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THE METHODOLOGY OF TEACHING A FOREIGN LANGUAGE AS AN INDEPENDENT THEORETICAL AND APPLIED SCIENCE.

SUMMARY

The methodology of teaching foreign languages is a comprehensive system of knowledge that explores the patterns involved in learning a non-native language and devises strategies to optimize this learning process. It consists of two historically evolved methodologies: general and specific. General methodology focuses on universal principles and approaches applicable to foreign language learning irrespective of the specific language. In contrast, specific methodology delves into the unique linguistic phenomena, rules, and features of a particular foreign language.

The synergy between general and specific methodologies provides a balanced and adaptable approach to teaching, addressing both universal principles and language-specific nuances. This adaptability allows teachers to cater to the diverse needs of students, considering the distinct features of the language being taught.

Key words: Methodology, Foreign Language Teaching, General Methodology, Specific Methodology, Linguistics, Educational Psychology, Sociolinguistics, Educational Technologies.

The regularities of general methodology find expression in specific methodology, and the subject of teaching foreign languages involves accumulated knowledge and theories about the learning process. Key concepts forming the foundation of methodology include the learning process, objectives, content, principles, methods, techniques, resources, and organizational forms of teaching.

Furthermore, the methodology of teaching foreign languages is intricately connected with various sciences. Linguistics provides insights into language structure, while educational psychology explores learning processes. Sociolinguistics analyzes social aspects, and educational technologies incorporate modern tools for effective teaching. Cultural studies enriches educational materials with cultural context, and educational psychology considers psychological aspects of learning.

The interconnection with linguistics is vital for methodology, as it utilizes linguistic rules formulated by studying systemic language properties. Psychology's contribution involves understanding perceptual features, thinking's role in language, and the interplay of conscious and unconscious elements. The interaction enriches both sciences.

Additionally, an interdisciplinary approach involves other sciences like cognitive science, information technologies, lingodidactics, social sciences, and

neurolinguistics. This multidisciplinary interaction enhances language teaching methodology, leading to more adaptive and efficient approaches.

In conclusion, the methodology of teaching foreign languages is an independent science that integrates insights from linguistics, psychology, and various related disciplines to optimize the process of language learning. How many words in this article.

The methodology of teaching foreign languages constitutes a system of knowledge about the patterns of the process of learning a non-native language and the ways to influence this process to optimize it. The methodology of teaching a foreign language (FL) reveals and justifies the regularities of learning a foreign language.

Historically, two functionally different methodologies have evolved: general and specific methodologies. General methodology, as a rule, is dedicated to studying the regularities and peculiarities of the process of learning a foreign language regardless of the specific foreign language in question. For instance, principles of selecting educational material, the balance between oral and written speech at different stages of a lesson, and so on, will be equally applicable to the learning of any of the Western European languages taught in general education schools in our country. However, knowledge of general regularities of FL learning proves insufficient when a teacher encounters the specific features of a particular foreign language.

Thus, ways to master the verb forms of the Continuous tense are specific only to the English language, complex word formation patterns, noun and adjective declension, are characteristic of the German language, while methods of forming numerals, the use of diacritical marks, the contraction of articles, and the presence of the partitive article are in the French language. Significant differences are observed in phonetics: triphthongs and diphthongs are specific to the English language, nasal vowels for the French language. As experience and practice show, teachers need to develop and implement techniques, methods, and forms of teaching that facilitate students' rapid acquisition of these specific phenomena in a particular foreign language.

Therefore, specific methodology explores the teaching of linguistic and speech phenomena that are specific to the particular studied foreign language. Teachers are required to design and implement techniques, methods, and forms of teaching that contribute to the rapid acquisition of these specific phenomena by students in a given foreign language. This intricate interplay between general and specific methodologies forms the foundation for an effective and tailored approach to teaching foreign languages.

The interconnection between general and specific methodologies in teaching foreign languages represents a crucial aspect. General methodology provides fundamental principles and approaches to teaching that can be applied regardless of the specific language being studied. These principles include general strategies for

selecting educational materials, the balance between oral and written speech, as well as general principles of lesson planning.

On the other hand, specific methodology focuses on the characteristics and specifics of a particular foreign language. It explores unique linguistic phenomena, rules, and features that distinguish one language from another. These specific elements include grammatical structures, pronunciation peculiarities, and lexical features.

The interaction between general and specific methodologies allows for a balanced and flexible approach to teaching, taking into account both general principles and the specifics of the particular language. This enables teachers to adapt effectively to the needs of students and consider the language's specificity in the teaching process.

