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THE KEY TO METHODOLOGIES FOR TEACHING FOREIGN LANGUAGES

Feruza Zokir qizi Urinboyeva
Lecturer
Jizzakh State Pedagogical University
Jizzakh, Uzbekistan
E-mail: uferuza00@gmail.com

ABOUT ARTICLE

Abstract: This article discusses the improvement of the methodology of teaching foreign languages, which is currently considered relevant. Language is a necessary tool for effective human-to-human interaction and provides a stronger understanding of one's own language and culture. Foreign pedagogy refers to the teaching of a non-native language outside the atmosphere where it is normally spoken. A distinction is usually made between teaching "foreign" and "second" languages.

INTRODUCTION

The fundamental reason of this newsletter is to offer distinct strategies of overseas language coaching which are in use today. In theory, college students could study the overseas language naturally, as they discovered their local language as a child, and automated responses to questions could turn out to be instinctive. The attention could usually be on herbal language, and addiction formation turned into an important thing to learning. When college students made mistakes, instructors could lightly accurate them. When they used the language correctly, they have been praised. In this way, college students have been meant so that you can decide a grammatical rule for themselves.

MATERIALS AND METHODS

Various methodologies in teaching Foreign Languages.

All strategies are a pre-packaged set of specifications of how the teacher should teach and the way the learner should learn derived from a selected theory of language and a theory of language

learning. For the teacher, methods impose what materials and activities should be used, how they must be used and what the role of the teacher should be. For learners, methods prescribe what approach to learning the learner should take and what roles the learner should adapt within the classroom. Underlying every method could be a theory on the nature of language and a theory on the character of acquisition each that comprises the approach. These theories are derived from the areas of linguistics, sociolinguistics, and cognitive psychology and are the supply of principles and practices of language teaching.

Audio-lingual. The idea behind audio bilingualism is that language learning needs learning habits. Repetition is the mother of all learning. this technique emphasizes drill add order to create answers to queries spontaneous and automatic. New forms are 1st detected by students, with written forms returning solely once after in-depth drilling. The language used for these drills relies on what's needed for practicing the precise form; it'd or may not be natural. An instance of an audio-lingual pastime is a substitution drill. The trainer may begin with a simple sentence, such as "I like sandwiches," and then she holds up a sequence of images via which college students substitute "sandwich" with every new picture. Another opportunity is a change drill, in which the trainer says, "I write a letter," which the scholars extrude into, "I don't write a letter." Immersion.

Full Immersion is tough to acquire in an overseas language classroom, except you're coaching that overseas language in the united states of America in which the language is spoken, and your college students are reading all subjects in the goal language. This could suggest your college students are virtually immersed in the language in addition to the subculture for twenty-four hours a day.

Total Physical Response (TPR). Total bodily response, or TPR, emphasizes aural comprehension. For example, college students are skilled to reply to easy commands: stand up, take a seat down, near the door, open your book, etc. This first step can later be accelerated to storytelling, in which college students act out movements defined in an oral narrative, therefore demonstrating their comprehension of the language.

Communicative. The communicative method is the maximum broadly used and maximum broadly universal method for classroom-primarily based totally overseas language coaching today, and in lots of ways, is a fruit of these strategies and methodologies that seemed before. It emphasizes the learner's capacity to speak diverse functions, consisting of asking and answering questions, making requests, describing, narrating and comparing. Task venture and problem-solving— key additives of essential thinking—are the manner via which the communicative method operates. Unlike the direct method, grammar isn't always taught in isolation. Learning takes place in context; designated blunders correction is de-emphasized in favour of the principle that scholars will certainly increase correct speech via common use. Students increase fluency via speaking in the language as opposed to reading it.

Task-primarily based totally Learning. Task-primarily based totally mastering, a refinement of the communicative approach, specializes in the crowning glory of particular duties via which language is taught and learned. Language newbies use the language that they recognize to finish a whole lot of assignments, obtaining new structures, paperwork and vocabulary as necessary. Little mistakes correction is provided. In this form of mastering environment, three- to four-week segments are committed to a particular topic: ecology, security, medicine, religion, children's culture, etc. Students find out about a particular topic, step-by-step, the use of a whole lot of resources, with every unit culminating in a very last assignment which includes a written file or presentation. Activities are much like the ones discovered in a communicative study room, however, they may be constantly primarily based totally around a single, particular theme.

