

Teaching and Learning a Language as a Foreign Language

A. Kh. Aripova

*University of world economy and diplomacy,
Associate professor of the Department of Uzbek and Russian languages, f.f.n. PhD*

Kh. Sh. Khodjayeva

*University of world economy and diplomacy, Senior Lecturer,
Department of Roman-Germanic languages*

Abstract. Nowadays, language learning in any form (via social networks, courses, training, with the help of a teacher, audiovisual, etc.) is open to many people, and the offers are more and more consumer-oriented. There are various methods of quickly and effectively teaching and learning the language as a foreign language. Of all the methods of teaching and learning the language as a foreign language, it has always been used on a large scale, and it is aimed at meeting the needs of the respondents who are learning the language in the process of mastering the language as a foreign language. The uniqueness of language learning methods is directly related to individual and group psychology.

Key words: *linguo-sociocultural, communicative, cognitive-motivational.*

Introduction

Language teaching acquires a practical character. In modern, rapidly developing society, knowledge of various foreign languages has become an urgent need in many areas of people's professional activities. Whether it is a citizen living in our country, or a foreign specialist - for each of them, knowing the language is an important aspect for communication and professional development. There are many methods of learning and mastering a language as a foreign language. Teaching languages in a group and individually, using language methods at the level of native speakers, and assimilating the knowledge gained in the training, as well as the technique of adapting to the language environment, are important in language learning.

In addition, nowadays it has become a tradition to learn a language by referring to online textbooks through social networks. Thanks to the development of multimedia technology, many new types of "electron" tutors are appearing. Imitation of live communication, speech recognition techniques, interactive (trainer) exercises are the main features of online courses. Recently, the market of educational technologies has been filled with proposals for various methods of language learning.

It is important to note that the choice of language teaching method remains a key issue when learning a language as a foreign language. Nowadays, news about many new and unknown techniques such as "fast language learning", "communicative methods of language teaching", "native speaker level language proficiency", "effective express method", "subconscious language learning", etc. are widely spread in the Internet and daily announcements.

Methodology

S. G. Ter-Minasova, a well-known expert in the field of linguistics and language teaching methodology, says: "Today, an important trend in language learning is an unprecedented demand that requires a comprehensive offer, language teaching is suddenly in the public eye: science, culture, business, "Legionaries" consisting of enthusiastic experts in technology and all other fields of human activity are urgently offering modern methods of teaching languages..." In fact, in such a case - those who offer to teach the language are not interested in the theory or history of the language - their primary task is to teach the language, first of all, only functionally as a means of simple communication with people of other countries and regions in various spheres of society. In fact, learning a language is a long-term process - it takes time and effort to learn a language perfectly with all its dialects and dialects. But if it is studied only at the level of being able to communicate on the surface, of course, the set of quick methods is a lot.

In the course of education, the teacher's duties change significantly. Because he takes the role of teacher-observer, teacher-mediator, teacher-interpreter, which strengthens the influence of the teacher's personality on the listeners. Some tasks in language learning methods are undoubtedly related to individual and group psychology. In acquiring language, the need for self-awareness and self-realization, as announced by A. Maslow, appears.

The psychological factor of language learning is now taking the leading place. Nowadays, the ease of communication, maintaining balance when expressing one's demands, expressing mutual interests, respecting other people's opinion - constitute a set of unwritten rules for establishing constructive relations in the language teaching system.

An important factor is the choice. A student can choose a language teaching method that suits his needs and is not tied to one method in choosing speaking tools and expanding his speaking range. Also, the teacher is not limited in choosing teaching methods (games and trainings, simultaneous translations), organizing lessons, choosing textbooks and study guides from various local publications and leading universities of foreign countries.

In fact, today's urgent need is the acquisition of two, three, and sometimes several foreign languages. Because the need to master several languages is in the first place in the selection of professional competence, language learning is also considered a leading principle.

