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Nozigul Nabiyevena Siddiqova

The Bukhara Engineering and technological institute

A teacher of

Foreign Languages Department

FUNCTIONS OF FOREIGN LANGUAGES ACQUISITION METHODS AND THEIR APPLICATIONS

Abstract: *there is a lot of work being done not only on teaching foreign languages, but also on finding and testing new methods of teaching all subjects. This is one of the most important issues in education today. If in the past foreign language teaching was considered to be the study of this language system, in recent years the main focus of teaching has been to develop these students' foreign language skills.*

Key words: *teaching foreign languages, new methods, language system, students' foreign language skills, audiolingual method, intensive method, audiovisual, hypnopedic, relaxopedia, suggestopedia, rhythmopedia, methodological literature.*

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Introduction

It should be noted that these goals in foreign language learning are not set by oneself or by others or individuals, but are closely related to changes in the sciences of linguistics and psychology and the social development of society. For example, consider the audiolingual method. The development of this method was influenced by changes in linguistics, that is, the structural flow.

It includes the following factors:

- teaching a foreign language should start with speaking;
- language learning is based on different structures, patterns of speech;
- exercises also require language repetition based on language requires exercise;
- the choice of grammatical patterns and vocabulary should depend on the results of the comparison of the foreign language with the native language;
- great attention to pronunciation is required.

The main disadvantages of this method are the large number of mechanical exercises and real speech is a lack of exercise.

II.Literature review

The founders of the audiolingual method are methodist scholars Ch.Fries and R.Lado. For example, Ch.Fries says that the main content of the initial stage should be the study of structures. It is important that grammar skills are based on this. According to Ch.Fries and R.Lado, students must first remember the set of structures (sentences) used in oral speech. It is then necessary to build new sentences based on these structures, that is, to develop skills and abilities. This is done through training exercises. Later, a new method began to take shape in the West. This was an audio-visual method. Its founders are the Yugoslav Methodists P.Guberin and the Frenchman Pierre Rivon, L.Gugenheim and others. This method is based on quick memorization of language (language material) by hearing and seeing. The main advantage of this method is that it requires the study of the language material in relation to real-life situations. Language learning is based on seeing, listening and understanding. According to the authors of this method, the aim is to study the most common topics in everyday life (for example, apartments, furniture, trade, etc.). They are mastered mainly on the basis of

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perceptual perception and extensive use of technical means.

III. Analysis

Much has been done and is being done in our country and abroad to intensify foreign language teaching. This led to the development of new intensive methods. So what is an intensive method? How can it be understood? The first meaning of the word intensive training is short-term to engage students in speaking activities in the foreign language they are learning, i.e. to teach to speak. This is based on the students' internal psychological capacity and memory. (Leontev A.A. Kitaygorodskaya). Thus, the following two characteristics of intensive teaching can be identified:

- study a certain amount of study material in a short period of time and carry out a corresponding foreign language speaking activity;
- maximum from all reserves (psychological capabilities) of a person's memory use, that is, increase student engagement. In recent years, much needs to be done to increase student engagement in the classroom. One of the most important tasks is to create an environment of verbal communication in order to increase the activity of students in the classroom, using the internal capacity of personal memory. The methods used by the teacher and the various visual aids should be aimed at this goal. The psychological state of speech communication is one of the most important tasks in increasing the activity of students.

One of the well-known Methodist scholars, E.I. Passov says that the communicative approach used in modern foreign language teaching is a form of intensive teaching based on speech situations. The intensive method was first developed in the early twentieth century on the basis of the "correct" method began. Prof. According to E. I. Gez, "The right method has created a favorable opportunity and basis for intensive foreign language teaching." Some of the key aspects of the right method, such as interest in oral speech, especially the choice of speech situations for dialogic speech, and the need to increase student engagement in the classroom, are the basis of some modern intensive methods. Each new method retains the advantages of the previous method. In recent years, words denoting a new direction, such as audiolingual, audiovisual, hypnopedia, relaxopedia, suggestopedia, rhythmopedia, have become more common in the methodological literature. It should be noted that audiolingual and audiovisual methods cannot be used in intensive training. This is their principle that is, not relying on the use of the mother tongue, learning, memorization, and a large number of creative exercises by imitating the language.

Hypnopedics, Relaxed Therapy - these methods only give good results in memorizing language material, but do not provide use in speech. That is why the well-known scientist, Professor Gegechkori L.Sh.

suggests that hypnopedics and relaxation should be considered as opportunities that can be used in foreign language teaching because they are only concerned with remembering the information provided.

