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FOREIGN LANGUAGE TEACHING METHODOLOGY AND ITS THEORETICAL FOUNDATIONS

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ABSTRACT: This article examines the theoretical foundations of foreign language teaching methodology, including its subject matter, objectives, functions, and stages of development. It analyzes the major methods used in foreign language instruction, such as the Grammar-Translation Method, Direct Method, Communicative Language Teaching Method, and Audio-Lingual Method, highlighting their distinctive features. Special attention is given to the role of innovative and interactive teaching approaches in enhancing educational effectiveness and developing learners' communicative competence. Furthermore, the article explores the relationship of foreign language teaching methodology with didactics, pedagogy, psychology, and linguistics, while addressing current issues in modern foreign language education.

Keywords: foreign language, teaching methodology, foreign language instruction, communicative method, innovative technologies, didactics, pedagogy, communicative competence, educational effectiveness, interactive methods.

АННОТАЦИЯ: В данной статье рассматриваются теоретические основы методики преподавания иностранных языков, её предмет, цели, задачи и этапы развития. Освещаются основные методы обучения иностранным языкам, включая грамматико-переводной, прямой, коммуникативный и аудиолингвальный методы, а также их характерные особенности. Особое внимание уделяется значению инновационных и интерактивных методов обучения в повышении эффективности образовательного процесса и развитии коммуникативной компетенции обучающихся. В статье раскрывается взаимосвязь методики преподавания иностранных языков с дидактикой, педагогикой, психологией и лингвистикой, а также анализируются актуальные вопросы современного языкового образования.

Ключевые слова: иностранный язык, методика обучения, преподавание иностранных языков, коммуникативный метод, инновационные технологии, дидактика, педагогика, коммуникативная компетенция, эффективность обучения, интерактивные методы.

ANNOTATSIYA: Mazkur maqolada chet tili o‘qitish metodikasining nazariy asoslari, uning predmeti, maqsad va vazifalari hamda rivojlanish bosqichlari tahlil qilingan. Shuningdek, chet tillarini o‘qitishda qo‘llaniladigan asosiy metodlar, jumladan grammatik-tarjima, to‘g‘ridan-to‘g‘ri, kommunikativ va audio-lingval metodlarning o‘ziga xos jihatlari yoritilgan. Chet tilini samarali o‘qitishda innovatsion va interaktiv metodlarning ahamiyati, o‘quvchilarning kommunikativ

kompetensiyasini rivojlantirishdagi o‘rni asoslab berilgan. Maqolada metodika fanining didaktika, pedagogika, psixologiya va tilshunoslik fanlari bilan uzviy bog‘liqligi ko‘rsatilib, zamonaviy ta’lim jarayonida chet tilini o‘qitishning dolzarb masalalari tahlil etilgan.

Kalit so‘zlar: chet tili, metodika, chet tilini o‘qitish, kommunikativ metod, innovatsion texnologiyalar, didaktika, pedagogika, kommunikativ kompetensiya, ta’lim samaradorligi, interaktiv metodlar.

In today's rapidly developing era of globalization, the need for learning foreign languages is increasing significantly. In particular, learning English has become a necessity in our country. Regardless of the field in which a person works, knowledge of a foreign language serves as an important factor in professional and personal development. This can be observed in the reforms initiated by the President of the Republic of Uzbekistan, His Excellency Shavkat Mirziyoyev. According to Resolution No. 312, adopted on May 19, 2021, “On Measures to Bring the Activities of Popularizing Foreign Language Learning in the Republic of Uzbekistan to a Qualitatively New Level,” foreign language teaching has been introduced from an early age, beginning with preschool educational institutions.

According to the state program, foreign language learning has been identified as a priority area. To implement these reforms, qualified specialists have been involved in the educational process to meet the population’s growing need for foreign language acquisition while simultaneously fostering interest in language learning. Moreover, the recent initiative of inviting foreign teachers to general secondary schools for the purpose of professional exchange has significantly increased students’ motivation and interest in learning foreign languages. As a result, local and foreign educators are exchanging experiences and implementing innovative teaching methods and modern pedagogical approaches in foreign language instruction. Furthermore, in recent years, the number of individuals who have mastered foreign languages and use them as a means of communication comparable to their native language has increased dramatically. This is evident in the growing number of school students obtaining national and international language proficiency certificates and pursuing education at prestigious foreign universities. In this regard, methodology serves as a fundamental source in the effective teaching of foreign languages.

As society's demand for language learning continues to grow, theories concerning the easiest and most effective methods of instruction are also developing. The teaching and learning of foreign languages largely depend on the theoretical investigation of foreign language teaching methodology and the creative application of teaching theories in practice. The fundamental concepts of methodology include method, technique, and principle. To begin with, the concepts of method and methodology deserve attention. The term “method” originates from the Greek-Latin word *methodos* or *methodus*, meaning a path or way leading to a specific goal. These terms are used in both narrow and broad senses in academic literature. In the narrow sense, “methodology” refers to the management of the educational process, including lesson planning and preparation of instructional materials. In the broad sense, the term “method” encompasses the selection, classification, and distribution of teaching materials. Since the 1960s, in Germany, the terms “didactics” and “methodology” have been used in a narrower sense. Accordingly, didactics deals with the question of what should be taught, while methodology focuses on how teaching methods should be applied. The subject matter of methodology includes the process and methods of

