



## THE GENERAL METHODS OF TEACHING FOREIGN LANGUAGES

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**Annotation.** This article presents the various types of methodology of teaching English. Throughout the history of mankind, many different educational methods have been developed.

**Key words:** method, English language, language teaching, techniques, classical approach.

**Аннотация.** В статье представлены различные виды методики преподавания английского языка. На протяжении всей истории человечества было разработано множество различных методов обучения.

**Ключевые слова:** метод, английский язык, обучение языку, приемы, классический подход.

**Аннотация.** Maqolada ingliz tilini o'qitishning turli xil usullari keltirilgan. Zero, Insoniyat tarixi davomida turli xil ta'lim usullari ishlab chiqilgan.

**Kalit so'zlar:** metod, ingliz tili, til o'qitish, texnika, klassik yondashuv.

Language teaching has acquired an applied character, while earlier it was relatively abstract and theorized. Even Aristotle brought out the famous triad of teaching ethics, which is the best match with modern requirements: logos - the quality of presentation, pathos - contact with the audience, ethos - attitude towards others. This rule is true for a speaker, and for an actor, and for a teacher of a foreign language, whose role also involves the first two incarnations. The functions of the teacher in the educational process have changed significantly. A teacher-mentor, a teacher-dictator is not able to provide students with freedom of choice and ensure the "freedom of learning" necessary in comprehending such a subtle matter as language. Therefore, such a negative pedagogical image is gradually becoming the property of history. He was replaced by a teacher-observer, teacher-intermediary, teacher-"pacifier" and leader "Although the personality of the teacher in this case fades into the background, its influence on the audience, which, in turn, becomes more intimate, does not decrease, but On the contrary, it is the teacher who is the organizer of group interaction in most modern - Uzbek and foreign - courses (the ideal team for learning a foreign language is currently considered to be a group of 10-15 people, since it is





precisely this number of people that can communicate with each other with maximum effect, interest and benefit). As a rule, in order to master the language, one had to pore over books for a long time, devoting a lot of time to translating, reading texts, memorizing new words, performing various exercises and retelling [1. P. 212].

Progress and fundamental changes in the methods of language learning are undoubtedly associated with innovations in the field of personality and group psychology. Now there are noticeable changes in the minds of people and the development of new thinking: there is a need proclaimed by A. Maslow for self-actualization and self-realization. The psychological factor of learning foreign languages is being promoted to a leading position. On the contrary, the absence of extralinguistic factors leads to the fact that the study of English becomes boring and aimless [2. P. 45]. The authenticity of communication, balanced demands and claims, mutual benefit, respect for the freedom of other people - this is a set of unwritten rules for building constructive relationships in the "teacher-student" system. The fifth, but by no means least important element of this system is choice. He appeared in a student who can attend a course that best suits his needs. In the classroom, the student is no longer limited in the choice of speech means and his own speech behavior. The teacher is also not constrained in choosing: teaching methods and techniques - from games and trainings to simultaneous translation; in the organization of classes; in the choice of textbooks and teaching aids - from a wide range of domestic publications to the products of Oxford, Cambridge, London, New York and Sydney. The teacher can now select, create, combine, modify.



Picture-1. The general methods of teaching.

## ELT METHODS

1. THE GRAMMAR TRANSLATION METHOD
2. THE DIRECT METHOD
3. THE AUDIOLINGUAL METHOD (ALM)
4. COMMUNITY LANGUAGE LEARNING (CLL)
5. SUGGESTOPEDIA
6. THE SILENT WAY
7. TOTAL PHYSICAL RESPONSE (TPR)
8. THE NATURAL APPROACH
9. COMMUNICATIVE LANGUAGE TEACHING (CLT)
10. CONTEXTUAL TEACHING AND LEARNING (CTL)

**Fundamental Method.** This is indeed the oldest and most traditional technique. This is how the lyceum students taught Latin and Greek, while French was absorbed naturally. The classical method, like no other, fits the description of the "fortress capture plan": a phonetic cipher, visual representations of syntactic constructions, an obligatory lexical stock ... The student clearly understands: in order to pass for Sir Tranquility, Monsieur Gallantry or Herr Sanity, he: a) is ready to spend 2-3 years; b) stock up on patience (study begins with the basics); c) must remember how in the native, "great and mighty", subject, object can be expressed, and what it is in general - syntax ...

The fundamental methodology is seriously relied upon in language universities. A translator is never sure of his knowledge of a foreign language, he perfectly understands the unpredictability of emerging speech situations. Studying according to the classical method, students not only operate with a wide variety of lexical layers, but also learn to look at the world through the eyes of a "native speaker" – a native speaker.

Perhaps the most famous representative of the classical methodology of teaching a foreign language is N.A. Bonk. Her English textbooks, written jointly with other authors, have long become classics of the genre and have withstood the competition of recent years. The classical method is otherwise called fundamental: no one promises that it will be easy, that you won't have to study at home and the teacher's experience will save you from mistakes in pronunciation and grammar. But the reward will be, by developing the





metaphor of the fortress, the state of a real local resident who knows how not to get lost in the labyrinth of the subjunctive mood or the past tense. Furthermore, the fundamental technique assumes that your favorite question is "why?" That you are not satisfied with the explanations "it is necessary", but are ready to plunge into an interesting, complex and very logical world, whose name is the language system.

**Classical approach to learning a foreign language.** In this regard, the classical approach to the study of a foreign language has also been somewhat transformed, but the unshakable principles of the "classics" of domestic language methods have been preserved. Sometimes they are actively used in schools of other methodological areas. The classical course is aimed at students of different ages and most often involves learning the language from scratch. The tasks of the teacher include traditional, but important aspects of pronunciation, the formation of a grammatical base, the elimination of the psychological and language barriers that impede communication. "Classics" has not changed the goals, but the methods, due to the new approach, are already different.

The classical approach is based on the understanding of the language as a real and full-fledged means of communication, which means that all language components - oral and written speech, listening, etc. - need to be developed systematically and harmoniously among students. The classical technique partly turns the language into an end in itself, but this cannot be considered a disadvantage. Such an integrated approach is aimed, first of all, at developing the ability of students to understand and create speech. The methodology involves classes with Russian teachers, but such an order (although not quite "fashionable") cannot be considered a minus: a teacher who is not a native speaker has the ability to analyze and compare two language systems, compare constructions, better convey information, explain grammatical rules, alert possible errors. The general enthusiasm for foreign specialists is a temporary phenomenon, because the Western world has appreciated the priority of bilingualism (knowledge of two languages). The greatest value in the modern world is represented by teachers who are able to think in the context of two cultures and convey to students the appropriate set of knowledge.

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