

INDIVIDUAL APPROACHES TO FOREIGN LANGUAGE TEACHING

Qobulova Dildora Sodiq qizi

2nd course of master degree in the department of foreign languages

Jizzakh state pedagogical university

Annotation: Our article examines different approaches developed to make language teaching more dynamic and interesting, thereby improving learning outcomes for students. Foreign language teaching has undergone many changes over the years in terms of teaching approaches. Gone are the days when the traditional grammar-translation method was the only option used in the classroom.

Keywords: methodology, grammar-translation, classifications, acquisition psychology, communicative-activity approach.

First, let's recall the approach. An approach is a strategy that a teacher chooses when teaching a discipline. This category is not only one of the most important in terms of methodology, but also serves as a language didactic basis for the educational process. That is, it gives us an idea of the strategy chosen by the teacher, which determines the methods and techniques of foreign language teaching. To date, there are several classifications of approaches to foreign language teaching. From the point of view of language acquisition psychology according to M.V.Lyakhovitsky, the following approaches can be distinguished:

1) Behavioral approach (language acquisition through the formation of language automatisms in response to presented stimuli);

2) Inductive-conscious approach (language acquisition through observation of speech; in the process of this observation, language rules and possibilities of their use in language are assimilated);

3) Cognitive Approach (conscious language acquisition sequentially from knowledge in the form of rules to language knowledge and skills);

4) Integrated approach (combination of conscious and unconscious components in the learning process, which contributes to the parallel acquisition of knowledge and language skills and abilities)

Approaches to foreign language teaching can be distinguished from the point of view of the object of learning: the language approach is aimed at language acquisition, the speaking approach is aimed at language acquisition, the speaking activity approach (communicative-activity approach) focuses on language activity, where language is the focus and becomes a means of communication. Approaches to foreign language teaching from a language didactic point of view: intuitive, conscious, action-oriented. The essence of the intuitive approach is to exclude the mother tongue from the learning process. Mastery of a foreign language occurs unconsciously since lexical elements are recorded by ear. This approach is based on a behavioral approach. In implementing this approach, students acquire skills through repeated repetition. The conscious approach relies on students understanding the lexical units of the language and their further use in the language. Language acquisition takes place in three phases: acquisition of new knowledge, consolidation, and practical application.

In the methodology of teaching a foreign language, the activity approach is implemented through speech activities, during which the participants in the educational process try to solve the communicative tasks set for them of a domestic and general, cultural, and professional nature. The communicative-active approach also means that the pupil, as the subject of the pedagogical activity, is the focus of education, and the educational system assumes maximum consideration of the individual psychological, age-related, and national peculiarities of the pupil's personality and interests. The activity-based nature of learning involves the organization of lessons as an educational activity aimed at providing students with

and solving specific learning tasks based on the tasks listed above. [1] The object of learning from the point of view of this approach is language activity in its forms such as listening, speaking, reading, writing, and translating. The communicative-active approach not only focuses the language lessons on teaching communication but also on training intercultural communication skills to solve general cultural and professional problems.

Nowadays, educational organization makes certain demands on the learning process. The main task of the teacher is to create realistic situations (to immerse the students in the language environment) during the lesson. At the same time, in the process of communicating in a foreign language, the lexical and grammatical units of the language are developed and consolidated. The methodological content of the communicative-active approach is the forms of organizing pedagogical activities, which are primarily associated with the widespread use of collective forms of work, solving problematic tasks, and cooperation between teachers and students. The purpose of this approach is to teach the students to act in certain situations that the teacher has modeled and presented during a foreign language lesson. [2] When implementing the educational process of foreign language teaching based on an action-oriented approach, students develop foreign language communication skills, namely the formation of knowledge, skills, abilities, and experience for their further application in the language process of communication with native speakers.

However, in modern theory and practice, foreign language teaching is based on a personality-oriented approach, which assumes the existence and construction of an individual educational trajectory for each student from the outside. The implementation of this approach in practical foreign language teaching takes place through the design and development of an individual educational path, depending on the level of knowledge of the student. When implementing the process of teaching a foreign language, the student (pupil) is considered a linguistic personality with its own unique characterological and personal traits. At the same time, the teacher

becomes a partner. The task of the teacher is to motivate the students not only to work individually but also to work in a team through project-related, active, and interactive forms of work. The intercultural approach involves the development of a bicultural personality capable of rising above one's own culture and mastering the functionality of a cultural coordinator. [3]

In addition, a competency-based approach is applied. It is of paramount importance in the educational process at all levels and in the process of foreign language teaching and is closely related to a personality-based approach. The aim of foreign language teaching based on the competency approach is the development of foreign language communication skills. The learning approach is a fundamental category of methodology that provides insight into the views of language researchers and language teachers both on the language itself and on the possibilities of mastering it. As part of the system of language didactics, the approach acts as the most general language didactic basis for teaching and gives an impression of the chosen learning strategy, which serves as a basis for the selection of methods and techniques for language teaching.

Questionnaires

1. Define the Approach to Learning
- 2 categories. What approaches to learning do you know?
3. Provide a detailed description of each approach.

In summary, approaches to foreign language teaching have moved far away from the traditional method of grammar-translation. Current approaches focus on making language teaching dynamic, interactive, and relevant. Language learners can now choose the approach that best suits their learning style and achieve better learning outcomes.

References:

1. Аршинов, В.И. Философия образования и синергетика: как философия образования может содействовать становлению новой модели образования В.И. Аршинов Синергетика и психология. – М: Когито-Центр 2004. – 205
2. Выготский, Л.С. Психология развития как феномен культуры Л.С. Выготский. – М.: Воронеж 1996. – 512 с.
3. Леонтьев А.Н. Деятельность. Сознание. Личность А.Н. Леонтьев. – М.: Политиздат, 1975. – 304 с.