



# METHODS OF TEACHING A FOREIGN LANGUAGE AS A SCIENCE

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## ANNOTATION

*The methodology of teaching a foreign language is most closely related to the linguistics of the sentence, with the problems that are of primary importance for the methods, with the language and thinking of grammar and vocabulary, the relationship between grammar and vocabulary, and much more.*

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## DISCUSSION

The word "method" means, first of all, the way or manner of doing something. This word is international, borrowed in all European languages through the Latin "methodia" from the Greek "methodos".

The methodology of teaching a foreign language is understood here as a body of scientifically proven theory about the teaching of foreign languages in schools and other educational institutions. The English word "method" is also used to refer to a branch of research. Methods (methodology) as a science, it is the science of the ways or manners (methods) of teaching. Methods of teaching a foreign language is the science of methods of teaching foreign languages. It covers three (sometimes four) major issues:

1) The purpose of teaching a foreign language - why learn a foreign language.

2) The content of the training, i.e. what to teach to achieve the goal.

3) Teaching methods and techniques, i.e. how to learn a foreign language in order to achieve the goal in the most effective way and meet modern requirements.

4) Who to teach. It is necessary to distinguish between general research methods (general methodology) and special methods (private methodology).

By general methods, we mean methods that address the general problems of teaching a foreign language, regardless of the language of instruction (whether English, German, or French). By special methods, we mean methods of teaching a foreign language, i.e. teaching a particular foreign language. The English word "method" has, respectively, two meanings. It expresses a way of doing something and a branch of knowledge and research where ways of teaching are considered. In the first sense, in addition, denoting a more or less complex procedure consisting of a number of interrelated acts, the English word is more often used than its Russian equivalent to denote a single educational device or a single form of training procedure.

Its second meaning is the English word method, usually especially qualified, can mean a set of teaching methods (1) of any subject of learning, (2) of a foreign language in general, (3) of any foreign language, or (4) of any particular aspect of instruction in a foreign language, such as speech, reading, phonetics, grammar, etc.

In the pedagogical process, the term "methodology" is used in three meanings. Its first meaning is the subject of training, the second meaning is the totality of all methods (methodological) instructions, and the third meaning is the theory of teaching a special subject. The methodology of teaching a foreign language is closely related to other sciences such as pedagogy,



psychology, physiology, linguistics, and some others. Pedagogy is a science related to teaching and educating the younger generation. Since the methods of solving problems of teaching and upbringing are most closely related to pedagogy, to learn a foreign language, you need to know pedagogy. One branch of pedagogy is called didactics.

Didactics studies the general ways of teaching methods in schools compared to didactics, the study of specific ways of teaching a particular academic subject. Thus, it can be considered a special didactics. Pedagogy of science or general theory in the education and training of children and young people, in other words, the science of education in the narrow sense and instruction for teaching in the broadest sense. It consists, respectively, of two main divisions: education and educational pedagogy, of which the latter is called didactics, otherwise method or methods. In the teaching of a foreign language, as well as in the teaching of mathematics, history, and other subjects studied at school, the general principles of didactics, in turn, influence and enrich didactics. For example, the so-called "visibility principle" was first introduced in the teaching of foreign languages.

Now it has become one of the fundamental principles of didactics and is used in teaching all school subjects without exception. Programmed learning was first used to teach mathematics. Now, through didactics, it is used in teaching many subjects, including foreign languages. It is the task of a specialist in the field of foreign language teaching methods not only to look for the best methods of transferring knowledge and skills to students and teaching them good habits, but also to look for the best means of educating students on the topic with the teaching of which he is concerned. Pedagogy is an applied science. Both divisions in all their parts, in particular the methodology of a foreign language, are applied psychology. In teaching a foreign language, the teacher forms and develops students' pronunciation habits, lexical habits, and others. The development of "habits" is the result of repeated action, which can be acquired by constant, sustained learning. Therefore, the teacher must remember, when organizing students, that the teaching must be constant and accurate. This implies a correct copy, clearly presented and easy to follow, and reproductions that give motivating conditions that encourage repetition, which will lead to mastery.