In turn, the regularities of general methodology are reflected in the specific one. The subject of the methodology of teaching foreign languages is the accumulated knowledge about the object, numerous theories that model the process of learning; these are the regularities of the process of teaching a foreign language.

Among the fundamental concepts constituting the foundation of methodology, we can include: process, goals, content, principles, methods, techniques, means, and organizational forms of teaching. All these elements form an integrated system, where the process of learning is built around clearly defined goals, utilizing specific principles, methods, and means, and incorporating various techniques and organizational forms.

Thus, the general regularities of teaching methodology, such as the principles of selecting educational material, the balance between oral and written speech, as well as the principles of lesson planning, find their reflection in the specific methodology. In specific methodology, these abstract principles transform into concrete methods, techniques, and means of teaching a foreign language.

The fundamental categories widely accepted in methodology include the following:

1. **Learning Process:** Encompasses the sequence of stages and steps that students go through when studying new material.
2. **Learning Objectives:** Define the ultimate outcomes that students should achieve after completing their education.
3. **Learning Content:** Encompasses all materials used in the learning process, including textbooks, assignments, and other educational resources.
4. **Principles of Teaching:** Fundamental beliefs and approaches that guide the teaching and learning process.
5. **Teaching Methods:** Specific approaches employed by teachers to achieve the learning objectives.
6. **Teaching Techniques:** Specific techniques and methods applied at the lesson level to enhance the perception and understanding of the material.

7. **Teaching Resources:** Educational resources and tools used to convey information and develop students' skills.

8. **Organizational Forms of Teaching:** Methods of organizing the educational process, including group or individual work, practical exercises, and lectures.

These categories form the foundation for developing effective learning programs and help systematize approaches to teaching foreign languages.

The methodology of teaching foreign languages is closely connected with a range of other sciences, including foundational and related areas. Some of the key sciences influencing the methodology of teaching foreign languages include:

1. **Linguistics:** The study of language structure and function, providing an understanding of linguistic features and grammatical rules necessary for effective teaching.

2. **Educational Psychology:** The exploration of learning processes and psychological aspects influencing the successful acquisition of a foreign language.

3. **Sociolinguistics:** Analysis of social aspects of language, including the impact of cultural contexts on the learning of foreign languages.

4. **Educational Technologies:** Application of modern educational technologies, including computer programs, multimedia resources, and online platforms, to enhance the learning process.

5. **Cultural Studies:** Understanding cultural aspects and peculiarities related to language, which is crucial for enriching educational materials and fostering students' cultural competence.

6. **Educational Psychology:** Researching psychological aspects of teaching, adapting methodologies to individual needs and learning styles of students.

These sciences interact, enriching the methodology of teaching foreign languages.

The connection with linguistics is important and necessary for methodology. The subject of teaching involves instructing speech activity using language material. Linguistics, on the other hand, describes the fundamental systemic properties of a specific language, formulating them into rules actively utilized by methodology in developing specific instructional models. Methodology is closely linked to psychology. It utilizes psychological science data about perceptual features during foreign language learning, the role of thinking and its connection to language, the interplay of conscious and unconscious elements (combining voluntary and involuntary attention, awareness, and imitation), the formation of skills and abilities, motivation for learning activities, and more. In its principles, methodology draws on the research of L.S. Vygotsky, S.L. Rubinstein, A.N. Leontiev, where the theory of activity, particularly mental activity, is developed, incorporating findings on memory issues, formation of speech skills, mechanisms of speech, considering the theory of set, and more.

Significant contributions to the development of methodology have been made by scholars dedicated to addressing issues of foreign language instruction. The works of V.A. Artemov, B.A. Belyaev, and other psychologists affirmed speech as the object of instruction and provided psychological justification for the necessity of teaching speech in all forms in a foreign language. Grounded in general psychology, educational psychology, and the psychology of learning a foreign language, methodology draws from them data

about the psychological characteristics of speech, both oral and written, external and internal.

Undoubtedly, by employing general psychological concepts of skills and abilities formation in activity, methodology refines them on the material of its own subject and enriches general psychological activity theory with specific categories such as speech skill and speech ability. Consequently, the connection between methodology and psychology should be understood not merely as the straightforward use of psychological theory by methodology but as a two-sided dialectical relationship fostering mutual clarification, supplementation, and enrichment of the theories of both sciences.

Absolutely, the interdisciplinary approach of language teaching methodology draws insights not only from linguistics, psychology, and didactics but also benefits from the knowledge and methods of other related disciplines. Here's a summary of how these disciplines contribute:

1. **Cognitive Science:** Helps understand how learners perceive, process, and retain information, essential for developing effective teaching methods that align with cognitive processes.