education through a foreign language, the science of foreign language teaching, and the study of teacher and learner activities. Methodology also encompasses traditional, innovative, and other teaching approaches. Foreign language teaching methodology is not limited to a single discipline; rather, it integrates information from various related sciences in solving both theoretical and practical issues of teaching. A foreign language teaching method may be defined as the complex of teacher and learner activities aimed at achieving practical, educational, developmental, and instructional objectives. Various methods of foreign language teaching exist, including the translation method, comparative method, traditional method, intensive method, direct method, and others. The term "foreign language methodology" generally refers to a collection of teaching methods and techniques directed toward language instruction, as well as an independent pedagogical science that studies teaching methods. Foreign language teaching methodology has developed in close connection with didactics, since the teaching theories of all academic disciplines are based on didactic principles. Foreign language teaching methodology has a history spanning more than 200 years. During this period, different scholars have expressed varying opinions regarding its nature. According to Academician Leonid Vladimirovich Shcherba, although methodology is a science, it should not be regarded as a purely theoretical discipline; rather, it addresses practical problems. Foreign language teaching methodology relies not only on psychological findings but also on research in general and applied linguistics. While linguistics investigates the origins and laws governing language phenomena, methodology seeks to answer the question of how these linguistic laws can be applied in practice.

Many valuable methodological works were written by prominent linguists, including the renowned English phonetician Henry Sweet, the Danish linguist Otto Jespersen, French linguists Ferdinand Brunot and Michel Bréal, as well as the distinguished Anglicist and phonetician Wilhelm Viëtor. In Russia, issues related to language teaching methodology were extensively studied by L. V. Shcherba, his teacher Ivan Alexandrovich Baudouin de Courtenay, and their followers.

Psychologists have also contributed significantly to foreign language teaching methodology. Professor V. A. Artemov stated that psychology provides material for methodology. According to him, methodology studies how teachers conduct lessons, whereas psychology examines how learners acquire knowledge. However, this view may not fully encompass the complexity of the teaching-learning process. During instruction, both teachers and students experience various psychological states that inevitably influence educational outcomes.

Studies of methodological history reveal that some scholars have described methodology as an art. For example, the French methodologist Penloch argued that there are no good or bad methods, only good or bad teachers. In contrast, the German methodologist E. Otto stated in 1924 that equating methodology with art confuses scientific theory with practical application. Professor Mikhail Vasilyevich Lyakhovitsky defined foreign language teaching methodology as the science that investigates the aims, content, means, and methods of teaching and educating through a foreign language. According to Lyakhovitsky (1975), methodology primarily examines three major areas: theoretical problems of foreign language teaching, instruction of speech activities, and organizational aspects of language education.

In other words, methodology is the science of foreign language teaching that defines the foreign language as an academic subject, studies the activities of teachers and learners, and

develops its own principles and laws while drawing upon related disciplines. The theory and methodology of foreign language teaching investigate the objectives, content, methods, tools, and educational principles of language instruction. Moreover, learning a foreign language involves not only acquiring grammar, speaking, and writing skills but also understanding the culture, history, and traditions of other nations.

The main disciplines supporting foreign language teaching include linguistics, pedagogy, didactics, psychology, and psycholinguistics.

Several major methods of foreign language teaching can be distinguished:

1. Grammar-Translation Method. Also known as the traditional method, it originated when Western scholars sought to learn Latin and Greek. This approach emphasizes memorization of grammar rules, vocabulary, declensions, conjugations, translation of texts, and written exercises. In essence, language learning is approached primarily through grammar.
2. DirectMethod. The main principle of this method is that learning a second language should resemble the process of acquiring a first language. It emphasizes oral communication, target-language use, avoidance of translation, and minimal attention to explicit grammatical analysis.

3. Communicative Language Teaching Method. This learner-centered approach focuses on communication and real-life situations. It is one of the most widely used and effective contemporary methods.

4.Audio-Lingual-Method. Also known as the Army Method or Aural-Oral Method, it involves language learning through repetition, drills, and memorization of dialogues and commonly used language patterns. This method was particularly influential during the 1950s and 1960s.

Although traditional methods have achieved a certain degree of effectiveness, modern society increasingly requires more productive approaches and techniques. To prepare specialists capable of solving communicative problems in a foreign language, innovative methods are essential for efficient and effective language learning. The primary objective of foreign language teaching is to develop learners' communicative competence, that is, their practical ability to use a foreign language. The teacher's role is to enhance learners' motivation and create favorable conditions for successful language acquisition.

In conclusion, foreign language teaching methodology is a multifaceted discipline that continues to evolve through the development of various theories and approaches. Methodology and educational technologies play a crucial role in the language learning process. Various methodological approaches are employed in lesson organization, including communicative didactics, intercultural communication methods, and practice-oriented teaching methods. These approaches are closely interconnected and complement one another. Since methodology is closely linked with didactics, communicative competence serves as the foundation of foreign language learning, giving rise to communicative-didactic approaches. Therefore, the application of interactive and innovative teaching methods significantly increases learners' interest in foreign language acquisition and contributes to the improvement of educational effectiveness.

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