



CONCEPT AND ESSENCE OF FOREIGN LANGUAGE TEACHING METHODS

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Annotation: *This article highlights the concepts and characteristics of methods and techniques used in foreign language teaching. Various language teaching methods are discussed, including the grammar-translation method and direct methods.*

Keywords: *method, improvement of education, practice, pronunciation, analysis.*

Аннотация: *В данной статье освещены понятия и особенности методов и приемов, используемых при обучении иностранным языкам. Рассмотрены различные методы преподавания иностранных языков, в том числе грамматико-переводной метод и прямые методы.*

Ключевые слова: *метод, совершенствование обучения, практика, произношение, анализ.*

Annotatsiya: *Ushbu maqolada chet tillarini o'qitishda qo'llaniladigan usul va uslublar tushunchasi, xususiyatlari yoritilgan. Maqolada chet tillarini o'qitishning bir qancha usullari qo'llanilsa, Grammatik-tarjima usuli, to'g'ridan-to'g'ri usullar yoritilgan.*

Kalit so'zlar : *usul, ta'limni takomillashtirish, amaliyot, talaffuz, tahlil.*

In the early 1960s, efforts were made to define language teaching methodology as a set of teaching methods. Methods for familiarizing learners with linguistic materials, teaching approaches, and other related concepts emerged. As a result, there was some ambiguity in understanding this term. Before examining methodological directions, it is necessary to clarify the concept of "method."

This article explores the differences between approaches, methods, and techniques, as well as three recurring major issues in foreign language teaching (FLT). The main characteristics, psychological foundations, and pedagogical aspects of the primary FLT methods are then reviewed chronologically, presenting the contributions and limitations of different approaches and methods. Finally, as a conclusion, the relationship between FLT methods, innovations, and classroom research is established as a means of teacher development and educational improvement.

First, it is appropriate to clarify the concepts of approach or principles, method, and technique, which are interrelated in a hierarchical manner. These three levels represent the teacher's decision-making and analytical processes when teaching and learning English in the classroom. The approach or strategy is the most abstract of the three, referring to linguistic, psycho-, and sociolinguistic principles underlying methods and techniques. Indeed, every teacher operates with certain theoretical principles that serve as the foundation for their understanding of methods and techniques. On the other hand, a technique is the narrowest concept among the three,



referring to a single procedure used in the classroom. Methods lie between approaches and techniques, acting as intermediaries between theory (approach) and classroom practice. Some methods may share multiple techniques, and while some techniques are developed independently, the most significant ones originate from fundamental methods.

The Translation Method

The name of this method is often replaced with the term "translation techniques." Its meaning is not difficult to understand: foreign language material is translated into the native language. In Europe, translation was initially used as a method for understanding Greek, later Latin. In the second half of the 18th and 19th centuries, French was learned through translation, followed by English in the 20th century, and finally, German. In the Muslim world, Arabic and Persian were studied as foreign languages. Dead languages (such as Latin) and living languages served as translation languages, with the translation process considered a factor in developing logical thinking. Arabic, in particular, was a tool for teaching students Islamic texts.

The Direct Method

The direct method is based on the natural method, with the difference being that its principles were grounded in contemporary linguistic and psychological knowledge. This is not surprising, given the backgrounds of its creators. The following are the stylistic principles of direct method instruction:

1. Oral speech serves as the foundation of instruction, as every language is inherently phonetic, with sound and kinesthetic sensations (speech-verbal senses) playing a dominant role, as psychology has proven.
2. Exclusion of the native language and translation. This principle was based on the idea that words in the native language do not correspond exactly to the meanings of words in the foreign language and that different concepts are expressed differently. Every nation has its unique worldview, reflected in its conceptual system and language.
3. Pronunciation and phonetics were given special attention since mastering the sound aspect of speech is an essential component of oral communication. This conclusion was reached based on studies of linguistic sound structures, leading to the development of pronunciation teaching methods.
4. Based on the position of Gestalt psychology, which emphasizes the whole rather than its constituent parts, as well as the linguistic stance on word polysemy, direct method proponents recommended learning words only in context.
5. Grammar was taught inductively. Students observed texts carefully and derived grammatical rules through inference, based on well-studied texts. Jespersen referred to this as "observational mathematics." Later, these rules were systematized.

Unlike the widely adopted Orthodox method in the West, the direct method in Russia had a slightly different appearance. While pre-revolutionary Russia still had



proponents of the direct Orthodox method, by the 1920s, when the direct method was dominant, methodologists identified its specific characteristics in Russia.

First, methodologists of this period used the native language more extensively as a tool for managing semantics and comprehension. Second, comparisons with the native language were permitted in Russian conditions. Third, they emphasized that the use of the native language in foreign language learning was more prevalent at the initial stage and gradually diminished as learning progressed.

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