



A Brief Historical Introduction to the Development of Foreign Language Teaching Methods

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Annotation: *after the independence of our country, the interest of young people in learning foreign languages has increased, and many opportunities for language learning are being created by our state.*

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Foreign language teaching has changed throughout the years. In the previous era, teachers would enter the classroom and begin the transfer of information, while the role of the language students was also clearly defined: to listen, take notes, study, and eventually learn. However, through observation, studies, and experimentation, we discovered that language teaching is more complex in practice. It requires the educator attending the methods of presentation of the new information, while also providing the right circumstances for developing the competencies, skills, and abilities of the students. The following lines will explore some of the methodology and aspects of language teaching while also looking at the different mediums used by educators and learners.

In modern linguo-didactics as well as many years ago, the problem of finding and choosing the most effective and rational methods of teaching foreign languages that meet modern learning conditions and meet the requirements of modern education standards remains relevant and unresolved. Information about the study of foreign languages refers to remote times: in the development of culture in Syria, ancient Egypt, Greece, and Rome, foreign languages had practical and general educational significance due to the lively trade and cultural ties between these countries. Their role did not reduce also in the period of the middle Ages, as evidenced by the literary monuments of that time and lexical borrowings, marked by the dictionaries of Western European languages.

At first Greek and then Latin were the main foreign languages that were taught privately and in schools. The Latin language played an exceptional role (for 15 centuries). Only with the development of national languages in Western Europe, the Latin language lost its dominant role, remaining, however, in the general education system for many years. Knowledge of Latin was the first sign of scholarship. Back in the beginning of the last century, dissertations were written and defended in Latin in Germany. For teaching Latin translation methods were used, which later had a significant impact on the methods of teaching Western European languages - French, German, and English. The history of the methodology of teaching foreign languages knows numerous and diverse attempts to find the most rational method of teaching foreign languages.

The concept of teaching methods

Teaching methods are one of the most important components of the educational process. Without the use of appropriate methods, it is impossible to achieve the goal, to implement the intended content, to fill the training with cognitive activity. Together with the change of methods, the very concept of "teaching method" developed both in Russian science and in foreign theories of teaching and learning languages. Currently, this concept does not have an unambiguous designation in the scientific literature. The term "method" in modern foreign literature can correspond not only to the term "method" (English), but also to "approach" (English), denoting "approach"; In some reference books for teachers, the term "method" is not used at all; only the "methodology" of instruction is considered.



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In the domestic methodology of the foreign languages the term “method”, in addition to designating the entire system or the entire field of study, can denote individual elements of the system (the method of teaching phonetics or grammar, etc.), which often corresponds to the term “techniques” in other countries. In modern science, an approach is being approved according to which teaching methods are an extremely complex, multidimensional pedagogical phenomenon. Method (from the Greek. *Tethodos* — “study”) — a way to achieve the goal, a certain way ordered activity; reception, method or mode of action; a set of techniques or operations of practical or theoretical development of reality, subordinate to the solution of a specific task. There are many definitions of the term “method”:

- “The teaching method is a “system of purposeful actions of the teacher, organizing the student’s cognitive and practical activities, ensuring that they master the educational content and thereby achieve the learning objectives”.
- “The teaching methods are “ways of interaction between the teacher and students, aimed at solving a complex of educational tasks”.

In the didactic manuals of the beginning of the XIX century, the method was given the following definition: “Method is the art of the teacher to direct the pupils’ thoughts in the right direction and organize the work according to the plan.”. Many scientists believe that the method is the main tool of pedagogical activity. It is with its help that the product of training is produced, and the interaction of the teacher and the students is carried out. In other words, the teaching method organically includes the teaching work of the teacher (teaching) and the organization of educational and cognitive activity of students (teaching) in their interrelation, as well as the specifics of their work in achieving educational, developmental and educational goals of teaching.

From the logical and substantive side, teaching methods can be assessed as a logical method used, with the help of which students consciously master knowledge, skills, and abilities. Wishing to emphasize the content-methodological essence of teaching methods, they can be defined as a form of movement of the content of training. The main features that should distinguish groups of methods at the end of the 20th century. To the main features by which it is necessary to distinguish groups of methods at the end of the 20th century. include the following:

1. The presence or absence of the mother tongue when teaching foreign languages; Typical names of the methods of this group: direct, transferable, mixed;
2. The ratio of foreign language practice and the theory of language: typical method names: practical, conscious-practical, conscious-comparative (where the study of grammar and theory plays a big role in general);
3. The use or non-use of special mental states of students who master the foreign languages (sleep state, relaxation, the effects of auto-training, etc.); Typical names of methods: alternative (or intensive, suggestive, etc.) and traditional (usual).

