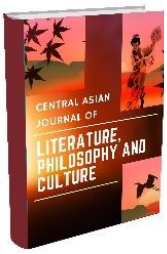

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Language Teaching Methodology: Tradition and Modernity

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Abstract:

The methodology of teaching foreign languages as a pedagogical scientific discipline belongs to the humanities that explore the humanitarian sphere of human life, where the objective laws of social and social development and individual interests, motives, needs and capabilities of a particular person are closely intertwined. The article deals with general issues of foreign language teaching methodology.

Keywords: communicative principle; principal object of teaching foreign languages.

Introduction

In connection with socio-economic transformations in Uzbekistan, with the development of market relations, the expansion of foreign economic relations, one of the priorities for the vocational education system is the training of specialists with a high level of professional competence. At present, teaching foreign languages in higher education institutions should be organized in such a way as not only to give students a certain amount of knowledge but to develop their abilities using a foreign language, to prepare them for intercultural communication. The university becomes not so much an educational institution like a school for the development of the student's personality. The need for the development of students through a foreign language is dictated by life [1].

Today, one of the central key problems of didactics, which is of great methodological importance, is the problem of learning and development, when the process of mastering knowledge and methods of activity should serve as a means of comprehensive development of the individual [2].

As for a foreign language, the main goal of training is to develop the personality of a student who wants to participate in intercultural communication in the language being studied and improve independently in the activity he masters. In didactics, teaching methods are interpreted as ways the teacher works with students. In this regard, their names are assumed in the following form: oral presentation of the material (story, explanation, lecture), work with a textbook, book, laboratory work, exercises, creative tasks. In teaching foreign languages, the object of training is the formation of practical skills of speech [3,4].

On the one hand, the method is a model of teaching in a certain educational situation, and on the other hand, it is a way of the teacher's activity to solve specific educational problems. The most practised methods are demonstration, explanation and exercises. Teaching foreign languages at school is a demonstration, and not a

demonstration, that is of great importance. As a result of the explanation, students are better aware of the semantic aspects of the language being studied. The explanation should not be confused with explanations and commentary. The dominant role belongs to exercises. All methods and techniques used by the teacher must be materialized in the exercises. Exercises remain the main component of the structure of the lesson. They create the necessary conditions for continuous practice in a foreign language. The choice of method depends on several objective and subjective factors: Objective: learning objectives, the composition of students, the linguistic correlation between foreign and native languages, the curriculum of a foreign language course, availability of material resources, etc. Subjective: the personality of the teacher and the student, their individuality. The principle of communication involves the maximum approximation of the learning process to the real process of communication. The implementation of the idea of communicative learning is facilitated by the use of modern methods of teaching a foreign language, namely, the tandem method and the S.G. ("Les simulations globales"). “Whatever particular aspects are dealt with by certain sections of humanitarian knowledge, they are inevitably rooted in the vital foundations of human existence. This most complex world is the foundation of any humanitarian research, even if it remains as an obscure background,” writes E.V. Ushakov [10].

Therefore, the subject of humanitarian knowledge is “humanly significant and meaningful material, personal dimensions of objects, their “fatefulness” [11], and the object is “the space of human meanings, values, meanings that arise during the assimilation and development of culture” [11,12].

It is this position that gives methodological knowledge a unique feature. Moreover, it becomes obvious that any methodology, being a humanitarian science, is based on the objective laws of social development and takes into account the value-semantic relationships that arise in society. Consequently, the methodology of teaching foreign languages is focused, first of all, on solving social and practical problems related to the implementation of the actual needs of society in the study of non-native languages by its citizens and with improving the quality of language education.

Materials and methods

The research method is currently understood as a method of scientific knowledge, which allows “to solve problems and achieve the goal of search activity” [13].

