

The Concept of “Approach” in Theoretical Research on Methods of Teaching Foreign Languages

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Abstract

The purpose of this work is to analyze the key competencies in the process of teaching foreign languages. Special attention is paid to linguistic and cultural competence, and it is emphasized that its formation is one of the mandatory conditions for comprehensive training of foreign students and improving the professionalism of future specialists. The results of this study can be applied for creating of the system of tasks and exercises in teaching foreign language, and foreign languages in higher educational establishments.

Keywords: linguodidactics, system of competences, a communicative competence, a linguoculturological competence, training methods.

The approach to teaching is the basic category in the methodology, which gives an idea of the views of the language researcher and language teacher, both on the language itself and on the methods of mastering it. It is a component of the language teaching system, acts as the most general linguodidactic basis for language acquisition and gives an idea of the chosen knowledge strategy, which serves as the basis for the choice of teaching methods and techniques. “The approach to learning is the implementation of the leading, dominant idea of learning in practice in the form of a specific strategy and using one or another teaching method”¹.

The teaching approach is based on: a) the appropriate theory of language (linguistic foundations of learning) and b) the theory of teaching/learning (didactic foundations of learning) [1]. The term “approach to learning” (approach (English) – approach, approach) was introduced into scientific use by the English methodologist A. Anthony (1963) to designate the starting points that “the researcher uses regarding the nature of language and methods of mastering it”².

The methodology usually considers three components that determine the approach to learning: linguistic, didactic and psycholinguistic foundations of learning. In this regard, they talk about an approach to learning in a narrow and broad sense. The approach in a broad sense means the presence of all the above components. This is a direction in teaching that is based on data from all sciences that are the basis for the methods. Foreign psychologists distinguish two such directions: behaviorism and the cognitive approach. The founder of behaviorism is considered to be B. Skinner, who laid the basis for the psychology of behaviorism and developed a system of principles of human behavior under strictly defined conditions. The cognitive approach to learning is based on cognitive psychology. It is based on the principle of consciousness in teaching and on the theory of socioconstructivism, according to which the student is an active

¹ Kolesnikova, I. L. English-Russian terminological reference book on methods of teaching foreign languages [Text] / I. L. Kolesnikova, O. A. Dolgina. - St. Petersburg: From BLITZ, Cambridge University Press, 2001, - 224 p.

² Shchukin, A. N. Methods of teaching Russian as a foreign language [Text] / A. N. Shchukin. -M.: Higher. school, 2003. - 334 p.

participant in the learning process, and not the object of the teacher's teaching activities. Currently, serious research is being conducted in the field of the humanistic approach and socioconstructivism, which developed on the basis of the cognitive approach.

An approach to teaching in a narrow sense involves relying on one of its components and allows us to distinguish linguistic, didactic, methodological and psychological approaches. In modern methods of teaching foreign languages, there is no unified classification of approaches to teaching. Depending on the point of view on the direction in which the research should be conducted, there are different classifications of approaches to teaching foreign languages: a) from the position of the psychology of language acquisition³; b) from the point of view of the learning object, based on linguistic factors⁴; c) from the position of didactics, from the point of view of the object of learning and the method of teaching.

M.V. Lyakhovitsky names four general approaches to teaching foreign languages: 1. Behaviorist approach, which prioritizes the formation of skills through repeated repetition of language and speech material. 2. Inductive-conscious approach, when mastery of language rules is achieved through intensive work on numerous examples. 3. Cognitive (cognitive) approach, on the basis of which, first of all, the theory of the target language is acquired in the form of phonetic and grammatical rules and rules of word usage. This approach involves constructing utterances in a foreign language. 4. An integrated approach, which provides for the organic connection during classes of both conscious and subconscious components in the learning process, which is manifested in the parallel acquisition of knowledge and speech skills⁵.

M.N. Vyatyutnev identifies six approaches used to classify modern teaching methods based on linguistic factors: grammatical, reading, collective, communicative-individualized [5]. A.N. Shchukin offers his own classification of approaches to language teaching. He does this: 1) from the point of view of the object of learning (language, speech, speech activity); 2) from the point of view of the method of learning (direct, conscious, active) [2]. From the point of view of the way of teaching language A.N. Shchukin identifies direct, conscious and active approaches to learning [2]. The direct (intuitive) approach involves language acquisition through listening and intuitive assimilation of language units while excluding the native language from the teaching system. This approach to learning is based on behaviorist learning theory, which for many years was considered the leading direction in psychology. The conscious (cognitive) approach to learning is based on the theory of the staged development of skills and abilities. This theory defines four stages of learning: familiarization → training → application → control. This approach offers various types of exercises aimed at developing speech skills, developing speech skills, and monitoring the level of language proficiency.