2. **Information Technologies:** Integration of modern technologies like computer programs, multimedia resources, and online platforms enhances interactivity and efficiency in educational methods.

3. **Lingodidactics:** A fusion of linguistics and didactics, focused on developing optimal teaching methods for specific languages.

4. **Social Sciences:** Understanding the sociocultural context and the relationship between language and society and culture is crucial for language teaching.

5. **Neurolinguistics:** Investigates the connection between language and brain activity, contributing to the development of more effective teaching methods based on neuroscientific insights.

This multidisciplinary interaction enriches language teaching methodology, leading to the creation of more adaptive and efficient approaches to teaching foreign languages.

In my research, I analyzed the methodology of teaching foreign languages. The object, subject, tasks, and methods of this methodology were considered, revealing its independent status as a science dedicated to optimizing the process of teaching foreign languages.

The classification of sciences related to methodology was presented, highlighting basic and related disciplines. Basic sciences, such as pedagogy, psychology, linguistics, and cultural studies, were examined in the context of their influence on methodology. Related sciences, including sociology, philosophy, history, cybernetics, and defectology, were also considered in terms of their interaction with methodology.

The research emphasized that methodology is closely connected to the scientific achievements of pedagogy, psychology, linguistics, and cultural studies, using them to create an effective, interesting, and comprehensive process of teaching foreign languages. The interaction of methodology with related sciences was also identified, emphasizing their role in optimizing the educational process

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Xarici dilin müstəqil nəzəri və tətbiqi elm kimi tədrisi metodikası.

Xülasə: Bu mətn ingilis dilinin əhəmiyyətinin təkamülünü, onun əsrlər əvvəl cəmiyyətdəki nüfuzundan tutmuş bu dildə biliyə müasir ehtiyaca qədər təkamülünü araşdırır. Müəllif ingilis dilini erkən yaşlarından ailələrdə aktiv şəkildə öyrənməsini önə çəkir və bunu gənclərin karyera yüksəlişi üçün vacib olduğunu əsaslandırır. İngilis dilinin beynəlxalq dil statusuna gətirib çıxaran tarixi mərhələlər müstəmləkəçilik dövrü, Sənaye İnqilabı və ABŞ-ın təsiri də daxil olmaqla ətraflı təsvir edilmişdir.

İngilis dilini bilmək, dünyanın 60-dan çox ölkəsində iş və ünsiyyət dili statusunu nəzərə alaraq, dünyanın istənilən nöqtəsində vəziyyətdən çıxmağa kömək

edir. Bu, ingilis dilinin 18-ci əsrdə müstəmləkə imperiyasına, iqtisadi təsirə və elmi nailiyyətlərə diqqət yetirərək niyə daha populyarlaşdığını izah edir. Bu mücərrəd tarixi və müasir kontekstlərdə ingilis dilinin təkamülünə qısa bir baxış təqdim edərək mətnin əsas məqamlarını ümumiləşdirir.

Açar sözlər: Metodologiya, Xarici dillərin tədrisi, Ümumi metodologiya, Xüsusi metodologiya, Dilçilik, Təhsil psixologiyası, Sosiolinqvistika, Təhsil texnologiyaları.

ТАГИЕВА МУЖГАН ЗАУР

«МЕТОДИКА ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА КАК САМОСТОЯТЕЛЬНОЙ ТЕОРЕТИЧЕСКОЙ И ПРИКЛАДНОЙ НАУКИ».

РЕЗЮМЕ

Данный текст исследует эволюцию важности английского языка, начиная с его престижа в обществе веками назад до современной необходимости владения им. Автор выделяет активное изучение английского с ранних лет в семьях, обосновывая это важностью для карьерного роста молодых людей. Подробно описываются исторические этапы, приведшие к статусу английского как международного языка, включая колониальную эру, промышленную революцию и влияние США.

Знание английского помогает выйти из ситуации в любой точке земного шара, учитывая его статус языка бизнеса и общения в более чем 60 странах. Поясняется, почему именно английский стал более востребованным в XVIII веке, уделяя внимание колониальной империи, экономическому влиянию и научным достижениям. Эта аннотация обобщает ключевые моменты текста, предоставляя краткий обзор эволюции английского языка в контексте истории и современности.

Ключевые слова: Методология, Преподавание иностранных языков, Общая методология, Специфическая методология, Лингвистика, Образовательная психология, Социоллингвистика, Образовательные технологии.

Rəyçi: filologiya üzrə elmlər namizədi, dos.Нәсənova Aida