As mentioned above, the methodology of teaching foreign languages has different levels of scientific knowledge - theoretical and empirical. Of course, such a division is rather conditional. To establish clear boundaries between the theoretical and empirical aspects in the scientific field under consideration, which in its essence is theoretical and applied, that is, integrating the data of scientific reflection and analysis of the practice of teaching languages, seems to be a very difficult task. At the theoretical level, the essential characteristics of methodological phenomena are known. Based on the “matter of thought”, a theory is created as the highest form of organization of methodological knowledge [14].

It should be noted that here the most important general logical methods of cognition are abstraction and idealization, which allow the scientist to abstract from many factors that influence the real and very complex process of teaching and studying a subject. The starting point for this can be an analysis of the literature on philosophy, linguistics, psychology, pedagogy, etc., which can be considered as one of the important specific scientific methods of research. The obtained results of a critical reflection of the available sources make it possible to formulate methodological concepts, substantiate the concepts (models) of learning, as well as methodological approaches to teaching foreign languages. It should be noted that all the formulated theoretical

postulates and modelled constructs - the result of the scientific research of methodologists - must be verified and verified in practice, as well as confirmed by the practice of teaching. Yes, and the promotion of theoretical hypothetical models is impossible without relying on analysis data (including retrospective) of practical experience in teaching a foreign language at different educational levels and in different educational conditions both abroad and in our country. But also for the empirical level, where the methodologist-researcher uses such methods as observation, experiment and experiential learning as analytical tools, theoretical premises are essential.

The information received at this level about the real process of teaching foreign languages is processed by a set of research operations and creates the basis for the primary theoretical understanding of certain methodological phenomena. Empirical and theoretical methods are interrelated and often complement each other, so some researchers began to distinguish the so-called general methods, which are composed of individual research methods and create “peculiar complex methods that have a special focus, differing in the specifics of search methods” [14,15].

For a long time, methodology, as well as didactics, lacked more or less reliable research methods. When proving the effectiveness of certain methods, their authors referred to their subjective experience, while their opponents operated on their own experience. Therefore, the evidence was subjective. The question of research methods in the field of individual methods, including the methods of teaching foreign languages, was raised in our country in the postwar period. In 1952, the famous issue of Izvestiya APN RSFSR was published, in which an attempt was made to define research methods in methods. These included observation, the study of school documentation, conversation and experiment.

S.G. Shapovalenko proposed to consider two types of the experiment - laboratory and class teaching. Under the first type, he understood an experiment with a group of students to clarify individual points or teaching methods. The second type, in his opinion, is designed to test individual topics of the course, sections in order to test them in real school conditions [16]. In parallel with the research of didactic students on this issue, an attempt was made by psychologists to introduce research methods adopted in psychology into the methodology of teaching foreign languages, in particular, an experiment. V.A. Artemov recommended isolating a rather narrow question for a specific experimental study, for example, a specific system of exercises [17]. In this case, in his opinion, it was possible to achieve objective data. I.V. Karpov, without denying a narrow experiment, suggested using a complex, synthetic experiment, “covering the entire problem as a whole” [18]. This proposal was because at the end of the 1940s, experimental textbooks were being tested and it was required to obtain more or less objective results. In subsequent years, both types of experiments began to be used in research, and the synthetic experiment was called "experiential learning". In addition, the concept of variable and non-variable conditions in the experiment was introduced [19].

Results and discussion

At present, the methodology of teaching foreign languages has a whole system of research methods, from the theoretical ones mentioned above to empirical ones. The latter can be divided into basic and additional methods. The main research methods include experiment and experiential learning. An intermediate place is occupied by targeted observation, which accompanies an experiment or experiential learning but can act as an independent research method under certain conditions. Additional research methods include pedagogical sections, timing, interviewing, and questioning.

Let's take a look at the experiment. The most complete definition of this research method in the methodology was given by P.B. Gurvich, who wrote: “A methodological experiment is a joint activity of the subjects and the experimenter organized to solve methodological problems, the integral features of which are:

1) exact limitation in time;

2) the presence of previously formulated hypotheses;

3) plan and organizational structure adequate to the hypotheses put forward;

4) the possibility of isolated consideration of the methodological impact of the factor under study;

5) measurement of the initial and final state of knowledge, skills and abilities relevant to the research problem according to criteria corresponding to the specifics of the problem under consideration and the purpose of the experiment” [20].