In the years that followed, the study of the individual as an object and all of it became creative pedagogy, psychology, social psychology, medicine in determining the possibilities. Much attention is paid to the integration of research in the sciences. An important issue today is the focus on preparing students for new thinking, creative thinking, and preparation for life. This increases the need for a comprehensive study of the individual. Thus, the student's personality has become a central figure in the learning process. G. Lozanov - psychotherapist, doctor of medical sciences, Bulgarian scientist - focused on the study of the potential of the human internal reserve. He began to study three important factors:

1. Open memory reserves;
2. To study the intellectual activity of the student;
3. Positive emotion, (loses the feeling of fatigue, the role of the teacher, authority; the relationship between teacher and student; mutual trust, a high level of motivation, the opening of the inner reserve of the person).

Gegechkori L.Sh. and Leontev A.A. It is acknowledged that the Lozanov method involves:

- 1) in the study of a large number of speech units;
- 2) students are taught to use language, vocabulary, in the process of speaking a foreign language developing the ability to use a unit of speech in another situation;
- 3) creating high motivation to learn to read;
- 4) the presence of psychological barriers (shyness, fear, humanity) gives very good results in removing.

It is noteworthy that Lozanov developed a method of teaching foreign languages did not make it an exit task. In the 60s and 70s, Lozanov's method was used in foreign language learning. At present, scientists and methodologists have developed ways to use intensive methods in combination with the practical methods used in our country. He said that it is expedient to apply only some principles of this method (Lozanov).

1. Emotionally method (I. Yu. Shexter) – role in the process of games focus on meaningful change. Such a view is one of the linguistic units of one's personal thinking is based on the idea that it does not originate from a complex. The main tool in this method is in the system of communicative tasks. This method of training is divided into 3 forms (periods):

- a) learn to speak based on the most common situations in life. No grammar, no homework. By the end of this period, 1,200 to 1,400 lexical items can be read.

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b) transition to a professional speech process. Manological speech develops in all directions. Gradually, refereeing begins with the study of writing and grammar. Teaching a foreign language on the basis of various games, consisting of problematic situations related to the profession, using texts of a scientific and emotional nature.

c) speech is increasingly shaped by a particular profession. Custom texts, recruitment Relevant documents, professional correspondence form the training material.

2. The intensive course offered by L. Gegechkori to teach adults intended for. There are 3 periods. The inter-period stage (ie the language preparation stage) is the main feature that distinguishes this method from other methods. In this case, the language material is consciously assimilated.

3. An experiment was conducted on the intensive method of teaching foreign languages to students. The learning process is organized as follows:

Semester 1 - Speech preparation exercises based on conscious learning of a foreign language performance;

Semester 2 - Development of dialogic speech based on the method of G. Lozanov;

Semester 3 - Teaching a wide range of profiles based on conscious study of language material;

Semester 4 - Development of monologue based on the method of G. Lozanov;

Semester 5 - Study of texts in the specialty;

Semester 6 - The Sleeping Course (Plesnevich A. S. tried English teaching) is designed for 10 days. Purpose: To provide researchers with scientific and professional contacts with foreign colleagues. This method can be used in the final stages of teaching students. As a return to previous topics.

5. Suggestokibernetik integral method. (Petrusinsky V.V.) (for adults) – Cybernetization of suggestive control is the basis of this method. Training is provided by automated technical means. The teacher is not present. It only controls the selection of material and the knowledge, skills and abilities. This method mainly helps to automate the initial method and chooses to memorize the lexical material. In short, some features of this or that intensive course can be used in the teaching of foreign languages in higher education. It is designed to increase the individual's active participation in the learning process.

IV. Discussion

This term is widely used as a general theory of pedagogical teaching on the concept of “method”. Didactics interprets the term “method” in terms of the way teachers and students work to acquire knowledge, skills, and attitudes, and to create opportunities for teachers to learn. General teaching methods have been developed for the subjects that teach the basics of science. The methodology of teaching a foreign language is developed taking into account the

specifics of the subject. The use of foreign language teaching methods has a long history. In foreign language teaching methods, the term “method” has three main meanings.

Firstly, a whole line in the history of methodology (translation method, correct method, comparative method, mixed method);

Secondly, the training system that is part of the direction;

Thirdly, the way teachers and students interact. (Methods of acquaintance, practice and application).

