

# THE KEY TO METHODOLOGIES FOR TEACHING FOREIGN LANGUAGES.

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**Abstract:** Language is that the vehicle needed for effective human-to-human interactions and yields a more robust understanding of one's own language and culture. Foreign pedagogy refers to the teaching of a nonnative language outside of the atmosphere wherever it's usually spoken. A distinction is usually created between 'foreign' and 'second' language teaching. A second language implies that the learner resides in an environment where the noninheritable language is spoken. within the space of research, the term second language acquisition may be a general term that embraces foreign acquisition and investigates the human capability to be told languages then again, the primary language once it's been acquired.

**Keywords:** Language, interaction grammar, ESL foreign language, communicative method, repetition, primary language, fundamental reason, methodology, linguistic, cognitive psychology.

## Introduction

The fundamental reason of this newsletter is to offer distinct strategies of overseas language coaching which are in use today. In theory, college students could study the overseas language naturally, as they discovered their local language as a child, and automated responses to questions could turn out to be instinctive. The attention could usually be on herbal language, and addiction formation turned into an important thing to learning. When college students made mistakes, instructors could lightly accurate them. When they used the language correctly, they have been praised. In this way, college students have been meant so that you can decide a grammatical rule for themselves. While the thoughts had been interesting, in exercise this become a short lived concept because of the established loss of fulfillment of coaching L2 grammar through induction and

colleges now no longer being capable of offering a totally immersed environment. What may an immediate technique or herbal method hobby be? It may be as easy as a trainer asking questions, with the scholars answering, both accompanied through correction or reward. It may be a teacher analyzing a passage aloud, giving it to her college students, after which having them study it aloud, in order that via repetition and correction, college students might apprehend in an equal manner that youngsters study styles via having their dad and mom study to them. Or it may be asking college students to jot down a paragraph of their very own words, once more with the correction or reward to follow.

Various methodologies in teaching foreign languages.

All strategies are a pre-packaged set of specifications of how the teacher should teach and the way the learner should learn derived from a selected theory of language and a theory of language learning. For the teacher, methods impose what materials and activities should be used, how they must be used and what the role of the teacher should be. For learners, methods prescribe what approach to learning the learner should take and what roles the learner should adapt within the classroom. Underlying every method could be a theory on the nature of language and a theory on the character of acquisition each that comprises the approach. These theories are derived from the areas of linguistics, sociolinguistics, and cognitive psychology and are the supply of principles and practices of language teaching.

Audio-lingual. The idea behind audio bilingualism is that language learning needs learning habits. Repetition is the mother of all learning. this technique emphasizes drill add order to create answers to queries spontaneous and automatic. New forms are 1 st detected by students, with written forms returning solely once after in-depth drilling. The language used for these drills relies on what's needed for practicing the precise form; it'd or may not be natural. An instance of an audio lingual pastime is a substitution drill. The trainer may begin with a simple sentence, such as "I like sandwiches," and then she holds up a sequence of images via which college students substitute "sandwich" with every new picture.

Another opportunity is a change drill, in which the trainer says, "I write a letter," which the scholars extrude into, "I don't write a letter." Immersion. Full Immersion is tough to acquire in an overseas language classroom, except you're coaching that overseas language in the united states of America in which the language is spoken, and your college students are reading all subjects in the goal language. This could suggest your college students are virtually immersed in the language in addition to the subculture for twenty-four hours a day. For example, ESL students have associate degree immersion expertise if they're learning in an Anglophone country. In extra to studying English, they either work or study different subjects in English for an entire experience. tries at this technique may be seen in foreign language immersion schools, that have become in style inbound school districts within the United States, and in bilingual education settings. The challenge with the previous structure is that presently because the student leaves the varsity setting, he or she is another time enclosed by the native language. Total Physical Response (TPR). Total bodily response, or TPR, emphasizes aural comprehension. For example, college students are skilled to reply to easy commands: stand up, take a seat down, near the door, open your book, etc. This first step can later be accelerated to storytelling, in which college students act out movements defined in an oral narrative, therefore demonstrating their comprehension of the language.

Communicative. The communicative method is the maximum broadly used and maximum broadly universal method for classroom-primarily based totally overseas language coaching today, and in lots of ways, is a fruit of these strategies and methodologies that seemed before. It emphasizes the learner's capacity to speak diverse functions, consisting of asking and answering questions, making requests, describing, narrating and comparing. Task venture and problem solving— key additives of essential thinking—are the manner via which the communicative method operates. Unlike the direct method, grammar isn't always taught in isolation. Learning takes place in context; designated blunders correction is de-emphasized in favour of the principle that scholars will certainly increase

correct speech via common use. Students increase fluency via speaking in the language as opposed to reading it. A communicative study room consists of sports via which college students are capable of training session trouble or state of affairs via narration or negotiation, and for this reason, set up communicative competence. Thus a few sports may encompass composing a speech wherein the contributors negotiate whilst and wherein they may be going to consume dinner, developing a tale primarily based totally on a chain of photos or evaluating similarities and variations among photos.

### **Conclusion.**

Some of the principle processes and strategies of overseas language coaching can be taken into consideration as out of date from a systematic factor of view, a few others appear to be greater current, however, in fact, they all have added improvements at a given moment. However, all strategies have at the least matters in common:

- 1 ) their notion to be the great one, and

- 2) a fixed of prescriptions that instructors must comply with necessarily.

Teaching shouldn't be approached following a specific technique as a fixed prescription, however, the opposite as a dynamic and reflective process, this means an everlasting interplay of few of the curriculum, instructors, students, activities, methodology, and academic materials. What certainly takes place in the schoolroom, along with cautious making plans and evaluation, will become the maximum critical factor instructors must replicate on after which relate to ideas or to different experiences. A lively position for instructors, who layout they're his personal content material and tasks,

school room interplay, materials, methodology, evaluation, etc., is proposed in preference to a passive position this means that dependence on different people's designs and strategies. It is a great manner of curriculum, instructor and learner development.

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