science of studying the goals, content, methods and means of teaching, as well as ways of teaching and education by means of a foreign language.

Objectives:

1. Definition of the teaching subject of a foreign language.
2. Determination of the aim and objectives of teaching.
3. Selection of teaching content.
4. Study of teacher's activity.
5. Development of methods, techniques and forms of work, the use of various means of teaching.
6. Study of students' activity.

In translation from Greek the term methodology means a branch of pedagogical science, which studies the regularities of teaching a certain subject of a foreign language. \

Methodology is used in 3 meanings:

1. Educational - gives theoretical and practical training to future teachers, students get an idea of what are the goals of learning (result), what is the content of learning (what to teach), with the help of what techniques and methods to ensure the mastery of the language (how to teach), what means should be used to achieve the goal (with the help of what to teach). Thus, the course of methodology as an educational discipline is recognized to ensure the formation of future teachers' professional competence.

2. Scientific - a science that studies the goals, content, means, methods, forms of teaching a foreign language, familiarizing with the culture of the country of the target language, as well as studying the ways of teaching, education and language acquisition.

3. Practical discipline - gives an idea of the totality of methods of teacher's work, ensuring the achievement of the set goal.

There are general, private and special methods.

1. General methods - are engaged in the study of the regularities and peculiarities of the process of teaching a foreign language, regardless of the language in question.

2. Private methodology - studies the teaching of those linguistic and speech phenomena that are specific to a particular language, highlights the problems of teaching a foreign language, taking into account the peculiarities of the native language (specific conditions of learning).

3. Special methodology - characterizes the peculiarities of teaching any aspect of the studied language.

Aspects: phonetics, grammar, vocabulary.

Types of speech activity: listening, speaking (active), reading, writing.

Methodology - a set of techniques of methods and forms of teacher's work, i.e. the technology of professional practical activity.

METHODOLOGY OF TEACHING A FOREIGN LANGUAGE - is a science that investigates the goals, content, methods, means of teaching, ways of teaching and education on the material of a foreign language.

Research methods. (main, auxiliary)

1. Critical analysis of literary sources (the ability to critically analyze what is read, evaluate, delineate, generalize).

- 2.Study and generalization of positive teaching experience of advanced teachers.
- 3.Scientifically recorded observation (collecting facts, describing, generalizing, identifying patterns).
- 4.Exploratory learning (without a deep and long-term study of the problem itself, but relying on the teacher's own experience and erudition, the teacher makes a search, thanks to which an assumption is confirmed or refuted).
- 5.Experiential learning (the teacher has at his/her disposal only summarized, approximate indicators with high reliability).
- 6.Experiment.

There are 4 phases of an experiment:

- 1.Organization (development of the hypothesis).
- 2.Realization (conducting the experiment).
- 3.Constotation (identification of quantitative and qualitative characteristics).
- 4.Interpretation (explaining the reason for the results obtained).

Auxiliary:

- 1.Questionnaire (mass survey).
- 2.Testing.
- 3.Test.
- 4.Oscillographic analysis (study of foreign language pronunciation, melody and rhythmic).

Methodology has its subject, which is both the purpose and means of teaching, as well as a conceptual apparatus - basic methodological categories.

These include:

1.Technique - a specific action with the teaching material, which is determined by the methodological principles underlying the teaching of a foreign language (technique of untranslated semantization, formation of ideological speech, technique of information extraction).

It is the specific content that determines the effectiveness of the method.

This concept is revealed in specific techniques (actions).

In the methodology of teaching a foreign language, the word "method" is used in the following meanings:

- 1.As a principal direction, principles of teaching (direct method).
- 2.Method, as a system of teaching within any direction, reflecting the concept of the author who proposed it (for example: within the direct method there is a method of Harold Palmer, Michael West).
- 3.Method as a way of organized interconnected activity of teacher and students (within any system).

In this sense, the method is realized through techniques.

Speaking about the methods and techniques used by the teacher in teaching and students in mastering a foreign language, we consider teaching as a system in which 2 components interact: the teacher and the learner.

Teacher's functions:

- 1.Organizing (organizing learning, instill the ability to work independently).
- 2.Teaching (explaining, informing, commenting).
- 3.Controlling.

Student's functions:

- 1.Familiarizing.
- 2.Training (forms skills and primary abilities).
- 3.Application (output into speech).

The methods used by the teacher should reflect his functions (his functions) and ensure that the student fulfills his functions.

Foreign Language Learning Objectives.

Collectively recognized to stimulate learning and lead the learner along the path of mastering a foreign language.

Method is a way of managing learners, it acts as the main structural functional component of the teacher's and learner's activity.

The teacher directs and organizes the learning, the main method is:

- 1.Familiarization.
- 2.Training.
- 3.Skill.

Related methods include self-control and self-correction.

The method reflects the essence of the pedagogical process.

Methods as methods are structurally functional component of the mutual action, but if the method calls the main activity, the technique is associated with a specific action, which is the essence of the formed speech activity.

The method is a certain capacity, and the technique - fillers of this capacity, it is important that they were maximally useful (put students before the need to solve thinking problems).

Methods indicate the activities organized by the teacher and carried out by the student in teaching a foreign language. They are universal and can be presented in any direction and in any system.

A technique is a specific content of actions with the teaching material, which is determined by the methodological principles underlying the teaching of a foreign language.