Among the 10 most widely spoken languages in the world, covering half of the world's population, English, Spanish, Chinese, Russian and German are important. And in the post-Soviet countries, knowing Russian is important for professional development, communication and living. In fact, in order to start free communication in any language - talking more with representatives of the local population, exchanging ideas - it is necessary to learn the language effectively.

Many new methods of language teaching have appeared, but often they are highly specialized or do not take into account the peculiarities of the second foreign language, which can be used as a means of communication in future non-linguistic professional activities.

The grammatical level of the language is the most difficult to master because there are many differences between the mother tongue and the foreign language being studied. New techniques facilitate the process of learning a foreign language and allow people of different ages, educational levels and psychological characteristics to use it, as well as in a short time.

Results and discussion

In order to choose one or another method, you must first have an idea about the existing modern methodologies of language teaching.

The classical (traditional) or fundamental method of language learning has changed a little today, but its main principles have been preserved. This method is actively used in methodological schools. The classical method is intended for students of different ages and often involves learning the language from scratch. The tasks of the teacher include the gradual organization of pronunciation, the formation of a grammatical basis, and the elimination of psychological and language barriers. Based on the

classical method, it is based on the understanding of language as a real and complete means of communication, it is necessary to systematically and harmoniously develop all components of the language - oral and written speech, listening, etc. The classical method partially turns language into an end in itself, but this cannot be considered a disadvantage. The methodology includes training with language teachers, but this procedure cannot be considered a disadvantage: a non-native teacher can analyze and compare two language systems, compare constructions, convey information better, able to explain grammatical rules and mention possible situations.

In fact, the greatest value in the modern world is a method of easily communicating knowledge that is relevant to language learners who can think in the context of two cultures. And this is the Lingvo-socio-cultural (Linguo-social-cultural) method, one of the most serious and comprehensive methods of language learning, which includes addressing such a component as the social and cultural environment. Lingvo-socio-cultural method takes into account a simple fact: that is, language skills are taught 52% by the influence of the mother tongue, and 48% by the learned language. The correctness of the speech is controlled when teaching the language based on this method, but now efforts are being made to increase the content of the words. The meaning of the studied information, that is, the communicative level, is important, because in any case the ultimate goal of communication is understood.

Linguistic-social-cultural method includes two aspects of communication - language and intercultural aspect. In this case, the dictionary will be filled with a new bicultural word - the national characteristics, history, culture, customs, and civilizations of the two countries will be introduced.

Literature review

The most important thing for a language learner is not a high level of reading, writing and translating, but "linguistic-social-cultural competence" - the ability to "break down" the language under the microscope of culture. Linguistic-sociocultural method combines linguistic structures (grammar, vocabulary, etc.) with non-linguistic factors.

At the intersection of national worldview and language, that is, a unique way of thinking (not forgetting that a person belongs to the thought that he thinks in his own language), that rich language world is born. The purpose of language learning using this method is to facilitate the interlocutor's understanding, to form an intuitive level of perception.

Methodology

The world-recognized "communicative method" is also used in education, which ranks first among the methods actively used in language learning. The foundations of this method, which is currently used in teaching any language, not just a pure language, are being developed by the joint efforts of linguists and psychologists of leading universities. For example, many textbooks known to us were created based on the communicative method. The communicative method is aimed at the simultaneous development of basic language skills (speaking and writing, grammar, reading and listening) in the process of lively, free communication. The vocabulary, grammatical structures, expressions of the language are presented to the student in a real, emotionally charged situation, which helps to remember the studied material quickly and permanently. The communicative method includes the elimination of the psychological barrier between the teacher and the student. Many game elements in teaching, working in pairs, threes, participating in discussions on topics of interest to language learners - all this allows the teacher to take into account the individual characteristics of language learners, make lessons creative and interesting. The communicative method is primarily designed to eliminate the fear of communication. Armed with a set of standard grammatical structures and a vocabulary of 600-1000 words, the respondent will easily find a common language in an unfamiliar country. However, there is another side to the coin: clichés are hard to learn and poor vocabulary skills.