This approach was implemented within the framework of a conscious-practical teaching method. Active approach. With this approach, language learning is active in nature, real communication in the classroom is carried out through "speech activity". Participants in communication strive to solve real and imaginary problems using the means of the language they are learning. In foreign methods, one of the interpretations of the personal-active approach is a student-centered approach, the essence of which is the maximum transfer of initiative to the student himself in the classroom. The center of learning shifts to the student. The teacher's task in this case is to reveal the student's personal potential, to help him choose a language acquisition strategy that best suits the student's individual characteristics. I.B. Vorozhtsova considers the approach as "educational programs of the period of transition to a new paradigm of education", in conditions of changing learning situations due to changes and changing impacts of the system of the entire society, of which they are elements [6]. Based on this characteristic of the approach, the researcher identifies four directions of approaches to learning, in accordance with the most pronounced

³ Lyakhovitsky, M. V. Methods of teaching foreign languages [Text] / M. V. Lyakhovitsky. -M.: Higher School, 1981. -159 p.

⁴ Vyatyutnev, M. N. The theory of the textbook of the Russian language as a foreign language (methodological foundations) [Text] / M. N. Vyatyutnev. - M.: Russian language, 1984. -186 p.

⁵ Shchukin, A. N. Teaching foreign languages [Text] / A. N. Shchukin. - M.: Philomatis, 2004. - 416 p.

orientation of learning towards communication as the essence of learning (communicative), the subjectivity of learning (person-oriented), the active nature of learning (activity), the sociocultural component (cultural) . All active approaches, namely: a) personal-active (I.A. Zimnyaya and her school: V.A. Malakhova, O.M. Moiseeva, S.V. Syutkina, G.A. Ovsyannikova), b) problematic approach (E.V. Kovalevskaya), c) project approach (E.S. Polat) - focus on the activities of the subjects of learning. In this approach, activity is considered as the main mechanism for the emergence of new formations in the formation of a person. New formations are addressed to the conditions under which the activity performs these functions. One of the new directions in the methodology of teaching foreign languages is the cultural approach. This approach is interpreted by scientists in different ways and is presented in linguistic and cultural studies (E.M. Vereshchagin, R.K. Minyar-Beloruhev, O.G. Oberemko, etc.), sociocultural (E.M. Vereshchagin, P.V. Sysoev and etc.), linguocultural (I.I. Khaleeva, M.A. Suvorova) approaches. In this approach, culture is introduced as an object of teaching a foreign language and is considered as the main content of training, along with language. When learning a foreign language, students often encounter a dilemma. On the one hand, they need a solid knowledge of grammatical structures, and on the other hand, they need the opportunity to communicate in a foreign language. While the lexical approach to some communicatively significant grammatical phenomena “allows us to simultaneously pay equal attention to both form and content”⁶.

By the lexical approach to grammatical phenomena we mean “a feature of learning in which students learn grammatical phenomena as word forms, combinations of words, models, i.e. as vocabulary, without dealing with grammatical rules” [8]. The advantages of the lexical approach to the acquisition of grammatical phenomena are obvious. With it, the grammatical part of the program is relieved of unnecessary rules. Oral speech is enriched with ready-made forms. The appropriateness of the approach to working on grammatical material in school and the content of the approach itself is determined by the following factors: 1) the connection between the interpenetration of the lexical and grammatical aspects of the language; 2) the purpose of teaching, the speech orientation of grammatical material and the educational process as a whole; 3) the need to resolve the contradictions between students’ lack of speech experience in a foreign language and the need to master the rules for quickly mastering speech in a foreign language; 4) development of a sense of language; 5) development of linguistic conjecture. The first of the factors indicates the possibility and legitimacy of the lexical approach to teaching individual grammatical phenomena. The second and third factors prove the need for such an approach. This approach contributes to the achievement of practical and communicative goals of teaching grammatical structure in general.

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