Teaching system - a universal model of the learning process, corresponding to a certain methodological concept, which determines the selection of materials, purpose, content and means of teaching.

Means - what is recognized to help the teacher in organizing and carrying out the learning process.

Classification of teaching aids:

- 1.By role in the teaching and learning process (basic - included in the teaching and learning materials, auxiliary - maps, charts, films).
- 2.By the addressee (for the teacher - program, teacher's book and methodical literature and for students - reading book, school dictionary).
- 3.By the channel of information receipt (auditory (recording), visual, visual-auditory (various movies)).
- 4.On the use of techniques: technical and non-technical.

Connection of methodology with other sciences.

Methodology is closely related to other sciences and uses the facts accumulated in them.

Among such sciences there are basic ones (basic for methodology: pedagogy, psychology, sociology, linguistics).

The data of other sciences are used indirectly and these sciences are called related sciences.

1. Pedagogy - from pedagogy methodology borrowed concepts and provisions: the idea of the principles of learning, the process of learning, its regularities, methods, forms. The main categories of pedagogy (education, upbringing, training, teaching, development, assimilation) became determining for methodology and received new content.

2. Methodology and psychology.

Psychology gives the methodologist an idea of the motives of language acquisition, types and role of memory of foreign language learning, peculiarities of learners. External motives in foreign language learning:

The prevalence of the language in the world, the desire to join the culture, the aesthetic value of the language and the beauty of its sound, the idea of the ease, difficulty of the language, the possibility of application in practical activities.

Additional factors influencing motivation include:

The attractiveness of the material, subjective features of the students themselves, the nature of methodical techniques, the psychological environment in the group and individual approach, the novelty of the materials, the pedagogical skill of the teacher.

3. Methodology is connected with psycholinguistics (representatives strive to answer the question: "what happens when we read, listen, speak, write, think?").

4. Methodology and linguistics. Linguistic content in foreign language teaching is realized in: aspects of language, sentence patterns, structures, genres, styles of speech.

The fundamental linguistic provisions for methodology are:

1. Distinguishing between the concepts of language and speech. This allowed to define the content of training (units of language, words, phonemes, morphemes, units of speech-sentences, texts).

2. The use of sentence models as a unit of instruction, the most frequent sentence models and speech patterns that realize them were identified.

3. Use of linguistic doctrines about language contacts, i.e. interaction between native and target languages in the process of learning a foreign language, the influence of native language can be both positive (similar phonemes, intonemes, transfer, reading ability) and negative (many read with Russian intonation). The teacher should strive to build his/her lessons taking into account the nature of interaction between the 2 languages.

The aim is to ensure that positive transfer from the mother tongue to the target language is widely used and to prevent negative transfer wherever possible.

Methodology and Sociolinguistics:

1. The interaction of language and nation, language and culture.
2. Bilingualism within a region.
3. Language policy as a set of measures taken by the state to preserve or change language norms.

For methodology, it is important to:

1. The perspective of language development in social, professional spheres
2. The connection between language and the phenomena of social life.

Methodology and country studies

Country study is engaged in the complex study of countries and regions, gives an idea of the social and economic situation of the people, their culture and customs. Within the framework of country studies a new science – linguo-country studies - has emerged, which is focused on linguistics, studying the language in comparison with the native language.

The problems of linguo-country studies are:

1.Linguistic issues (linguistic units are studied with the aim of revealing national-cultural meaning in them).

2.Methodological issues (methods of introduction).

Methodology and sociology - the science of society as an integral system is important because the development of language and the motives for its study are largely determined by the economic and social development of society.

General didactics as a science of the content of education and learning process is involved in the creation of curricula, programs, textbooks, recommendations through the development of theoretical foundations of pedagogical activity.

Methodology in relation to didactics acts as a field of practical tasks, such contribution can be the principles of compiling textbooks, programs, plans.

Methodology and logic is the science of social laws and methods of human thinking. In the process of teaching a foreign language it is important to take into account these laws, to rely on them in the search for new methodological techniques.

Methodology and informatics - scientific data of informatics allow us to determine the amount of information in the message, the functional load of a particular language material of speech activity, to understand the cause of information in speech activity.

Conclusion. A new language not only expands our awareness and perspective, but also provides significant advantages in life. This is especially true since English is considered an international language.

For some individuals, mastering English (and sometimes other languages) comes naturally, as if they were raised in an English-speaking environment. However, for most people, acquiring even the basics requires considerable effort. If you have embarked on learning a foreign language and have pondered which method to try on your own, and are making efforts to implement it, just attempting this will enhance your knowledge. Therefore, once you have chosen a method, it is crucial to consistently apply it in order to achieve lasting results. There are numerous techniques, methods, and strategies, each tailored to individuals.

Have you ever wondered why information is perceived differently by different people?

The truth is that every individual has distinct predominant methods of processing information. Some of us are auditory learners, meaning we primarily absorb information through auditory channels. Others are visual learners - individuals who primarily process information through visual means. As a result, each approach to learning English will be most effective for only one or two types of learners. It is important to remember that these accelerated English learning methods typically focus on specific aspects of the language (such as grammar, vocabulary, speaking, and listening comprehension) rather than addressing all components comprehensively. The key factor today is having the motivation and the desire to learn!

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