The above definition of an experiment shows that it involves two parts: deductive-theoretical, including the formation and justification of a hypothesis, structure, nature of the experiment, and experimental-theoretical, which boils down to experimenting itself, summing up the results and substantiating the theoretical provisions introduced into the methodology. In other words, an experiment is a complex multi-stage activity. The modern technique formulates the main features of the experiment, which determine its merits as a research method. The authors of “Theoretical Foundations of the Methodology...” formulated them as follows:

1) “the researcher himself causes the phenomenon he is studying, instead of waiting, as with objective observation, until a random stream of phenomena allows him to observe it;

2) having the opportunity to cause the phenomenon under study, the experimenter varies, changes the conditions under which the phenomenon occurs;

3) by isolating individual conditions and changing one of them while maintaining the rest, the experimenter thereby reveals the significance of individual conditions and establishes regular connections that determine the process he is studying;

4) revealing regular connections between phenomena, the experimenter can vary not only the conditions themselves (in the sense of their presence or absence) but also quantitative ratios.

As a result, regularities allowing mathematical formulation are established” [21]. Currently, in methodological works, there are various attempts to classify the types of experiments. E.A. Shtulman proposed to classify experiments according to the following criteria: according to the purpose, according to the content of the study, according to the conditions and methodology of the study [22].

Following the first criterion, the author distinguishes between exploratory (preliminary) and basic (verification). Following the second criterion (the content of the study), E.A. Shtulman proposed to distinguish between the actual methodological experiment, understanding by it the verification of teaching techniques, methods or systems, and the educational experiment. Under the latter type, the author understood the following: “An experiment that checks one or another arrangement of educational material, the quality of a particular program, textbook, etc. we call educational” [23].

Following the third criterion (organizational conditions), the author divides all experiments into laboratory and natural, and according to the method of carrying out into traditional and cross. By traditional experiments, the author understands such an experiment, when the control and experimental groups or classes remain

unchanged throughout the experiment. If in the course of the experiment, these groups or classes change mutually, then such an experiment is across one. Let us turn to the analysis of the above classification. First of all, it seems that the division of experiments according to the content is unjustified, because the main content of any experiment is the verification of one or another hypothesis: about the method, technique, arrangement of material, etc.

An experiment in methodology is always educational because in one way or another it contributes to the learning of students. The division into subspecies of the main or basic experiment seems far-fetched because in all cases a search for a solution is carried out based on testing the hypothesis. Another point of view on the classification of experiments was expressed by P.B. Gurvich. He suggested that the first criterion for the classification of experiments be the correlation of experiments with the phases of the study. Based on this criterion, the author distinguishes the following types: diagnostic, reconnaissance and main. The second criterion Gurvich put forward the number of hypotheses or options. In accordance with this criterion, he distinguishes between a vertical experiment (the result is determined on the same group of subjects after a certain time has passed) and a horizontal one, when different options are compared. The author considered the third criterion to be the degree of approximation to the natural conditions of learning: a laboratory (artificial) experiment and a natural one. Finally, as the fourth last criterion, Gurvich recommended considering "the degree of predetermination of the implementation of the research plan" [24].

In accordance with this not formulated criterion, the author proposed to distinguish between an "open" experiment (with the inclusion of additions and changes in the course of its implementation) and a "closed" experiment, during which neither additions nor changes are made. Let us turn to the analysis of the classification of the experiment proposed by Gurvich. From our point of view, this classification cannot be considered successful either. An objection is raised by the criterion of the number of hypotheses and variants. First of all, to test each hypothesis, you need your experiment, and the number of options depends on the hypothesis. If there is nothing to compare with, then there can be no experiment.