Since a skill is the ability to do something well and in the language training of students the ability to use language for communication needs, the teacher must form and develop such language skills as listening, speaking, reading and writing. Through the method of communication with psychology, it is impossible to develop the language skills (listening, speaking, reading and writing) of our students effectively, if we do not know and do not take into

account the psychology of habits and skills, the ways of their formation, the influence of previously acquired skills on the formation of new ones, and many other necessary factors that psychology can provide us. Since the upbringing and education of children are special components of combined physical and mental activities, it is clear that psychological principles should largely contribute to the theoretical foundations of pedagogy in general and teaching methods in particular.

Pedagogy and psychology can be said to overlap in order to have common areas, which mainly bear the name "educational psychology". This relationship can be represented graphically as follows: pedagogy-educational pedagogy-psychology. Currently, we have a lot of material in the field of psychology that can be used in teaching a foreign language. Thus, if a teacher wants his students to speak English, he must use every opportunity and must make them speak or hear him. In addition, to master a second language, to acquire another way of receiving and transmitting information, to create this new code in the most effective way, it is necessary to take into account some psychological factors.

Effective learning of a foreign language depends largely on the memory of students. This is why the teacher needs to know how he can help his students successfully memorize and retain the language material they are learning. Therefore, in teaching a foreign language, we must create favorable conditions for involuntary memorization. Experiments conducted by outstanding scientists show that psychology helps methods to determine the role of the native language at different stages of learning; to determine the amount of material for students to learn at each stage of learning. Identify the sequence and ways that different habits and skills should develop; methods that are more suitable for the presentation of the material and for ensuring its retention by students, and so on. Psychology allows methodologists to determine the so-called psychological nature of the teaching content, i.e., what habits and skills should be developed in students for proficiency in the language.

Psychology also helps with the choice of teaching and learning methods, i.e., how to teach in the most effective way, under what conditions students can learn words, phrases, model sentences more effectively, or how to ensure that students memorize new words in an easier way. Since learning progress is made by the addition of new knowledge, can be carried out in the training of a certain group of students, psychology will help determine which psychological factors should be taken into account when teaching students. The relationship of methods of teaching a foreign language with the psychology of the higher nervous system is connected with the methods of psychology



of teaching foreign languages and the functions of the brain and the higher nervous system. This has a direct bearing on the teaching of a foreign language, and also explains and confirms the need to cultivate habits, frequent repetition and revision of material in the teaching of all subjects of study, in particular in the teaching of foreign languages, where these principles of art are of particular importance.

Therefore, the forms of human behavior are important, that is, the forms of human behavior. responsive speech in a variety of communicative situations, so in teaching a foreign language we need to keep in mind that students need to master language-like behavior, as something that helps people to communicate with each other in a variety of real-world communication situations. It follows that a foreign language should be taught in such situations. The relationship of methods of teaching a foreign language with linguistics Linguistics is a science, language, as a subject of teaching, is not a science, but an action. The methodology of teaching a foreign language is most closely related to the linguistics of the sentence, with the problems that are of primary importance for the methods, with the language and thinking of grammar and vocabulary, the relationship between grammar and vocabulary, and much more. There is no doubt that all branches of linguistics: phonetics, two divisions of grammar-morphology and syntax, and two sections - lexicology and semantics-can provide useful information for teaching a foreign language.

Many prominent linguists not only developed the theory of linguistics, but also tried to apply it to language teaching. Methods of teaching a foreign language, like any other science, have certain ways of investigating problems that may arise [4]. These are:

1) a critical study of the ways in which foreign languages were taught in our country and abroad;

2) based on the study and generalization of the experience of the best foreign language teachers in different types of schools;

3) experiments to confirm or refute the working hypothesis that may arise during the investigation. Experiments with methodologists are becoming more and more popular. When experimenting, methodologists have to deal with different data, so in organizing research work, they use mathematics, statistics, and probability theory to interpret experimental results.

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