

APPLICATION OF THE EUROPEAN METHODOLOGY OF TEACHING FOREIGN LANGUAGES IN HIGHER
EDUCATION

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Abstract:

The main purpose of the manual is to acquaint students with the most well-known methodological directions, systems and methods, forms and means, the latest technologies of teaching foreign languages in domestic and foreign methods. To form the foundations of their skills to creatively apply their knowledge in practice in the process of solving educational, educational and educational tasks in the classroom, taking into account specific conditions.

Key words: Based on theoretical knowledge, students should develop professional methodological thinking that helps them, using existing textbooks, teaching aids, visual and technical teaching aids, successfully cope with solving methodological problems in various pedagogical situations.

A foreign language, unlike many other school subjects, is one of the disciplines that are often studied outside of school, and no educational goals are pursued in extracurricular studies. Learning foreign languages can pursue scientific and educational, educational and practical goals. Learning foreign languages can be considered as a goal and a means for mastering scientific knowledge, familiarization with foreign literature, etc. For scientific purposes, we study a foreign language when it itself serves as the subject of our research or when it is the experimental material on which or on which scientific research is conducted. In the first case, linguists, philologists, literary critics, etc. are engaged in this kind of language..

In the second case, there are linguists, psychologists and didactics, and linguists in this case even tend to consider language teaching methods as applied linguistics. For educational purposes, we study a foreign language to enhance our general education, and in more distant eras, when many of the modern literary languages were unwritten, some in. Languages have played the role of a literary language among many peoples. For the Slavs, for example, Old Slavonic was such a language; for the peoples of Western Europe, Latin was such a literary language for a long time. For educational purposes in. The language is studied primarily by secondary school students and partly by university students. Learning a foreign language can finally pursue communicative goals in the broadest sense of the word.

To this end, foreign languages can be studied by all strata of a given society, regardless of their profession. Two different cases should be distinguished here:

1. When a foreign language serves as a means of communication between people of different nationalities;
2. When it serves for communication between people of the same nationality. The first case, the most common and natural, we constantly observe during oral or written communication between natives, when reading foreign literature, listening to radio broadcasts, etc.

Communication between people of the same nationality (the second case) pursued primarily political goals, and often became a simple fashion. We tend to define the methodology of foreign languages as a science, the subject of which is the content of education and the theory of teaching foreign languages. languages.

We consider this definition of the methodology to be much more successful than the one given in our essay on the history of the methodology. For greater clarity, we consider it necessary to decipher the concepts of 'education' and "training". In our case, education should be understood as equipping students with systematic knowledge, skills and abilities in foreign languages, in other words, the content that we put into this subject, and teaching should be understood as the process of systematic and consistent communication of knowledge by the teacher and the inculcation of skills and abilities in the field of foreign languages, the process of active and conscious assimilation by students. the process of creating and consolidating in children the qualities that we strive to foster in them.

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In the methodology of teaching foreign languages, it is necessary to distinguish between a general methodology that sets out the content of education and the principles of teaching common to all foreign languages, and a particular methodology - the theory of teaching a particular foreign language. Since the methodology of foreign languages is a private didactics, the relationship between pedagogy and methodology can be defined as the relationship of the general to the particular, private. Pedagogy as a science deals with the theory of education and training and the content of education. Issues related to education and training in pedagogy are usually separated into an independent section-didactics. Didactics establishes the general content of learning and those general laws and principles of learning that are more or less inherent in all scientific disciplines, as soon as they become the subject of learning.

Didactics, being a general theory of learning, can only be applied in practice if it is embodied in some kind of private didactics or, in other words, the methodology of a particular discipline. The methodology is didactics in action. There is a dialectical connection between didactics and methodology. Didactics establishes the general laws of learning, using experimental research and generalizations of experience gained as a result of teaching a particular discipline. The methodology for constructing a particular method is based on didactic data. Although the methodology of foreign languages borrows general didactic principles from pedagogy, however, in the process of its development it can put forward its own principles that are not typical for other methods or dialectics in general. From a fundamentally methodological point of view, the methodology of teaching foreign languages is an independent science, which is characterized by the presence of a specific subject of study (the process of teaching foreign languages). Research (methodological experiment, analysis and generalization of practical teaching experience, etc.), as well as their own goals and objectives: the establishment of basic patterns and the development of a system of the most rational and most productive methods and methods of teaching a foreign language. But the methodology can be considered scientifically sound only if, in addition to generalizing school experience and conducting its own experimental and methodological research, it is also based on data from a number of related sciences, which include, on the one hand, general and private linguistics, and, on the other, pedagogy, psychology and physiology. higher nervous activity.

The dependence of the methodology on linguistics and psychology is explained by the fact that it raises and solves two main questions: **WHAT** should be taught and **HOW** should be taught. When deciding what exactly the content of education itself should be, methodologists and teachers should be knowledgeable in the field of linguistic science, i.e. they should know the theory of a foreign language well and be aware of the latest achievements of this science.

When deciding on the basic method of teaching foreign languages, as well as on all private methods and methods of teaching a language, methodologists should be equally knowledgeable in the field of psychological science. To deduce the principles of methodology only from the goals of teaching means not caring about its scientific justification. It is necessary, of course, to add to this that the awareness of methodologists in the field of pedagogical science, and in particular in the field of didactics, should be taken for granted, since being a methodologist means having a certain pedagogical specialty.

Methodology is a private pedagogical discipline (private didactics), and therefore it is not surprising that some theorists of teaching foreign languages direct their efforts also to the correct implementation of basic didactic principles in the learning process.

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