As for the comparison of the results with the initial ones, then, as will be shown below, it is carried out for all options. The last criterion should also be considered erroneous because during the experiment it is impossible to change something in the course of the study. After all, the purity of the experiment is violated, and it turns into a test of various recommendations that have nothing to do with scientific research. The first criterion, when a "diagnostic" experiment is proposed, is not quite correctly interpreted, because it is nothing more than a pedagogical cut to diagnose the state and level of skills and abilities at a certain moment.

We believe that the classification of experiments should be carried out according to two criteria. It is expedient to consider the purpose of the experiment as the first criterion. By this criterion, it is possible to isolate the reconnaissance and the main experiment. The first of these involves checking the availability of the proposed techniques, their admissibility if something completely new is recommended for students. The expediency of such an experiment is because in the course of the study we are dealing with people, therefore, damage in the learning process is unacceptable. In addition, a very unusual device may affect the trainees, and the result of the main experiment may be biased due to novelty.

All this brings to life a reconnaissance experiment. The main or basic experiment is designed to answer the hypothesis put forward. The second criterion is the condition of carrying out, according to which it is advisable to distinguish between a laboratory experiment and experiential learning. In both cases, to test the research hypothesis, it is advisable to separate the control and experimental groups. Now let's move on to the consideration of additional methods since they are included in the main ones, making up, as it were, a single

whole during the experiment or experiential learning. Purposeful observation is an important research method if done correctly. It should be emphasized that the most important point of observation is its purposefulness, that is, the setting of a specific goal. Very often in practice, especially in the pedagogical practice of students, the learning process as a whole is observed, after which the observer is left with only a general idea, mainly about the activities of the teacher. Such an approach to observation is fundamentally wrong since it cannot give objective results. The first condition for purposeful observation is a clear statement of the purpose of observation; for example, methods of semantization of vocabulary, a sequence of exercises in teaching dialogue, etc.

In accordance with the goal, the observer especially carefully fixes the observed phenomenon and its place in the course of the lesson. It is advisable to use a pre-prepared observation scheme, which can take the following form: The first column records the time allotted for each stage of the lesson and for each moment of interest to the observer in the implementation of the phenomenon to be observed. The fact is that not only the effectiveness of the reception, exercises but also the time spent are important because when learning we are limited by the number of hours allotted for learning the language. Therefore, a good technique, but requiring a lot of time, cannot be considered effective.

The following columns are reserved for recording observations of the actions of the teacher and the actions of the students because the pedagogical process is two-way. Finally, in the last column, you can provide a preliminary assessment of the technique or exercises that are the objects of observation. Since this is a preliminary assessment, the following icon system can be used: + reception successful, ± reception partially successful, and - reception failed. An important point in the observation process is the position of the observer. Usually, the observers are in the back desks or at the last tables. This can hardly be recognized as correct since the observers do not see the faces of the trainees, their reactions. The correct placement of the observer from the side, closer to the board. In this case, he sees and can record the reactions of the trainees, their doubts, etc.

An important point in conducting observations is the decoding and summing up immediately after the end of the lesson in which the observation was carried out. Purposeful observation can be used as the main research method. In this case, a large number of classes from different teachers are subjected to observation. According to the theory of large numbers, such an observation can reveal a certain pattern in the implementation of a particular technique. In most cases, however, observation may precede the experimental work carried out in the course of its implementation. Therefore, observations are an integral part of any methodical experiment. An important point in determining the effectiveness of individual techniques, developing topics or checking textbooks is timing, that is, the constant accounting of study time in the educational process when using one or another technique, because the time for teaching foreign languages is extremely limited. Therefore, those techniques and developments that give good results with minimal training time spent on their implementation are effective. As shown above, timekeeping is used in purposeful observation, carried out both as an independent method and in the process of experiment, experiential teaching. Questionnaires can be considered as another common additional research method. This method is used to clarify individual issues that are not sufficiently clarified during the experiment or experienced teaching. Correctly posed questions can help clarify those places that remain unclear to the researcher. However, there is a rule for composing questions. They don't have to be direct, suggesting an answer. Let us explain what has been said with some examples. Questions should be formulated as follows: which of the options seems more effective to you; give a rationale for your choice. Typically, a survey is conducted among teachers participating in a pilot study.