Other Methods - Computer-Assisted Language Learning (CALL) — There are some industrial merchandise and online merchandise which might be commonly utilized by impartial language learners. These fall below the CALL method, though some—with cautious preparation—were utilized in tandem with conventional study room instruction.

Reading Method — Sometimes graduate college students or researchers will best want to discover ways to study scholarly articles in a language, in order that they study via the Reading Method, in which sufficient grammar is taught to make it via a trendy article of their field. Students do now no longer paintings on speaking or listening comprehension; rather, they focus on constructing a huge reservoir of specialized vocabulary.

RESULTS AND DISCUSSIONS

The very best language educators can often be identified by their commitment to creative and innovative classroom teaching strategies. They're constantly trying new language teaching strategies to engage their students and experimenting with new language learning activities and teaching tools to improve learning outcomes.

These great language teachers understand that there's no quick fix that they can deploy to help students quickly become fluent in their target language. Instead there are some common, evidence-based language teaching approaches which can help make a difference. As our language teaching software tools here at Sanako are designed to allow teachers to use which ever pedagogical method they wish, we thought it would be valuable for our customers and blog readers to have a good overview of different teaching approaches. This blog post therefore summarises 10 of the most notable approaches to language teaching. We hope that they will support language educators looking for some inspiration to improve their teaching practice.

It's worth noting that none of these approaches should be considered "the best" since every classroom, educator and student is different. Our advice is rather that educators should try them out, tailoring them to their specific context and reviewing the impact they have. Keep also in mind that

these strategies can be adapted and combined in various ways to suit different learners, contexts, and educational goals. The most effective language teaching approach is often a mix of several strategies tailored to the needs of individual learners.

1. Communicative language teaching (CLT)

This approach is probably now the most popular teaching model for English language teaching globally. In part because it aims to put students in a variety of real-life situations, so that they can learn how to use their language skills to communicate in the real world. Educators therefore tend to focus on fluency of communication rather than accuracy and lessons are more hands-on than theoretical.

Interactive and relevant classroom activities characterise this approach along with the use of authentic source materials. Teachers are encouraged to provide the students with as much opportunity to give and receive meaningful communication as possible. The use of personal experience is also common in CLT classrooms.

To learn more about this approach see our dedicated CLT blog post here.

2. Task-based language teaching (TBLT)

The focus of TBLT teaching is solely on the completion of a detailed task which interests and engages the learners. Learners use the language skills that they already have to complete the task and work through three distinct phases – a pre-task, the task itself and post-task.

Students might, for example, be asked to deliver a presentation about an important environmental issue. In order to complete it, they will need to read / listen to source material, conduct internet research, as well as writing and delivering the presentation itself. Research suggests that students in TBLT classes are empowered and motivated because they 'own' the language and can control the nature of the task response.

3. Content and language integrated learning (CLIL)

The CLIL approach principally involves studying one subject (for example, biology, science or history) and learning a language, such as English, at the same time — effectively integrating the two subjects.

The language teaching is organized around the demands of the first subject rather than that of the target language. So it's critically important to make sure that the integration is clear and that students are engaged. Having said that, the CLIL approach does create significant opportunities for cross-curricular working; it opens up language learning to a wider context and can be used to re-engage previously demotivated students.

4. Cooperative Language Learning (CLL)

Cooperative Language Learning or CLL forms part of a wider teaching approach known as Collaborative or Community Learning (CL). CLL seeks to make the maximum use of cooperative

activities involving pairs and small groups of learners in the classroom. As such, it is a student-centered, rather than a teacher-centered, approach to language teaching.

In the CLL classroom, all of the language learning activities are deliberately designed to maximise opportunities for social interactions. Students should accomplish tasks by interacting between themselves and talking / working together. The teacher's role is to act as a facilitator of and a participant in the learning tasks.

5. The Direct Method

In this language teaching approach, all teaching happens in the target language, forcing the learner to think and speak in that language. The learner does not use their native language in the classroom at all!

As a result, students work out key grammar concepts by practicing the language and by building up their exposure to it. Standard classroom techniques for this approach include Q+As, conversation, reading aloud, writing and student self-correction.

6. Grammar-Translation

This is a very traditional teaching approach which prioritises translation from the students' mother tongue into the target language and vice versa. To succeed in this approach, students need to memorize long lists of vocabulary and detailed grammar formats and rules.

