

REVIEW ON HISTORY OF TEACHING FOREIGN LANGUAGE
METHODOLOGY AT UNIVERSITIES

YUSUFOVA RUHSHONA

INFO ABSTRACT: This article aims to provide students with functional language skills that support their professional development, allowing them to communicate effectively in international settings, engage with academic research, and participate in globalized work environments. The integration of language learning with subject-specific content helps foster motivation, as students see immediate relevance to their personal and professional goals.

KEYWORDS: foreign language teaching, language teaching methodology, university language education, historical, historical review, teaching approaches, grammar translation method

Introduction: The word "method" means the way to achieve the set goal. In pedagogy, teaching methods and methods of education are distinguished. Teaching methods are considered in didactics. Educational methods in the theory of education. In the methodology of teaching foreign languages, the word "Method" is used in the meanings: 1. In the meanings of a fundamental direction, characterized by certain goals, content and principles of teaching. For example, the grammar-translation method. The training was mainly carried out with the goal of developing the logical thinking of the student and forming the ability to read texts and translate them.

The method is used in the meaning of "training system" within any direction, reflecting the concept of the author who proposed it. For example, the Kitaygorodskaya method, Palmer's method, the Michael West method. 3. The method as a way of organized interconnected activity of the teacher and students. In the process of training, the teacher and the student perform certain functions. One teaches, and the other studies. The teacher performs the organizing, training and control functions. The student performs the following functions: familiarization with the educational material,

training and application of the language in solving communicative tasks, for example, to understand foreign speech, to communicate something, to learn during a conversation, to obtain information from a text, etc. Let's consider each of the functions. Thus, the organizing function of the teacher includes organizing the students' familiarization with the educational material, organizing training, organizing the use of the language in the course of communicative tasks. The organizing function of the teacher includes instilling in students the skills of independent work, monitoring its application. The teaching function of the teacher is that he explains, informs, comments, corrects and thereby enriches the students' knowledge of the language. The controlling function of the teacher is manifested when the student is introduced to new material, when he performs training, during the use of the language being studied. Now let's consider the functions of the student. Thus, familiarization with the educational material is the first step in mastering it. The student must understand the form, meaning and use. However, understanding the educational material is not enough. Training is necessary, which involves multiple encounters with the educational material, passing it through the auditory, speech motor and visual analyzers, ensuring the imprinting of the material, keeping it in memory. Without training, mastering a foreign language is impossible. And, finally, the use of the studied language for communicative purposes in oral and written speech. In the student's activity, the main methods of learning are also familiarization, training, application. In psychological terms, these methods - familiarization, training, application, being the ways to achieve the delivered goal, also indicate the stage of work on mastering the educational material. Self-control and self-correction should be attributed to the accompanying methods. On the part of the student, familiarization with a "portion" of educational material (these can be words, combinations of words, grammatical structure), presented in speech units of varying length from a phrase or sentence to a text, is carried out with auditory or visual perception of speech, or both, or with the other at the same time. In the first case, the student listens to the sound of speech, in the second he sees what is written, then reads, in the third he listens and reads. Both auditory and visual perception of educational

material can be reinforced by visual perception of the subject of the action, phenomenon, situation, etc. and explained to the student, which ensures awareness through the sensory and semantic content of perception. On the part of the teacher, the organization of familiarization with a portion of educational material includes, firstly, a demonstration. The demonstration appeals to the sensory perception of the student. The teacher can simply show, for example, an object, actions, etc. and name a hundred in a foreign language or show the pronunciation of a sound. He can depict a picture, accompanying the appropriate statement accompany in a foreign language. The teacher can accompany the demonstration with some explanations. Secondly, an explanation prompting the student to think. Thanks to training, the student's memory is enriched with new units of language and automatism in their use is developed. On the part of the teacher, it is necessary to organize targeted training of the student in recognizing by ear or when reading recognizable material and its reproduction in oral speech and in writing. When organizing training, the teacher determines the number and nature of exercises, that is, how many exercises are needed and what kind of exercises they should be in order to develop the necessary automatism. From the above, it becomes obvious that there is close interaction between the teacher and the student in the educational process, which should determine the working methods of the teacher and the student. The main methods include familiarization, training and application. Accompanying, since it is present in each of the methods. is control, including correction and assessment. In addition, there are several methods of learning a foreign language. Grammar-translation method; this method assumes that proficiency in a foreign language is proficiency in grammar and vocabulary. The process of improvement is that the study proceeds from the transition from one grammatical scheme to another. Thus, the teacher first decides which grammatical schemes he wants to provide. Then, texts in a foreign language are selected on these topics, from which individual sentences are selected that fit these grammatical schemes. Then all this is consolidated by translation. For example, first from English to Russian, then vice versa. Advantages of this method: grammar is learned, this method is good for people who

can perceive language as a set of grammar given rules, and not express themselves. Silence method: according to this method, the teacher initially does not say anything. Pronunciation is taught using images of symbols. Each symbol represents its own sound. For example, to pronounce the word "table", the teacher needs a square representing the sound "T", then a square representing the sound "hey", and so on. Advantages of this method: the teacher does not impose his level on the student. Which can subsequently lead to the student knowing the language better than the teacher.

Physical response method: According to this method, the student does not say anything at the early stages of learning a language. During the first 15-20 lessons, the student listens to foreign speech, reads. Then the study of words denoting a physical action begins, for example, stand up - everyone stands up, sit down - they sit down. After all this, the student is ready to start talking. During the learning process, the student must communicate with both the teacher and other students. Advantages of this method: the student accumulates a fairly large amount of information and is able to perceive it.

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