Questions are compiled based on the study. From the above examples, it can be seen that the survey allows you to supplement the data obtained during the experiment. Sometimes a survey can be conducted among high school students to find out the causes of typical errors. Experience, however, shows that in this case, it is better to use the method of interviewing, which is sometimes called conversation in methodological literature.

Interviews are conducted for the same purposes as questionnaires. The main task of this method is to reveal the cause of the difficulties encountered by the trainees, the indicators of which are errors. As with a survey, during an interview or conversation, one should not ask direct questions like: "Why did you make this mistake?" Such a question will put the student at a dead end, and he will not be able to answer anything. It would be more correct to ask such a question: "Why did you write (said) like that ...?" In this case, the trainee will try to explain the reason for his answer. Questions for the interview are prepared in advance. During the conversation, additional questions are possible, but they should also prompt the subject to think. There is a certain rule for conducting such an interview. It is carried out with each subject separately to find out the course of his reasoning. In practice, a very common mistake occurs. In the audience where the interview is conducted, the subjects are invited in turn, who, after the conversation, are removed from the audience. The error lies in the fact that having left the audience, the subject is among those who have yet to talk. Naturally, the latter is interested in questions (about typical mistakes) and answers of the person being checked. In this case, the next ones will answer the same or almost the same as their friend told them, and the result will be almost zero. Therefore, after the end of the conversation, the interviewee should remain in the audience to avoid contact with those waiting in line. In this case, it is possible to obtain from each subject his reasoning, and the overall result of the interview will significantly complement the experimental study. Let us now turn to the last, additional method of research - pedagogical cuts. The pedagogical section is an oral or written task aimed at establishing the level of knowledge, skills and abilities at the moment.

In some methodological works, the pedagogical section is called a "stating experiment", which cannot be considered correct. The fact is that ascertaining means establishing a certain level of learning at a certain moment, and experimenting means testing something new. There are different types of pedagogical sections in methodological research. The first of these is the pre-experimental cut. Its essence is to determine the initial level of formation of knowledge, skills and abilities to the beginning of the pilot study. The need to establish the initial level is due to the fact that at the beginning of the study, the subjects already have formed knowledge, skills and abilities. Without defining them, it is impossible to determine the increase in knowledge, skills and abilities as a result of experimental learning. Further, the final cut is distinguished, showing the achieved level of skills or abilities after using the experimental technique. If a system of work is being tested, and the experiment continues for a longer time, intermediate pedagogical sections can be used to determine the dynamics of the formation of skills and abilities. Finally, a delayed pedagogical cut is used, the purpose of which is to ensure a certain strength of the formed skills and abilities after a certain time.

The positive results of the delayed pedagogical cut-off quite convincingly testify to the effectiveness of the proposed methodology. There is a certain rule for compiling a pedagogical section, regardless of its nature. Those knowledge, abilities or skills, the formation of which is provided for by experimental materials, are subject to verification. In other words, if materials intended for more effective mastering of grammar or speech development are checked in an experimental study, then, accordingly, this aspect of the language or type of speech activity is checked. Further, it is advisable to use the language material that is known to the trainees. These are brief data on pedagogical sections. Having considered the questions of the classification of the experiment, let us turn to the questions of their conduct and organization. As mentioned above, the

experiment is a multifaceted and multi-stage method of research. It seems appropriate to distinguish between the following stages of experimental research: developing a hypothesis, organizing an experiment, conducting an experiment, summing up, and presenting the results.