The approach favours accuracy over fluency and tends to favour the development of reading and writing skills instead of speaking skills. The downside of this approach is that it does not prepare students with spontaneous communication skills. Classroom activities therefore usually include grammar drills, vocab tests and encouraging students to incorporate new grammar concepts in standardised writing tasks.

7. Audiolingualism

Audiolingualism was developed in response to some of the problems associated with Grammar-Translation. As a result, classes are usually held in the target language as this approach deliberately seeks to prioritise speaking and listening skills.

Activities typically involve students repeating the teacher's words (either face-to-face or through headphones in a language lab) until they get the pronunciations and rhythm right. Good work is rewarded by the educator and mistakes are quickly corrected.

8. Total Physical Response

Total Physical Response or TPR is a way of language teaching in which the teacher presents language objects as instructions and the students have to do exactly what the teacher tells them. Students might therefore be asked to sit down, stand up, point to the clock or walk to the front of the class.

As students improve, such instructions can become more detailed including additional elements for language comprehension, including adverbs (e.g. talk quickly), adjectives (e.g put on your red jumper) and prepositions (e.g stand in front of the teacher).

9. The Silent Way

It's perhaps hard to imagine a language classroom where the teacher doesn't actually say much, but that's the principle at the heart of this approach. As with CLL above, this approach deliberately shifts the focus from the teacher's teaching to the student's learning.

Evidently, the Silent Way uses silence as a teaching tool. It encourages students to be more independent and to discover the target language for themselves. Teachers need to employ the widest possible range of gestures and facial expressions to communicate. Props might also be useful and of course, make sure that you explain the whole process to the class first!

10. The Natural approach

Adherents of this approach characterise it as recognising and highlighting the <u>difference between learning and acquiring a language</u>. For them, learning a language requires structure, textbooks, resources and memorising grammar rules or vocabulary lists. Whereas acquiring a language only needs teachers to create an environment which immerses students in the repetition, correction and recall of their target language.

Primarily intended to be used with beginner learners, teachers emphasize interesting, comprehensible input (CI) and create low-anxiety situations. As such, lessons delivered using the natural approach focus on understanding messages in the foreign language, and place little or no importance on error correction, drilling or on conscious learning of grammar rules.

Does it matter which language you are teaching?

While the core principles of effective language teaching apply to teaching any modern language, including English, Spanish, French, Japanese or Mandarin, there may be some differences in emphasis or approach depending on the specific language being taught. However, these differences are generally minor, and the most effective teaching methods can be adapted to suit any language.

For example, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Content and Language Integrated Learning (CLIL) are all highly effective for teaching any language. These methods prioritize authentic communication, meaningful tasks, and contextual learning, which are essential for successful language acquisition regardless of the target language.

However, certain aspects of a language might require more specific attention or focus. For instance, English has a more complex phonology and a larger vocabulary compared to some other languages, which may require additional emphasis on pronunciation and vocabulary building. Spanish and French have grammatical gender and more verb conjugations than English, which may necessitate a more structured approach to teaching grammar.

Have you ever repeatedly trained grammatical endings, or numbers, or months, maybe before showing them to your students? Then you've used the communication method. have you ever contended Simon Says? Or offer your students commands to open their textbook to an exact page? Then you've used the overall physical response method. have you ever written a thematic unit on a subject not lined by the textbook, incorporating all four skills and culminating in an exceedingly final assignment? Then you've used task-based learning.

CONCLUSIONS

Some of the principle processes and strategies of overseas language coaching can be taken into consideration as out of date from a systematic factor of view, a few others appear to be greater current, however, in fact, they all have added improvements at a given moment. However, all strategies have at the least matters in common: 1) their notion to be the great one, and 2) a fixed of prescriptions that instructors must comply with necessarily. Teaching shouldn't be approached following a specific technique as a fixed prescription, however, the opposite as a dynamic and reflective process, this means an everlasting interplay of few of the curriculum, instructors, students, activities, methodology, and academic materials. What certainly takes place in the schoolroom, along with cautious making plans and evaluation, will become the maximum critical factor instructors must replicate on after which relate to ideas or to different experiences. A lively position for instructors, who layout they're his personal content material and tasks, school room interplay, materials, methodology, evaluation, etc., is proposed in preference to a passive position this means that dependence on different people's designs and strategies. It is a great manner of curriculum, instructor and learner development.

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