



EVOLUTION OF METHODS OF TEACHING FOREIGN LANGUAGES

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<p>Received: August 22nd 2021 Accepted: September 23rd 2021 Published: October 30th 2021</p>	<p>Since the beginning of the new century, it is possible to sum up certain results of the heated debate about the rational method of teaching foreign languages (FL) that took place over the past century, to establish the reasons for the evolution or involution of methods in different learning conditions, to identify trends in changing methods in the foreseeable future. It was in the XX century, countless new methods have emerged, claiming and claiming the "best" learning outcomes.</p>
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The field of linguistics and teaching in the 20th century is marked by the development of different foreign language teaching methods and approaches. Although modern foreign language teaching has adopted completely new methods, the work of language professionals in the period between 1950 and 1980 contributed significantly to scientific views in the field of second language teaching and learning.

Along with the change in methods, the very concept of a teaching method developed intensively both in domestic pedagogy and in domestic and foreign theories of teaching and learning languages. Currently, this concept does not have a strictly unambiguous terminological designation in the countries of the world, including Uzbekistan.

As noted above, the changed approaches make significant changes to all components of the education system, including determining the methods of achieving new goals of foreign language education.

The teaching method (from the Greek *metodos* - the path to something) is a system of orderly actions of the teacher and students, ensuring the assimilation of the content of education. The method is due to the interconnectedness of learning goals, ways to achieve them and the nature of the interaction of subjects. Derived from the objectives, content and forms of training, the method at the same time has the opposite effect on the listed categories.

The main thing in the method is the logical basis of teaching. Objective and subjective components are distinguished in the structure of teaching methods. The objective part is due to the constant provisions that are necessarily present in any method, regardless of the use by different teachers. It reflects the requirements of laws, principles and rules. The subjective part of the method is determined by the personality of the teacher, the characteristics of the students and specific conditions.

Each of the methods of teaching foreign languages known today was at one time innovative. With the development of society, the correspondingly changing goals of education, its time passed, and the method was considered outdated. However, when discussing traditions and innovations in education, one should not forget that every innovative method would be impossible without the preconditions created by the "outdated" method.

The history of teaching foreign languages goes back centuries. This area of education began to develop especially rapidly from the end of the 19th century. In works on the history of methods of teaching foreign languages, the following main groups of methods are distinguished:

- translations (grammar and translation and lexical translation);
- direct and natural methods and their modifications;
- mixed methods;



- consciously comparative and consciously practical methods.

As the main object in teaching classical (dead), and then modern (living) foreign languages, the language system itself was introduced, namely its vocabulary and grammar, which can be mastered through text. The translation method, that is, the translation of texts, was sufficient to realize the goal of teaching foreign languages - to teach reading.

In the first half of the 20th century, there was a need for teaching a foreign language at a level sufficient for communication; there was a shift in emphasis from the language system as the main object of training to speech action. The translation method was replaced by the so-called "direct" method, which solves a completely different practical goal - to teach to speak a foreign language.

The main method of teaching is now not translation, but imitation of an oral speech pattern, its imitation and memorization by repetition. Skills should be automated as much as possible so that they are applied without the participation of consciousness. Proponents of the direct method believed that memory and sensations, and not thinking, play the main role in linguistic activity. Without dwelling on the shortcomings of the direct method, we note the valuable that it brought to the development of the system of teaching foreign languages: rationalization of educational material, intensification of the educational process, the use of visual aids and active teaching methods.

At the heart of the conscious-comparative and conscious-practical methods is the comprehension of the action, and not the mechanical development of a skill, conscious, and not the intuitive mastery of the language, which is ensured by a rational combination of theory and practice. Underestimating the role of theory leads to the fragility of skills and a lack of confidence in the correctness of speech, to an increase in the time for mastering the material and to a decrease in the general educational value of learning a foreign language. Nevertheless, the elements of consciousness should be strengthened by intuitive-imitative methods of work, contributing to the creation of a sense of language. Speech skills act as an object of training in both directions. Valuable in conscious methods is that attention is paid to the interrelated mastery of all types of speech activity. The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations he or she would be likely to find herself/himself in.

There are no universal methods of teaching foreign languages. Each method has something

valuable that needs to be used, but in history it is difficult to find cases where new methods could completely solve an existing problem. It is important to remember here the subjective component of the method, which depends on the personality of the teacher, who is able to adequately assess the specific conditions of teaching foreign languages. The subjective part of the method, its concretization, a clear description of its existence is reflected in the methodology of each specific teacher. The set of techniques and actions performed in a certain sequence, allowing one or another teaching method to be implemented, is often called technology.

Only then this or that teaching method can be implemented in practice when it is technological, that is, procedurally worked out. Technology always guarantees results. "Pedagogical technology is an ordered system of procedures, the strict implementation of which will lead to the achievement of a certain planned result ...".

In other words, there is a method as a set of tactics for implementing a strategy (approach). When this method is described for a specific condition, it is a technique. If the method is procedurally worked out, then it is a technology. In a certain context, the concepts of "methodology" and "technology" can be used interchangeably (different sources call, for example, a portfolio and a method, and a technology, and sometimes a method).

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