Results and Discussion

At a young age, language classes in groups and a multi-level approach provide an opportunity to develop an individual personality that affects a person's worldview, value system, self-identification

and thinking ability. All communication methods are aimed at developing four language skills: reading, writing, speaking and listening.

Currently, a lot of attention is paid to the use of audio, video and interactive resources in language learning. Due to various methodological techniques and language technologies, communication courses help to form skills necessary for a person in modern working life (giving a speech, making a presentation, conducting correspondence, etc.).

The intensive method of language teaching is becoming especially popular nowadays. High-level stereotypes allow intensive language learning, as it consists of 25% clichés. By memorizing a certain set of "fixed phrases" and through practice, a language learner can freely explain and communicate his ideas to the interlocutor. The intensive method focuses on the development of "expressive speech behavior" that provides opportunities for unlimited communication and maximum realization of potential. Every student can feel himself as a person. The main methods of teaching are dialogic communication and training.

The emotional-semantic method of language learning has its origins in the Bulgarian psychiatrist G. Lozanov, who worked with patients using his method of psychocorrection. In language learning, each enthusiast talks about himself within the framework of "interest groups". In Moscow, Lozanov's developments are used in two language schools: "System-3" and "The Stage School". Naturally, the methods of Igor Shekhter and Galina Kitaigorodskaya are derived from the Lozanov system and are slightly different from the method of the Bulgarian doctor.

Kitaigorodskaya stage school has been working for 25 years, using the methodology of the same name, combining Lozanov's developments with the fundamental course, and accepts adults and children. G.A. Kitaygorodskaya began to develop her style in the 70s; its origin is connected with the ideas of the Bulgarian psychologist G. Lozanov, whose "full immersion" or "suggestopedia" method later became popular in many countries. The official name of the Kitaygorodskaya method is "the method of activating the reserve potential of the individual and the team." Based on this method, language learners practice in a group based on a scene, but it can also be done in a large group. The point is that language learners on stage consider themselves as actors and are inside the work written about them. First, they repeat the text after the "prompter" - the teacher, and then they try to build their own phrases based on the established structures. But this is not a fun improvisation, but a carefully choreographed and methodologically proven language training, where every word and movement has a teaching function.

The textbooks and teaching methods used by the teachers are based on the latest psychological research on memory, types of consciousness, and the functions of the right and left hemispheres of the brain, an offer that allows students to get used to the simulated reality more easily. contains elements.

From the middle of the last century to the end of the 70s, the language was taught under the grammar-translation method, the purpose of which was to learn grammar, through which to learn to read and understand texts in the language. During the lessons, mostly grammar exercises were performed and texts were translated. Grammar was explained in the native language and all errors were corrected. Language learners using this method could not speak, but they knew the rules of grammar and could translate the text, albeit with difficulty. The main disadvantage of this method is that a person does not acquire the skills of oral speech, grammar knowledge is quickly forgotten without meaningful use.

In the 1970s, the audio-lingual method appeared and began to teach the language with it, according to this model, a sentence was memorized, and then the word in the text was mechanically replaced. In fact, language learning based on this method is done individually, it quickly bores the language learner and almost no results are achieved.

Proponents of the audio-lingual method believe that the grammatical and phraseological structures of the language can be memorized by repeating them many times in ready-made educational dialogues, and then they can be used automatically at the right time. However, the experience of many people

shows that in a real situation, a person, as a rule, cannot use a phrase or phrase that he once memorized in a timely and appropriate way. The main disadvantages of the audio-lingual method are the lack of feedback from a native speaker and the inability to use only memorized phrases and expressions in everyday communication.

Another trending method is the Suggestopedia method, which was used by the Bulgarian psychiatrist Lozanov. The teacher's role in this is very important and difficult: because he must remove the barrier of shyness, timidity, fear of mistakes in the student and create an environment that increases his confidence in language learning. In this method, music, movement and stage movements are actively used. Suggestopedia was unfortunately not used due to insufficient teacher qualifications.

