

THE METHODOLOGY AND STAGES OF TEACHING LANGUAGE

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Abstract: This article is intended for language learning methodology, step-by-step language learning levels, difficulties and ways to overcome them. Any language requires a certain level of challenge and effort from the learner, and mastery of the language requires a lot of basic skills and competence. Today's activities and measures are all aimed at this issue. About 1,000 language centers are operating in our country, so that the goals set for the future of young people can find their way in a wide range.

Key words: language, methodology, study, difficulties, teachers, stage, language centres .

The teaching profession was only established in the last century. Central to this process was the emergence of the concept of language teaching methods. The concept of methodology in language teaching – the concept of systematic teaching practice based on a particular theory of language and language learning – is a powerful concept, and throughout the 20th century teachers and applied linguists have sought better ways.

Howat documents the history of change in language teaching throughout its history leading up to the direct method of the twentieth century. His one of the direct method's most enduring legacies is the concept of the method itself. There are various characteristics of language teaching. A more or less classical formulation suggests that methodology combines theory and practice. In methodology, a distinction is often made between methodology and approach. A methodology is seen as a fixed educational system with prescribed techniques and practices, and an approach is a language teaching philosophy that can be interpreted and applied in a variety of ways in the classroom. This distinction is perhaps best seen as a continuum from strictly prescribed methods to loosely described approaches. The use of foreign languages is essential in all areas of science, production and culture. In current foreign language teaching practice, there are some typical problems that force teachers to deal with the experiences of their peers, innovative ideas, and science.

In today's multicultural society, the importance of learning a second language cannot be denied. We believe that great steps should be taken in our educational institutions to ensure that all students are given the opportunity to practice this ability to communicate with people around the world requires working with a holistic approach and involving a group of highly dedicated people

who are willing to help each other. There are many ways to teach a foreign language, but in my opinion the cycle presented in this article is one of the best approaches to learning a language:

INITIAL COMMUNICATION EXERCISES:

If we analyze one of the principles of language subject teaching, we find:

The decisive role of the need for communication in a particular and concrete context. It is understood that it is impossible to begin with anything other than communication itself. It starts with the need for At this stage, the student will interact using the communicative resources she has, talk about the topic, and gradually need new language elements to enable her to express her thoughts. This stimulus is an additional motivating factor that enables students to learn better because new elements become necessary and meaningful. Students are faced with controversial and communication situations that cannot be handled with their acquired knowledge and skills alone. This practice is called communicative. This is because teachers allow students to freely use language resources. He imposes nothing, demands no particular structure or anything else, but guides the student through the needs of the new language. knowledge. At this point, the student is immersed in a communicative activity in which there is some discrepancy between one or more elements of communicative competence and one or more elements of communication (sender, recipient, message or expression).

2. PROBLEM IDENTIFICATION, ANALYSIS AND RESOLUTION:

This moment in the process helps students immerse themselves in the situation in which they have to solve the problem. New linguistic and communicative content can create contradictions to what has been learned so far. Contradictions are assimilated by students, who bring them into contentious situations in their minds. The circumstances of the dispute are unknown and cannot be resolved by experience alone. Once students know what to look for, they have defined the problem. The teacher then separates the examples on the board and adds other similar examples. Usually teachers try to write examples not from textbooks, but from communicative situations. Students discover rules from a variety of argumentative techniques, mainly partial search (guided discovery) and heuristic conversation.

3. MASTERED PRACTISE:

This stage is essential for the formation of language habits after understanding the phenomenon. Level 2 alone does not lead to communication, and Level 2 and Level 3 combined do not lead to communication. The most important things at this stage are form, correct expression of various grammatical patterns, pronunciation, etc. It is also important that students always understand what they are saying and that teachers can understand it. Listen to her one of the other students to make the necessary corrections. At this stage, teachers need to revise for minimal success in subsequent stages, where content is as important as presentation.

4. GUIDE PRACTISE:

In contrast to controlled practice, at this fourth level the teacher insists on using the content of verbal communication, but the student does not express the intention to use it. Here students are faced with tasks that require the use of linguistic elements, but in a fully communicative manner rather than in a mechanical way. Also called pseudo-communicative exercises, this type of exercise represents the so-called missing link that existed when students were expected to communicate fluently by simply repeating mechanical exercises. This practice develops very slowly. In other words, the previous practice is more guided than the next practice and will be free to use. A very useful exercise in guided practice is role-playing. Because this exercise is highly communicative, it is based on information, opinion, or judgment gaps. However, role-playing exercises require advance preparation, especially for students with less developed communication skills and little vocabulary knowledge.

5. INTEGRATED FREE PRACTICE:

This exercise differs from the first in that, at that point, students are ready to integrate themselves into spontaneous, free-expression communicative activities, using the resources of imbibed communication, and to develop new skills. Skills developed in the Tools unit can be put into practice. Same as the one I purchased before.

6. CREATIVE PRODUCTION.

This phase is primarily developed outside the classroom. Students apply their acquired knowledge, skills, and strategies to independently solve communication problems in the social contexts they prepare. Learning doesn't end in the classroom. When her previous five stages are sufficiently developed that the student learns to solve problems without the constant guidance of a teacher, the student can face the sixth stage.

It should be noted here that any language is learned based on its own methodology. Its improvement in society depends on the skills and abilities of the learner and the teacher.

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