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## Methods and Methods Used in Teaching Foreign Languages

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**Annotation:** This article analyzes the concept, essence, characteristics and methods of teaching methods and methods used in teaching foreign languages. The main learning process is related to analysis - the main method of logical thinking.

**Keywords:** foreign language, methodology, reading, listening, speaking, grammar, theory, language materials.

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**Introduction:** In the 60s of the last century, scientists on the methodology of teaching foreign languages put forward a number of their scientific views. Methods of getting acquainted with language materials, methods of teaching, and similar catchy terms appeared. Below we will analyze some of the ambiguities associated with the term method. In local methodological literature, this term has two meanings: method as a methodological direction and method as a set of teaching methods.

Initially, the first meaning of this term came from methodological literature: natural method, direct method, etc. This term meant a set of special teaching principles, that is, a special educational system characterized by basic instructions. Individual principles may overlap. The review of methodological directions begins with Grammatical translation, the oldest method that has existed for two centuries and has not been used since the beginning of the twentieth century.

According to these trends, learning a foreign language in secondary educational institutions is not only important for mental gymnastics and the development of logical thinking, which is achieved as a result of the systematic study of grammar. The main principles of teaching this method are as follows:

- The course is based on a grammatical system, which determined the choice of material, including the choice of vocabulary, and the construction of the course as a whole. This position was justified by the fact that learning grammar is a general educational problem - it allows for the development of thinking.
- The main material for teaching was the texts that, according to the teachers of that time, reflected the original language for written speech.
- The dictionary was considered only as an illustrative material for learning grammar. Since it is believed that the words of different languages differ from each other only in sound and graphics, and not in meaning, compatibility and difference, it is recommended to memorize them out of context as a separate unit.
- Analysis and synthesis were recognized as leading processes of logical thinking. In this regard, much attention was paid to analyzing the text from the point of view of grammar, memorizing the rules, and building sentences of a foreign language on this basis. Sometimes this method is called analytical-synthetic.
- Translation (from a foreign language to a native language and from a native language to a foreign language) was the main means of semanticizing linguistic material.



### Main part:

Let's take a look at the learning process using this method. As mentioned above, the training is based on selected texts to reflect the grammatical material being studied. Analysis and translation of the text took an important place in the educational process. Some Methodists, such as G. Ollendorff, believed that the content of the translations should be funny and disgusting for the readers, so they should focus on the grammatical side of the sentences. The main rules of this method are reduced to the following principles:

Assimilation of linguistic material is carried out as a result of text analysis, mechanical memorization and translation, as a rule, verbatim.

The main learning process is related to analysis - the main method of logical thinking. Both methods discussed above have common aspects and are related to translation, since translation is the main means of semanticization and assimilation of linguistic material. So, in the grammatical translation method, all attention is focused on grammar, and the content and vocabulary of the texts are not taken into account.

In the textual translation method, all attention is focused on the content and features of the texts, grammar is studied out of order, and rules are given from time to time. The main principles of training according to the method of M. Berlitz were as follows:

1. The purpose of the training is to develop oral speech.
2. Perception of linguistic material should be done directly. The words of a foreign language must be associated with an object or action, and the grammar must be learned intuitively, as a similar process is characteristic of a child's acquisition of his native speech.
3. Mastering the material should be based on imitation and similarities. Therefore, the comparison with native language and rules is redundant.
4. Unraveling the meaning of words, grammar should be done with the help of visualization (objects, actions, pictures).
5. The main form of work is dialogue.
6. All materials of the language are first received by ear (acquiring pronunciation), then it is developed orally (in different ways in terms of duration with different authors), and after a long time, from individual words is read from All exercises are built according to these principles.

Thus, the first pages of M. Berlitz's textbook are filled with pictures drawn mainly for the school audience. Such an oral opening, involving the introduction of new material in the following paragraphs, was justified by the author on the grounds that the student should first hear the original pronunciation and the pattern to be imitated. In cases where the indicated tools could not help, the teacher switched to semantic analysis with the help of context. It was widely used as a question-and-answer exercise. Learning to read is built in an interesting way.

At first, previously learned words were read without dividing them into parts, and only after several lessons was explained the reading of individual letters and phrases. In other words, learning how to read words, questions, and answers happened as if from the "voice" of the teacher. The vitality of M. Berlitz's schools lies in the fact that the ability to conduct dialogue was achieved on a small material basis, that is, demanded in connection with the struggle for commodity markets.

Unlike M. Berlitz, F. Guen was a teacher and, by his own admission, used different methods. In general, the scientist concludes that this method is ineffective. Once, while observing the children, they found that the children, while learning their native language, accompanied their behavior with



the toys in chronological order: "The bear is lying down. The bear falls asleep. The bear sleeps well' and the like. Therefore, the main place in F. Guoin's system is occupied by the position that it is natural to teach the language in chronological order based on human actions and emotions. This led to the second position of his system - the unit of study around which the study is built, the sentence combining both grammar and vocabulary. F. Guen, at first, began to distinguish three concepts of spirit in the word combination: objective, subjective and figurative. According to these groups, lines are built based on the breakdown of action. Let's explain this with a concrete example of "writing a letter": *I take the paper. I take out the pen. I remove the cap from the ink tank. I dipped my pen into a pot of ink and such, and it suggested a series of up to 75 sentences in a textbook.*

The workflow in this sequence continued as follows. First, the teacher performs actions and comments on them at the same time. Then the students repeat each sentence after the teacher. After that, the teacher says separate phrases, students perform actions. A strong student says the sentences and others do the actions. Oral work ends with the naming of actions (by all students) and their implementation. After this exercise, students write in a notebook one after the other.

If at the initial stage the acquisition of language material was based on actions and their explanations, then at the advanced stages students acted out scenes, described some characters. So, he proposed to group words according to the principle of synonyms and antonyms, according to the thematic principle, according to similar words. After briefly examining the foundations of the natural method, it should be noted that although it does not have a sufficient scientific basis, although its authors were ordinary teachers, it is a very large contribution to the methodology of what remains there to this day. added

### Conclusion:

First of all, it should be noted that representatives of the natural method proposed a system of continuous semanticization of the vocabulary:

1. showing the object, its image, demonstrating the movement using facial expressions;
2. reveal the meaning of words using synonyms, antonyms or definitions;
3. Revealing the meaning with the help of context.

All these methods of semanticization have survived many methodological directions and entered our methodology. Of course, the modern methodology uses different types of inspiration proposed by M.Voltaire as one of the possible methods of systematizing the dictionary, first of all, on a thematic basis. It has found its place in modern styles and interpretation of movements, especially in the initial stage, as well as in the performance of scenes. All this allows us to confirm that the heritage of the natural method has not been lost.

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