The widely publicized "25 Frame Method" is often touted as one of the most powerful language learning methods. The basis of the method is the unconscious perception of information in the form of pairs of words in languages. But this option of memorizing the meaning of words does not help in learning foreign languages. In addition, 25-frame technology is increasingly forgotten.

Schechter's method includes language communication between the teacher and students from the first lesson. Students choose a "legend" that is familiar to a native speaker of the language they are learning: an architect from Glasgow, a violinist from Palermo, etc. The essence of the method is that phrases and constructions are naturally remembered - by memorizing the text.

The essence of the cognitive-motivational method based on Denis Runov's method is that any field of knowledge, be it physics, mathematics, language, biology, is a unique analytical program that the brain uses to solve a certain number of problems. In many cases, the program used by the brain is significantly different from how a particular domain of knowledge is presented in teaching.

First, if a word is memorized based on a program that uses mnemonic technology based on memory, secondly, mistakes are explained, and thirdly, a quick word is memorized - from repetition. It is convenient to memorize words based on the cognitive-motivational method.

Ilya Frank's reading method is a special method of text adaptation that helps passive language acquisition and can be used as a supplement to communicative lessons, as well as for independent language acquisition.

Conclusion

A number of methods have been analyzed above, but it is difficult for language learners and teachers to choose one method, because each of them requires an individual approach.

Some of the methods analyzed in the article and others are also applied by linguists and specialists. These are: translation methods (Jacotot, Hamilton, Toussaint); direct language learning methods - G. Palmer's oral method. Methodological system of M. West. Audiolingual method (M. Friz and V. Lado). Audiovisual method (P. Guberina, P. Riveu). Mixed methods (A.V. Shcherba, I.V. Rakhmanov). Social-communicative method (P. B. Gurvich, A. A. Mirolubov). Intensive methods (G. Lozanov, I. Yu. Shekhter, G. A. Kitaigorodskaya). Structural-functional method of A. P. Starkov, V. A. Slobodchikova, A. P. Shapko. The methodological concept of the Moscow school of teaching foreign languages (G. V. Rogova, I. N. Vereshchagina, I. L. Bim, I. A. Zimnyaya, B. A. Lapidus, R. K. Minyar-Beloruhev). The communicative method of the Lipetsk school (E. I. Passov, V. P. Kuzovlev) and others.

In conclusion, it can be said that since there are many methods of rapid language teaching and learning, it is important to choose the most suitable methodology or course for the language learner. When choosing a language learning method, the existence of serious scientific bases and manuals for language techniques; qualifications and experience of pedagogical staff; statistics of students who have completed the language course and their success in language acquisition; It is important to take into account the order of lessons, their duration and content.

References:

1. <https://eprajournals.com/IJMR/article/11784>
2. Principles of effective language teaching //2024
3. TEACHING AND STUDYING THE HISTORY OF THE UZBEK LANGUAGE - AS A COMPLEX ETHNOGENETIC PROCESS //2023
4. "Modern Trends in Language Education" // 2022
5. METHODS, ASPECTS AND COMPONENTS OF TEACHING THE UZBEK (RUSSIAN) LANGUAGE AS A FOREIGN LANGUAGE ON THE EXPERIENCE OF FOREIGN STUDENTS //2020
6. Principles of vocabulary work on teaching Russian in non-linguistic universities // N.X.Rakhimova, Young scientist, 407-409
7. Scott, W. (1820). *Ivanhoe*. Edinburgh: Archibald Constable & Co. (pp. 56–84).
8. Slater, M. (2009). *Charles Dickens: A Life Defined by Writing*. Yale University Press, pp. 72-80.
9. Sutherland, J. (1995). *The Life of Walter Scott: A Critical Biography*. Oxford: Blackwell. (pp. 110–130).
10. Tolstoy, L. (1869). *War and Peace*. Moscow: The Russian Messenger. (pp. 50–100).
11. Trumpener, K. (1997). *Bardic Nationalism: The Romantic Novel and the British Empire*. Princeton: Princeton University Press. (pp. 75–105).