In addition to the indicated features, the system (methods) of teaching foreign languages differs in general ways of the whole organization of the learning process, in which either the teacher’s managing activity (other-directed learning) or the students themselves (self-directed learning) can dominate. Learning). On the basis of the listed signs in the works on the history of the methodology, the following methods are distinguished:

- Translation methods (grammar-translation and lexical-translation);
- Direct and natural methods and their modifications;
- Mixed methods;
- Consciously-comparative and consciously-practical methods;



- The modern method of teaching is defined as the communicative system-activity method of teaching foreign languages.

Grammar-Translation Method

The Grammar-Translation Method is a language-teaching approach that originated in the 19th century and was widely used in Europe for teaching Latin and Greek. This method emphasizes the memorization of grammar rules and vocabulary and the translation of texts from the target language to the native language.

The Grammar-Translation Method is based on the belief that language learning is primarily a cognitive process and that learners must understand the structure and rules of the language in order to use it effectively. To achieve this, the method involves a number of techniques, including:

1. **Emphasis on grammar rules:** In the Grammar-Translation Method, the teacher introduces grammar rules and explains their use in the language. Learners are expected to memorize these rules and apply them in their writing and speaking.
2. **Vocabulary drills:** Learners are expected to memorize lists of vocabulary words and their meanings. This is usually done through repetition and translation exercises.
3. **Translation exercises:** Learners are given texts in the target language to translate into their native language, or vice versa. This helps learners develop their understanding of the grammar rules and vocabulary of the language.
4. **Focus on written language:** The Grammar-Translation Method places a greater emphasis on reading and writing than on speaking and listening. Learners are expected to produce written translations of texts and to analyze the grammar and vocabulary of these texts.
5. **Little emphasis on communication:** This method is not designed to help learners develop their ability to communicate effectively in the target language. The focus is on reading and writing, with less attention paid to speaking and listening.

Critics of the Grammar-Translation Method argue that it is too focused on memorization and translation and does not provide learners with opportunities to use the language in real-life situations. They also argue that the method can be boring and does not engage learners in the learning process.

Despite its limitations, the Grammar-Translation Method can be useful in certain contexts, such as for learners who are studying a language for academic purposes or who need to develop strong reading and writing skills in the language.

Direct Method

The Direct Method is a language teaching approach that originated in the late 19th century as a response to the Grammar-Translation Method. It emphasizes the use of the target language in the classroom, with a focus on communication and immersion. The Direct Method is also known as the Natural Method or the Berlitz Method. The Direct Method is based on the belief that language learning is primarily an oral process, and that learners must be immersed in the language in order to acquire it naturally. To achieve this, the method involves a number of techniques, including:

1. **Emphasis on oral communication:** In the Direct Method, the teacher speaks only in the target language, and learners are expected to do the same. There is a focus on oral communication, with less attention paid to reading and writing.
2. **Real-life situations:** The Direct Method emphasizes the use of the language in real-life situations. Learners are given opportunities to practice the language in context, using it to express their needs, opinions, and feelings.
3. **Use of visual aids:** The Direct Method uses visual aids, such as pictures and gestures, to help learners understand the meaning of words and phrases.



4. No translation: The Direct Method does not rely on translation, as learners are expected to learn the meaning of words and phrases through context and visual aids.
5. Grammar in context: Grammar is taught in context, with a focus on how the language is used in real-life situations. There is less emphasis on memorizing grammar rules and more on using the language naturally.

Critics of the Direct Method argue that it can be difficult to implement in large classes, and that learners may struggle to understand complex grammar structures without explicit instruction. They also argue that the method does not provide enough opportunities for learners to read and write in the language.

Despite its limitations, the Direct Method can be useful in certain contexts, such as for learners who need to develop strong oral communication skills in the language. It can also be effective for learners who are motivated and enjoy using the language in real-life situations.

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