In the history of foreign language teaching, the first and second methods are called “historical” methods, and the third is called “process expression” methods. Historically, the methods have been grouped into four groups, with the addition of the words “translation”, “correct (or without translation)”, “comparative”, “mixed” to their names, so that the foreign language all the methods in the centuries-old history of the unit are grouped into four categories. A brief analysis of each of them is required, because in the first method some of their features are used in a certain way.

Translation method. The name of this method is often used in the plural with the term “translation methods”. So it's not hard to know the meaning; the foreign language material is translated into the native language. In Europe, translation was used as a method of understanding, first in Greek and then in Latin. In the second half of the eighteenth century and throughout the nineteenth century, French was studied through translation, in the twentieth century English and finally German, and in the Muslim world mainly Arabic and partly Persian were studied as foreign languages. Dead and living languages are taught by translation, and this process is a factor in the development of logical thinking. was calculated. Arabic, on the other hand, was a means of teaching Islamic works, which most students learned by rote memorization. Arabic, Persian and Turkish languages are taught in higher and religious schools. The most common translation methods are known as “Grammar-translation method” and “Text translation method”. Proponents of the former have used word and color translation to teach grammar, while proponents of the latter have used translation to read and understand the text. aimed at. The use of both translation methods is for educational purposes only. A foreign language is learned receptively. Based on the linguistic and psychological knowledge of the time, foreign language teaching methods were developed. Some teachers still misuse translation methods. For example, translating text is a non-methodical method. It is not forbidden to translate certain sentences or parts of the text for a specific purpose. Using the dictionary, you can provide short texts for translation to learn the meaning of new words, where the purpose of translating the text is to teach the use of the dictionary.

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The right method. The main reason for the name of the method is that it is taught in the right way attempts have been made to establish a direct association between the foreign language word and the subject, that is, the mental connection, by passing the mother tongue. The same methodology is used in teaching foreign language grammar; they wanted to make a direct connection between grammatical meaning and form. By the end of the last century, this method was invented as a result of the reform of foreign language teaching in Western Europe and the United States. Later, this method spread to Asia, Africa and other countries. Attempts to teach a foreign language without the participation of the mother tongue began to be expressed in terms such as the correct method, the inductive method, the natural method. From these methods the main goal is to teach a foreign language in a practical way. The conditions for learning the mother tongue have been accepted in this method without any changes. Two of the most common types of modern methods are audiolingual and audiovisual. According to the founders of the audiolingual method (famous American Methodists Charles Carpenter Frieze and Robert Lado), a foreign language is practical and studied for educational purposes. Emphasis is placed on the selection and teaching of foreign language sentences (speech patterns) from language materials. The procedure for studying the types of speech activities is as follows:

- listening comprehension;
- to speak;
- reading;
- writing.

Oral speech is taught as a means of communication in a foreign language, and written speech is taught on the basis of oral material. Teachers know several positive features of the audiolingual method from school experience. For example, the application of speech patterns to the level of language teaching unit, the advancement of oral speech, the teaching of reading and writing in oral material have been adopted with appropriate changes in grades V-VII. The fact that some of the laws of the audiolingual method do not apply to our conditions is taken into account in school textbooks. For example, it is

unusual to teach speech patterns without the involvement of the mind and without any rules. Distinguish between active and passive language material and are indifferent to their acquisition. This is also a misguided method. An audiovisual method that differs from the audiolingual method in a number of respects special attention is paid to the traditions of lexical material in accordance with the methodological guidelines of the representatives (P.Guberina, P.Rivan). 1,500 words have been selected for free thinking on life topics, and various technical means have been given a major place in the educational process. In addition to the commonality of the two methods, there are also differences. For example, the audiovisual method teaches speaking, writing, and finally reading. Reading is taught after writing. These methods are used positively in our schools. In the first years of high school, foreign language teaching is taught before writing, then reading before writing, and reading in the upper grades before all types of speaking activities. Reproductive and receptive foreign language teaching methods have also left a significant mark on the history of the methodology.

V. Conclusion

During the application of the methods, information exchange exercises (i.e. skills development) are performed. The method used by students in oral and written communication works best. Methods of performance, in turn, are used in practice through methodological actions. For example: the method of revealing the meaning of vocabulary without translation, the method of obtaining information from the text, the method of lexical teaching of grammatical units, the teaching of pronunciation by imitation, etc. A set of specific methods constitutes a process method. Methodical teaching represents an action that is evident in the study of the material. In the methodological literature, there are up to seven cases where methods are given under the names "Demonstration, Explanation and Exercise" or methods. No matter what the names or how many they are, the methods are focused on introduction, skill building, and skills development.

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