Let's consider the last research method - experimental (experimental) training. Very often, in the practice of methodological research, methodological development of entire topics, individual paragraphs of textbooks and other educational materials are subject to experimentation, which is especially important in the context of a wide choice of teaching aids that allow the teacher to determine those that meet specific learning conditions. In this case, several factors are checked that affect the effectiveness of the entire training system: the order in which the material is arranged, teaching methods, and exercises.

It is quite obvious that the use of experiments is impossible because it is not possible to single out one variable condition with all the others being invariable. In this case, experimental (experimental) training is used. When choosing experiential learning as a research method, just as in an experiment, a hypothesis is first developed. In this case, the hypothesis should be more extended, including all the factors that, according to the experimenter, will contribute to the effectiveness of the proposed methodological solution. Following the hypothesis, a system of teaching in experimental classes or groups is being developed. As mentioned above, to obtain objective data on the effectiveness of the proposed system, it is necessary to select several experimental groups and classes. Accordingly, control classes and groups are distinguished. A typical error in describing experiential learning is that the control classes are said to have worked traditionally. To summarize, it is necessary to describe the system of work in control classes, since the traditional methodology may be different. Further, as in the organization of the experiment, materials for the pre-experimental and post-experimental sections are developed. Experienced or experiential learning has another function - to identify the availability of the proposed methodological solutions in the mass practise of teaching foreign languages. The fact is that in the course of the experiments, high results could be achieved through the use of new technologies. It may turn out that they are effective under experimental conditions, for example, due to the talent of the experimenter. After that, experimental training is already being carried out, a kind of “running in” of the new technology. In this case, there are no control classes, and the task is to test the proposed solutions in mass practice with different teachers.

Additional research methods, in this case, will be targeted observation in one or two classes, as well as questioning and interviewing teachers who conducted this experimental training. The latest data is especially important because these teachers can provide clarifications to clarify certain points of the proposed training system. When conducting experimental training, two or three experimental groups are distinguished, where purposeful observation is carried out during classes. The purpose of such observation is to obtain additional data on the time used in the classroom, as well as on the mistakes and difficulties of the subjects. After the final pedagogical cut is carried out, as in the experiment, the results are determined. They are based on comparing the results of slices in the experimental and control classes vertically (difference between pre-and post-experimental slices) and horizontally (difference between the data of the final slice in the experimental and control groups). Observational data also play a significant role in summarizing the results. Since several groups participate in experiential learning, data on the level of development of skills and abilities, the number of errors, etc. it is advisable to draw up using mathematical methods. Qualitative data must be included in the description of the results. These are the main directions for using experiential learning as a research method.

Conclusion

In conclusion, let us dwell on one more method. In those cases when, when studying an object, it is not possible to obtain information about it using objective methods, they resort to the "method of experts" (its other name is the method of competent judges). Experienced methodologists and teachers can act as the latter. Similarly, for example, indisputable cases, the issues of selecting training material, determining the level of students' abilities, their development or character traits are resolved. It is easy to see that the use of this method is extremely rare. Changing the education paradigm to a student-centred one entails a change in research methods. In connection with the complication of the learning goal, the level of planned results achieved by an individual student becomes more complicated, since each person has his educational potential. Therefore, in recent years, more and more often, scientists are forced to use complexes of general scientific and special, psychological and pedagogical research methods for methodological purposes.

The basis of these complexes is, first of all, research methods borrowed from the basic sciences that study the personality of a person. Thus, in the methodological literature of recent years, a different grouping of the research methods described above is proposed - theoretical, empirical, statistical, and formative. Thus, completing the consideration of the issue of research methods in the methodology of teaching foreign languages, we can conclude that under the influence of the modern educational paradigm there are big changes not only in terms of increasing the diversity and complexity of the research procedures used but also in terms of increasing their complexity to most fully reflecting the specifics of the studied object and subject of research. Such a detailed consideration of this issue is due to the needs of the practice, since much scientific research in the field of foreign language teaching methods often sin with unfoundedness, insufficient theoretical validity, and insufficiently supported experimentally.

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